

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
PICTURED-STORIES FOR THE SIXTH GRADE IN SD N DELEGAN 3  
PRAMBANAN IN THE ACADEMIC YEAR OF 2010/2011**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for the Attainment of  
a *Sarjana Pendidikan* Degree in English Education



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2013**

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Penulis,



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# MOTTOS

*Every hardship is followed by ease.*

*(Holy Qur'an, Al Insyiroh: 6)*

*One will gain nothing without making any effort.*

*(Holy Qur'an, An Najm: 39)*

*Life is happiness. Happiness is the fact that*

*I can do something right now.*

*(Donghae Lee-SJ)*

*You were given life. It is your duty to find*

*something beautiful within life, no matter how*

*slight.*

*(Elizabeth Gilbert-Eat, Pray, Love)*

## DEDICATION

*This bunch of knowledge is lovingly dedicated to:*

- ♥ *My beloved parents for their priceless love and prayers.*
- ♥ *My dearest one.*

## ACKNOWLEDGEMENTS



Alhamdulillahirobbil'alamin, praise to Allah SWT who has given me remarkable blessings and strengths, so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis. My appreciation and thanks due to:

1. my first consultant, Dra. Nury Supriyanti, M.A., who has provided continuous directions, guidance, help, correction, and advice in the accomplishment of this thesis,
2. my second consultant, Sudiyono, S.Pd., M.A., for the advice, suggestion, correction, motivation, and encouragement for completing this thesis.
3. my academic consultant, Anita Triastuti, S.Pd., M.A., and all lecturers of English Education Department who have given me a lot of knowledge,
4. my beloved family; my father (Babé Karim), my mother (Buk é Siti Aminah), and my gorgeous sister (Flani Widyawati Cosma Herlina, S.Pd.) who always pray for me and support to finish my thesis. I also would like express my loving thanks to my dearest one, Aan Riswanto, A.Md. for his patience and great support in my ups and downs during the process of finishing my study, and sincere devotion,
5. all class H 2006 members; Tiara, Ika, Via, Ajeng, Alin, etc. for their support and advices. My warm thanks are due to my close friends (Mitha, Erna, Mbak Ratri, Agnes, Dewi) who have accompanied me to go through the happy moments. And for my friendship; Novria, Firly, Acole, and Siti for the support and motivation. Nothing could buy the togetherness we shared,
6. those in SD N Delegan 3 Prambanan who have helped me to finish my thesis, especially to the headmistress, Agata Petra Arimbi W., S.Pd., the English teacher, Andriyani Dwi Puspitahadi, S.Pd., and all of the sixth grade students of SD N Delegan 3 Prambanan in the academic year of

2010/2011 (Azis, Anwar, Agung, Vira, Linda, Irma, Nina, Divi, Yusron, etc.),

7. my friends in English Education Department for their support and advice in finishing the thesis.

I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, March 2013

The writer



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**Abstract**

This action research is aimed at improving the students' reading comprehension through pictured-stories for the sixth grade in SD N Delegan 3 Prambanan in the academic year of 2010/2011. Pictured-stories are written texts which are accompanied by pictures. The pictures are used to illustrate the stories.

The pictured-stories were combined with two accompanying actions; using classroom English and giving rewards. The steps were reconnaissance, planning, actions and observation, and reflection. The collected data were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, and holding discussions with the English teacher. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' reading comprehension through the reading tests.

The result shows that the use of pictured-stories has successfully made the students able to comprehend the English texts. It can be seen from the pre-test and post-test result. The pre-test average score was 59 and for the post-test was 87.6. Moreover, pictured-stories also could: (1) attract the students' attention to get involved in the class activities, (2) help the students to guess the meaning of new vocabulary items in Indonesian by themselves, (3) arouse students' interest in reading, (4) ease the students to learn new vocabulary items without detailed explanation, (5) make the teaching of English more alive because they could help the students in understanding the stories, (6) make the students love to learn English, (7) make the students easy to comprehend the English texts without imagining the things in the texts, (8) give additional information about the stories such as the situation, background and even characteristics of actors in the pictured-stories. In addition, using classroom English can familiarize the students with English. Giving rewards is also effective to improve students' self confidence and motivation.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

English is the first foreign language which is taught to children at the elementary school in Indonesia. Based on the local content curriculum of the basic education in 1994, the teaching of English has the purpose to motivate students to be more ready and confident in learning English in the next level. Meanwhile, the 2006 curriculum states that there are two objectives of teaching English in the elementary school. The first is to develop communicative competence in the simple and oral form to accompany classroom actions within the school context. The second is to have awareness of the nature and importance of English in order to be ready to contribute in daily life.

The teaching of English in SD N Delegan 3 Prambanan is relatively new. Since 2004, this school has taught English from the third grade up to the sixth grade. As something new, there are still many things that need to be improved. One of those things is students' reading comprehension, which is the main purpose of the teaching reading in this school.

Comprehension is the key of reading. It is the way to grasp the reading content. The most important part of reading activities is understanding the idea or the gist of the reading materials conveyed by the written words. Without comprehension, the activity of reading will not achieve the goals. Reading comprehension is also one of the important skills. It is one of the skills tested

in the final exam and regarded as one of the receptive skills important for beginner learners of a foreign language. This means that reading comprehension has to be taught well. Because of this, the students must be able to comprehend the text.

Unfortunately, the sixth grade students of SD N Delegan 3 Prambanan cannot comprehend the text well so that the objectives of the English teaching and learning process cannot be achieved easily. Based on the researcher's observation when she was at the school, the sixth grade students found difficulties in comprehending texts. When the teacher asked the students to mention the information that was stated in the text, they only shook their heads. They also got difficulties in finding meanings of the difficult words. The difficulties are caused by several reasons. One of the reasons is that the materials are not enjoyable. Therefore, most of them had low scores. Besides, the media are uninteresting.

Media constitute one of the factors in determining the success of the English teaching and learning process. One of the ways to increase the effectiveness of the teaching of English is the use of media. It will make the students understand the meanings of language more easily than merely using definition or translation. The use of media will facilitate the transfer of knowledge.

Based on the reasons above, there is no doubt that students encounter difficulties in comprehending texts. After having some discussions with the English teacher who teaches in this school, the researcher planned to make an



effort to improve students' reading comprehension in the teaching of English by the use of instructional media. One of the instructional media is pictured-stories. They can be used in the classroom activities by English teacher to improve the materials and the reading activities so that students will be motivated to learn reading better. They can also make the students more interested in the teaching and learning process. Therefore, a study on using pictured-stories to improve students' reading comprehension needs to be conducted.

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

From the researcher's observation and interview when she was at the school, she found out that there were some problems related to the students' low level of reading comprehension. Based on the discussion between the researcher and the English teacher of the school, four problems can be identified.

The first problem was related to the students. It was difficult for the students to comprehend the information in the reading texts. The students got difficulty in interpreting the meanings of the difficult words. It is because the students' vocabulary mastery is still low. It is reflected by their incapability to get the detail information in the texts. They only shook their heads and smiled when the teacher asked them to mention the detail information that was stated in the texts. Moreover, they were not motivated to learn English. It is reflected by their behavior in the class. The students tended to show unfavorable attitudes during the English class. They also tended not to pay attention when

the teacher explained the material. Some of them even tried to get their friends' attention by playing games. They were also afraid of being active in English class. They felt worry about the English class. Therefore, some of the students chose to keep silent during the teaching of English. These attitudes would make their learning achievement low including the reading comprehension achievement.

The second problem was related to the English teacher. The teacher seemed to have difficulties in providing interesting topics and applying suitable techniques that would develop the students' reading comprehension. She just asked the students to read aloud the text. She did not care whether the students can comprehend the text or not. After the students finished reading the text, the teacher asked the students to answer the questions without giving guidance to comprehend the text. Besides, she explained the materials all the time and the students did not pay attention to the teacher's explanation. The lesson became teacher-centered that the students were far from being excited in following the teaching-learning process. The teacher always used the same technique in delivering the materials. In addition, she did not know how to motivate the students in the teaching of English. It made the situation during the English teaching learning process worse and monotonous especially in the reading class.

The third problem was related to the English learning materials. The English teacher took the materials from the present students' worksheet being used. The students' worksheet did not provide enough tasks for the students to

comprehend texts. As a result, the students had limited opportunities to comprehend the texts. Also, the materials being chosen were sometimes not interesting and did not attract the students' attention. Therefore, the students are unenthusiastic to read and comprehend texts.

The last problem was related to the media. There were limited media used in the English teaching. There were not any interesting media such as pictures especially in the reading class. The teacher only used textbooks as the basic material for teaching without any additional media to support the material. From this condition, the students were less enthusiastic to learn the materials well. Consequently, it drove the students to be bored and lazy in learning English.

Related to the problems explained above, the students seem to find difficulties in the English teaching and learning process. There are no various activities and this only makes them bored. Moreover, this condition just makes them unable to learn the language well.

### **C. Limitation of the Study**

It is impossible to solve the problems related to all of the factors, so the researcher limits the problems related to the use of teaching media, pictured-stories, to improve students' reading comprehension. This limitation is based on the observation that researcher has done. The researcher, the teacher and the headmistress shared the belief that in the process of learning reading, the students' reading comprehension had a big contribution to the improvement of the achievement in the teaching and learning activities. So they agreed that the

action research would be focused on the way to improve students' reading comprehension in learning English. That is why the sixth grade students of SD N Delegan 3 Prambanan need media, pictured-stories, which will improve their reading comprehension.

Pictured-stories were chosen by the researcher because they provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the students. Moreover, pictured-stories provide the starting point for a wide variety of related language and learning activities.

#### **D. Formulation of the Problem**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows: "How can pictured-stories be applied to improve the reading comprehension of the sixth grade students in SD N Delegan 3 Prambanan in the academic year of 2010/2011?"

#### **E. Objective of the Study**

The objective of this research is to find out how pictured-stories can improve the reading comprehension of the sixth grade students in SD N Delegan 3 Prambanan in the academic year of 2010/2011.

#### **F. Significances of the Study**

1. For the English teacher of SD N Delegan 3 Prambanan, it will be an ample opportunity to improve the quality of teaching reading to the

students and it will provide some input in making efforts to make the English teaching and learning process more interesting.

2. For English education students of Yogyakarta State University, the finding of this study hopefully become one of the considerable source or reading material either to enrich their reference in writing their thesis or to improve their knowledge in the English teaching.
3. For the English material developers, it will provide some inputs about the use of pictured-stories in writing the materials of English lesson.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **G. LITERATURE REVIEW**

##### **1. Teaching and Learning English in Elementary Schools**

###### **a. Teaching and Learning English in Elementary Schools in Indonesia**

Teaching English as a foreign language to children, in this case the elementary school students should be different from teaching English to adult or adolescence. It is because young children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass the English examinations (Brewster and Ellis, 2004: 27). Therefore, the aims of learning a foreign language to children should also be different from the aims of learning a foreign language to adults.

According to Depdiknas (2006), establishing English as a local content subject in Elementary school aims to support the readiness of the elementary school graduates in facing the learning English process at the higher level (secondary school). In addition, English instruction in elementary school is intended to develop language ability used to accompany the action or in other words called language accompanying action. In this case, English is used for interaction and it is characterized by “here and now”. Meanwhile, the objectives of English subject in the elementary school areas follows:

- 1) The students should have the competence to develop the ability of communicating in the school context.

- 2) The students should have the awareness of the importance of English in global.

In Indonesia, School Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institutions including elementary schools. Based on the curriculum 2006, the English instruction in Indonesia aims to develop four language skills so that the students are expected to be able to communicate to each other based on their literacy. There are four levels of literacy stated in the curriculum 2006, namely: performative, functional, informational and epistemic. At the performative level, learners are able to read, write, listen, and speak within various symbols used. At the functional level, learners are able to practice the language in their daily live, at the informational level, learners are able to access knowledge through their language ability, and meanwhile at epistemic level learners are able to express knowledge to the target language. Understanding each level of literacy, the teaching of English in the elementary school aims to reach the performative level.

Therefore, teaching English in elementary schools should be based on the school based curriculum. Teaching should also be based on the standard of competencies and basic competencies decided by the government. By considering the standard of competencies and basic competencies, the teachers will know the scope of materials that will be taught.

### **b. The Characteristics of Elementary School Students**

There are many factors which affect the English teaching-learning process, such as students, a teacher, materials, methods, language media, and curriculum. One of the important factors is the students since they are the object of teaching. Before teaching, a teacher has to recognize the characteristics of elementary school students.

Harmer (2008: 38) argues that young children learn differently from older children, adolescents, and adults in the following ways:

- 1) They respond to meaning even if they do not understand individual words.
- 2) They often learn indirectly rather than directly.
- 3) Their understanding comes not just from explanation, but also from what they see and hear and have a chance to touch and interact with.
- 4) They generally display an enthusiasm for learning and a curiosity about the world around them.
- 5) They have a need for individual attention and respond well to learning.
- 6) They are keen to talk about themselves and respond well to learning.
- 7) They have limited attention span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

The young learners' characteristic stated above show similarity to those stated by Brewster and Ellis (2004: 27-28). Some of the characteristics are that children have a lot of physical energy and need to be physically active, they have great emotional needs, they are emotionally exciting, they tend to be self-oriented and pre-occupied with their own world, they get bored easily, they are excellent mimics, they can concentrate for a surprising long time if they are interested, and that they can be easily distracted but also very enthusiastic.



According to Scott and Ytreberg (2004: 3), some general characteristics of children are related to their capabilities and aptitudes. Those are as follows:

- a) Their basic concepts are formed.

In teaching learning process, the teacher needs to give objects and pictures so that the children can understand easily and memorize the meaning because they can see something directly.

- b) They can tell the difference between fact and fiction.

The children have already understood which one is fact and which one is fiction. Something is a fact if they can see and touch the object, and something is fiction if they cannot see and touch the object.

- c) They ask questions all the time.

Children will ask all the time about something that they do not know because they are very curious about something around them. They will ask something to the people around them although they do not always understand the answers.

- d) They rely on the spoken word as well as the physical world to convey and understand meaning.

Children learn from the real world. They may know new words or objects that they have not known before although the teacher does not teach or tell them about the objects.

- e) They are able to make some decisions about their own learning.

Children will learn something if they like to learn it and no one can force them. They can be enthusiastic and positive about learning when they like it.

- f) They have definite views about what they like and don't like to do.

There is a possibility that when children like doing something, they will do it frequently and even every day. But if they do not like it they can be very reluctant to do it.

- g) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.

The teacher must give equal attention to every child in the classroom, unless they will think that he/she is unfair and they will not trust him/her anymore.

- h) They are able to work with others and learn from others.

Most children like to have other children around them. Therefore, children like to work in groups so they will cooperate with their friends and compete with other groups.

Based on the explanation above, it can be concluded that young learners love to play and learn best when they enjoy themselves. However, they have limited attention span, just like the sixth grade students of SD N Delegan 3 Prambanan. They lose interest quickly and they are less able to keep themselves motivated on tasks they find difficult. Moreover, the students usually get bored easily during the class activities. Concerning those

characteristics, the use of enjoyable and active learning is very important. Therefore, a teacher needs to make the teaching–learning process more interesting as in the students’ daily life so that it can motivate them to learn English.

### **c. Principles of Teaching English to Young Learners**

In relation to the characteristics of children’s learning and their language development, there are some principles that can be taken into account by a language teacher. These are added by Scott and Ytreberg (2004:5):

#### a) Words are not enough

When the teacher teaches, he or she does not depend on the spoken word only. The teacher should encourage the students to move. The teachers should use as many demonstrations as possible to tell the students what he/ she wants them to do. He/she needs objects or pictures to work with. In other word, the teachers give the model to the students.

#### b) Play with the language

The teacher should let the students talk to themselves even talk nonsense make up rhyme, sing songs, and tell stories. The students should have the experience in using the target language. Playing with the language is natural in the first language development.

c) Language should be learned as language

It is still hard for children to understand language without the accompaniment of facial expression movements, the use of gestures, etc. It is the teacher's job to develop the student's awareness of language.

d) There should be variety in the classroom

This principle is related to the fact that children's concentration and attention are short. Therefore, the teacher needs variety of activity, variety of pace, variety of voice, and variety of organization. He/she should create interesting activities for children in the classroom so that they will not get bored easily.

e) Routines should be established

The teacher should establish routines and some rules in the classroom because the children can get advantages from knowing the rules and knowing the familiar situation. The teacher should plan the lessons and use familiar activities.

f) There should be cooperation and competition

Working in groups is one way to lead cooperative learning. The teacher should create a safe atmosphere of involvement and togetherness so it is important to keep in mind that the teacher should be careful with rewards and prizes because they will create winners or losers.

g) Grammar should not be neglected

Children have the ability to absorb language through playing and other fun activities. The teacher should note and insert the structures or target grammar that the students need to learn.

h) Assessment is necessary

The teacher should assess the ability of children in the classroom to know the children's learning development. The teacher should talk to the students regularly about their works and encourage self-assessment.

There are also some basic principles in teaching English to children based on the school based curriculum (2006). They are:

- 1) Teachers should use repetition. They should review or use the previous topics to introduce a new topic.
- 2) Teachers should prepare interesting and relevant learning materials. They should deliver materials which are appropriate with children's world.
- 3) Teachers should consider the children's attitude outside the classroom in preparing the learning materials.
- 4) Teachers should give appropriate task. Teachers are expected to consider the demand and support to make sure that the tasks are appropriate with the children's ability.
- 5) Teachers should create fun atmosphere. Children like doing activities which make them feel comfort, such as; drawing, playing game, singing, coloring, etc.

- 6) Teacher should be involved in the children's learning activities.
- 7) Teachers should prepare various activities. Basically, children get easily bored. Considering this fact, teachers should prepare lots of different activities in different teaching.
- 8) Teachers should design activities which involve children's movement which also contain cognitive aspect.

Based on several principles above, the researcher concludes that in teaching children, teachers should really take into consideration their level of development. This development includes not only the cognitive but also the social, emotional, and physical development. Children are very sensitive and fragile so that the learning environment should be created as comfortable and enjoyable as possible.

## **2. Teaching Reading Comprehension to Young Learners**

### **a. Children Language Acquisition**

It is important for teachers of English for children to know that the process of children language acquisition is different from the process of that of children language learning (Krashen in Linse, 2005: 12). The process of children language acquisition is a natural process in which children develop language skills in their native language. This process requires an environment where they can get a lot of language input such as at home. However, language learning is often described in the more formal approach to language instructions that takes place in classrooms. Thus, children learning a second or foreign language should not be expected to do something in English that

would be beyond the reach of native speaker children. In addition, according to Brewster and Ellis (2004: 6), the term acquisition refers to picking up a second/foreign language through exposure, whereas the term ‘learning’ refers to a conscious study of a second/foreign language. Below are some theories dealing with how children acquire a language.

#### 1) Piaget’s theory

Piaget in Paul (2003: 17) suggests that children pass through a succession of stages of development, and explore the world in different ways according to the stage they are at. Young babies explore with their basic senses, children between about two and seven begin to use their memory and imagination more, children from about seven can think more flexibly, and adolescents can generally think abstractly.

Cameron (2001: 4) states that there is an implication of Piagetian theory for language learning. It is the child as sense-maker. Child as an active learner and thinker, construct his or her own knowledge from working with objects or idea. Realizing that children are active ‘*sense makers*’, but that their sense-making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom.

#### 2) Vygotsky’s theory

Pinter (2006: 12) states that the most famous Vygotskian concept was born, the “Zone of Proximal Development” (ZPD). This concept describes the difference or the ‘zone’ between the current

knowledge of the child and the potential knowledge achievable with some help from a more knowledgeable peer or adult. Vygotsky argues that working within the ZPD is a fertile ground for learning because it starts with what the child already knows and carefully builds on it according to the child's immediate needs to go forward.

Cameron (2001: 4) mentions three implications of Vygotskian theory for language learning. First is words and meanings. The word is a recognizable linguistic unit for children in their first language and so they will notice words in the new language. Often too the teacher teaches children words in the new language by showing them objects that they can see and touch, and that have single word labels in the first language. From their earliest lessons, children are encouraged to think of the new language as asset of words, although of course this may not be the only way they think of it. Second is the zone of proximal development. In deciding what the teacher can do to support learning, the adult tries to mediate what next is the child can learn; this has applications in both lesson planning and in how teachers talk to pupils minute by minute. The last is learning as internalization. The new language is first used meaningfully by teacher and pupils, and later it is transformed and internalized to become part of the individual child's language skills or knowledge.



### 3) Bruner's theory

The Bruner's theory is called scaffolding. Paul (2003: 140) explains that scaffolding is the teacher helps the children build their English knowledge and their understanding of how English fits together. The teacher does this by exposing them to language that is just beyond what they already know, and by using language of this level naturally when we communicate with them. The teacher constantly looks for opportunities to extend the children's English ability at a rate they can handle. In this way, the teacher provides a richer learning environment than if teachers were just being facilitators, and help each of them reach beyond their present level.

### 4) Gardner's theory

The Gardner's theory is multiple intelligences. Paul (2003: 5) states that the theory of multiple intelligences claims that children can be intelligent in different ways. The following basic principles have had a significant influence on the way children are taught. First, one child may be more intelligent in one way, and another child may be more intelligent in another. One form of intelligence should not be considered superior to another kind of intelligence. Second, the teacher should try and find the strengths of each child and encourage and build on these strengths. For example, one child may learn best through drawing or playing with pictures, others through listening to or singing songs.

Gardner (1983) in Pinter (2006: 13) suggests that intelligence has no unitary character; rather, it manifests itself in many different ways in different children. He refers to these multiple intelligences as 'frames of mind'. The types of intelligences are linguistic, logico-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and natural.

From the explanation above, it can be concluded that there are important link between what and how children are taught and what they learn. The broader and richer the language experience that is provided for children, the more they are likely to learn. Foreign language lessons often provide all or most of a child's experience of the language in use; if teachers want children to develop certain language skills, teachers need to ensure they have experiences in lessons that will build those skills. Also, the activities happening in classroom create an environment for learning and such kind of activities with different kinds of possibilities for language learning. Teachers can build environment which can manipulate the classroom situation as the original setting.

#### **b. Definition of Reading Comprehension**

Reading is not just looking at letters, word by word, phrase by phrase, or sentence by sentence. Various definitions of reading are proposed by some experts. Hornby (1987) says that reading comes from the word "to read" which means looking at and being able to understand something written or printed. According to Eskey as quoted by Simanjuntak (1988), there is no yet

a completely valid explanation of reading, however imperfect the definition constitutes a necessary first step. The new definition, hopefully more complete than the old ones, can arise based on the previous.

Nuttal (1982) defines reading as the meaningful interpretation of printed or written symbols. Therefore, reading is a result of the interaction between the perfection of graphic symbols that represent language, and the readers' language skills, cognitive skills, and the knowledge of the word. Here, the readers in not only covering words or pages but also trying to get deeper meaning intended by the writer which has been encoded in the form of a kind of graphic symbols.

As an active process, reading is an instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated. From this definition, it can be concluded that when a person is doing his reading, there will be a combination between his prior knowledge with and the written communication to produce a comprehension of the message. It is believed that reading is such a kind of conversation between a writer and a reader.

In line with the definition of reading as an active process, Mackay in Simanjuntak (1988) says that in this process, the readers combine this knowledge of vocabulary, syntax, discourse, and "the real world". Therefore, reading does not merely concern language but the reader can also bring his own ideas, attitudes and belief in grasping the meaning of the print.

According to Harris and Sipay (1980: 9-10), reading maybe defined as the act of responding with appropriate meaning to printed or written symbols. They suggest that the nature of reading task changes according to the readers' level of reading. For the beginner, reading is concerned with learning to recognize the printed symbols that represent written language and respond intellectually and emotionally to them as if the material were spoken rather than printed. Meanwhile, a proficient reader, in his reading activity, will learn to adopt his reading method in accordance with the purpose of reading. Therefore, Harris and Sipay add that reading is readers' recognition and comprehension of written symbols that are influenced by reader's perceptual skills, decoding skills, experiences, language background, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.

Ausubel (1968) in Alexander (1988: 3) also defines reading as perceiving the potential meaning in written messages and to relate this potential meaning to cognitive structures (what is already known) in order to comprehend it. Therefore, it is obvious that in reading process, readers' concept, intelligence, and background of experience are very important. Then, Ausubel, still in the same book, adds that readers at different levels of reading achievement employ different ways in acting on or processing written materials. A beginning reader differs from mature reader in concept development, knowledge of the world and skills used to obtain information,

and strategies used to retain and recall information. These differences will affect the readers' reading achievement.

Harris and Smith (1980: 17) also define reading as the readers' interaction with a printed message across a range of thinking operations as guided by a purpose for reading. This definition states that in reading, there are interactions and a range of thinking operations. Interaction with the printed message means that the reader's background and attitudes actively mix with the surface meaning of the printed words. Meanwhile, working through thinking operations means that the readers seek to make sense and to know the message of the printed materials. Interactions across a range of thinking operations indicate that the readers' intelligence deals with the message through a variety of crucial skills including analysis and evaluation, as guided by readers; purpose for reading such as finding information, comparison, enjoyment, and so on.

According to Anderson and Pearson as quoted in Alexander (1988), comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. Comprehension is a set of generalized knowledge acquisition skills which permit people to acquire and exhibit information gained as consequence of reading printed language (Harris and Sipay, 1980: 479). The above statements show the appropriate order of language skills as given by Alexander (1993: 8):

Listening, speaking, reading, and writing which ensure that following order presentation must be taken as axiomatic: nothing should be spoken before it has been heard, nothing should be read before it has been spoken, nothing should be written before it has been read.

In conclusion, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have.

### **c. Teaching Reading Comprehension to Young Learners**

Teaching is a process of showing, guiding or facilitating learning, enabling the learner to learn, and setting condition for the learner (Brown, 2000:6). Teaching is the complex system in transferring knowledge and making the learners understand the knowledge.

Kimble and Garnezy in Brown (2000: 7) state that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand.

Based on the explanation above, teaching reading comprehension can be defined as a process of showing, guiding or facilitating learning, enabling the learner to understand a written text or get meaning and information from text and setting condition for the learner.

Teaching reading comprehension is also a process of showing or helping the learners to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed, without vocalizing what is being read.

In teaching reading comprehension, the teacher also helps the students to learn micro-skills and macro skills in reading so that they can enhance their reading comprehension. As stated in Brown (2001: 307), there are seven micro skills and seven macro skills that the students must do to reach their reading comprehension. They are:

(1) discriminate among the distinctive graphemes and orthographic patterns of English, (2) retain chunks of language of different lengths in short-term memory, (3) process writing at an efficient rate of speed to suit the purpose, (4) recognize a core of words, and interpret word order patterns and their significance, (5) recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms, (6) recognize that a particular meaning may be expressed in different grammatical forms, (7) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (8) recognize the rhetorical forms of written discourse and their significance for interpretation, (9) recognize the communicative functions of written texts, according to form and purpose, (10) infer context that is not explicit by using background knowledge, (11) infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (12) distinguish between literal and implied meanings, (13) detect culturally specific references and interpret them in a context of the appropriate cultural schemata, (14) develop and use battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In relation with teaching English to young learners, Scott and Ytreberg (2004: 49) propose four different ways to approach the introduction of reading in a foreign language.

a) Phonics

This approach is based on letters and sounds. Basically, the teacher teaches the students the letters of the alphabet, and the combination of

letters, phonically—as they are actually pronounced—so that the letter a is pronounced /æ/ and so on.

b) Look and say

This approach is based on words and phrases, and makes a lot of use of flashcards—words written on the cards. It is usual to start by teaching everyday words which are already familiar to the children.

c) Whole sentence reading

Here the teacher teaches recognition of whole phrases and sentences which have meaning in themselves. This often means a story which the children read for the first time themselves after the whole text is familiar to them.

d) Language experience approach

This approach to reading is based on the child's spoken language. The teacher writes down a sentence for the child to read which is based on what the child has said.

In addition, there is an additional approach stated by Paul (2003) that is whole word approach. The children may practice reading by drawing pictures next to words, by coloring the pictures, and even putting the words in puzzles, and these methods certainly do a lot to increase the children's retention of the words. But the children are still focusing on independent items of knowledge rather than underlying pattern. In an environment where there is a lot of natural reinforcement of the words the children come across in class, or where



they have many English lessons each week and often encounter the words cat, dog, or ship, a whole-word approach may achieve some success.

The majority of eight to ten year olds will already be able to read a bit in their own language and most seem to have little difficulty in transferring their reading skills to English. Children whose mother tongue is not based on the Roman alphabet will still have to spend more time on mechanics of reading, but they know what reading is about, and this speeds up the process. Scott and Ytreberg (2004) propose four possibilities in starting points in reading class.

a) Reading a story from a book

Children like to have their favorite stories repeated, and they will very often be able to tell the story word by word – they do not like changes being made. If children like learning stories off by heart, let them. Children of all ages love to be read to, and the teacher should try to spend as much time as possible reading to the eight to ten year olds as well as to the younger group.

b) Reading a class story

Shared stories are always a good starting point simply because they are shared.

c) Reading texts based on the child's language

Each individual student has his or her own written text which says what he or she wants to say, and is used for both mother tongue and foreign language learning. When working in the foreign language, it is

important that the teacher does not set the student a task which he or she does not have the words for in that language. For example, there's no point in students bringing in a picture of the place where they live, if they have no words to talk about it.

d) Reading familiar nursery rhymes or songs.

Most children learn nursery rhymes in their mother tongue and in English without having a complete understanding of what they're saying. Some nursery rhymes are produced as books, so the children can 'read' what they already know off by heart.

Furthermore, in teaching reading to young learners, teachers can implement a text-based approach. Feez and Joyce (1998) in Richards (2006, 39–40) propose the text-based approach which implements the teaching/learning cycle. This cycle consists of five stages which the teachers and students go through so that students gradually gain an independent control of a particular text-type. Each of the five stages of the teaching/learning cycle is designated to achieve a different purpose within the cycle of teaching and learning. The purpose and focus of each stage is explained as follows:

a) Phase 1: Building the Context

At this stage, students are introduced to the social context of an authentic model of the text-type being studied. They can also explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves. At last, they can explore immediate context of

a situation by investigating the register of a model text which has been selected on the basis of the course objectives and learners' needs.

The activities included in this stage are presenting the context through pictures, audio-visual materials, realia, etc., establishing the social purpose through discussions or surveys etc., cross-cultural and related research activities, and comparing the model text with other texts of the same or contrasting type.

In a reading instruction, the teachers can have some discussion or presentation in the class. They can ask their students about anything related to the text being studied that they can encounter in the social context or in real life. They may ask about the students' activities in their holidays, for instance, if the text being studied is a recount text. Moreover, the teacher can also present the material related to the text by using media such as pictures, audio-visual materials, or realia. These media can present a procedure text by showing how to make a birthday card in reality, for example.

#### b) Phase 2: Modeling and Deconstructing the Text

At this stage, students investigate the structural patterns and language features of the model. They also compare the model with other examples of the text type. Some of the activities that can be done in the class are presentation activities using devices such as projectors, charts, big books, boards, etc., and also sorting, matching and labeling activities.

Especially in reading instruction, the activity that can be done is reading aloud with meaning. The teacher can give students a model of reading

the text fluently, accurately, and acceptably. After that, students may follow to read the text as what the teacher has shown to them. Besides, they also can analyze the structure and the language features of the text to get a deep understanding of it. For example, students may analyze the structure of a descriptive text that uses the simple present tense in it. They may learn the pattern and have some practices related to it.

c) Phase 3: Joint Construction of the Text

At this stage, students begin to contribute to the construction of the whole examples of the text-type and the teacher gradually reduces the contribution to the text construction, as the students move closer to be able to control the text-type gradually. The activities that can be done in this stage include teacher questioning, discussing, editing the whole class construction, then scribing onto board or projectors, jigsaw and information gap activities, small group construction of texts, and self assessment and peer assessment activities.

In a reading class, the teacher will give the students opportunities to understand the text given by providing information gap activities. For example, the students discuss a narrative text. Then, they are divided into some groups. After that, each group will discuss the text and share the result to the other groups so that they will get the idea of the text. Moreover, if they learn a procedure text, they also can be given an activity of arranging sentences containing the steps of making a pan cake in correct orders, for example.

d) Phase 4: Independent Construction of the Text

At this stage, students work independently with the text and learners' performances are used for achievement assessment. For the reading instruction, the activities included in this stage cover reading tasks with comprehension activities in responding to the written material such as performing a task, sequencing pictures, numbering, ticking or underlying material on a worksheet, and answering questions based on the text given.

e) Phase 5: Linking Related to the Texts

At this stage, students investigate how what they have learnt in this teaching/learning cycle can be related to other texts in the same or similar contexts and future or past cycles of teaching and learning. The activities include comparing the use of the text-type across different fields, researching other text-types used in the same field, and researching how a key language feature used in this text-type is used in other text-types.

For the reading comprehension, students may compare two types of texts. For example, they can compare narrative texts and recount texts. They can analyze how both texts can be different although they use same grammar, the past tense in the texts.

Considering those theories on teaching reading to young learners, teachers should pay attention to their world, and also should realize that the young learners maybe absorbing rather than producing the language.

#### **d. Principles of Teaching Reading Comprehension**

In teaching reading of English, the teacher cannot directly just teach reading to the students. There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71) there are six principles in teaching reading. Those are described as follows:

- a) The teacher needs to understand that reading is not a passive skill

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

- b) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

- c) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understand, respond to the meaning

of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- d) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- e) The teacher has to match the tasks to the topic.

Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

- f) The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, give additional tasks to the students.

### **3. Pictured-Stories in a Foreign Language Classroom**

#### **a. The Nature of Pictures**

As language teachers, it is very useful to 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. One of them is using pictures. Pictures are one of the media that can be found easily.

According to Webster's New World Dictionary (1988: 1494) a picture is an image or likeness of an object, person, or scene produced on a flat surface especially by painting, drawing or photography. Arsyad (2002: 111) says that any photographs, painting and drawing are categorized into kinds of pictures.

Harmer (2008) says that pictures can be in the form of flashcards (small cards which we can hold up for students to see), large wall pictures (big pictures for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustrations (typically in a textbook).

According to Wright (1989: 2) pictures are not only an aspect of method but also the representation of places, objects, and people. They are an essential part of the overall experiences that the teacher must help the students to cope with. He states that it is important to have as a wide range of resources as much as possible in the classroom so that the students can have a rich base and stimulus for developing the students' ability to use the foreign language. And the resources must include pictures.



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

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

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

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

In relation to the class organization, pictures can play a key role in motivating students, contextualizing the language they are using, giving them a reference and in helping teachers organize the assigned activity better. According to Wright (1989: 10) there are two basic ingredients to successful organization, they are: the students should be clear about what they are

supposed to do and they should know the language for doing it. Then, pictures make a particularly powerful contribution to both the content and the process of language learning.

Pictures have some roles to play in the development of the students' language skills. Wright (1989: 17) states some roles for pictures in productive skills: speaking and writing are:

- 1) Pictures can motivate the students and make them want to pay attention and want to take part.
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
- 3) Pictures can be described in an objective way (This is a train) or interpreted (It's probably a local train) or responded to subjectively (I like traveling by train).
- 4) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 5) Pictures can stimulate and provide information to lead students into what happens in conversation, discussion and storytelling.

Furthermore, he (1989: 136) also states that there are two roles for pictures in listening and reading:

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

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

#### **b. The Nature of Stories**

Stories are often used by the teachers in English language teaching for children. According to Brewster and Ellis (2004), there are three kinds of stories which are often used by the teachers in English language teaching for children. They are fairy tales, nursery rhymes, and fables. These stories are then simplified in order to adjust to learner's characteristics. Krashen (1981: 103) in Brewster and Ellis (2004) states that teachers of young learners are now familiar with an acquisition-based methodology, and recognize the true value of using storybooks as a way to create an acquisition rich environment and ideal learning conditions which provide comprehensible input, or language a little beyond the child's current level of competence. Teachers can select from a rich source of existing children's literature: stories that children are already familiar with in their native language.

However, a criticism often aimed at using real books is that the language may be too complex and the content too simplistic for the age group they are aimed at. In a foreign language, children are often very happy to accept stories which they may reject in their native language. Furthermore, carefully selected storybooks can be interpreted on many different levels based on the child's age, conceptual and emotional development and all around experience, and can be exploited in many different ways.

In line with the statement above, Wright (2004: 3-5) says that stories offer a major and constant source of language experience for children. Surely, stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language. Stories also help children become aware of the general 'feel' and sound of the foreign language. Moreover, stories introduce children to language items and sentence constructions without their necessarily having to use them productively. They can build up a reservoir of language in this way. When the times come to move the language items into their productive control, it is no great problem because the language is not new to them. An obvious example of a language point introduced and made familiar through stories before the children are expected to use it fluently themselves is the simple past tense.

In addition, Slattery and Willis (2009: 76) state the value of stories. There are the educational values of stories and the stories for language teaching. The educational values of the stories are: help children relate new things to what they know already, help children to look at real life from different viewpoints and imagine what it feels like to be someone else, can introduce the child to other cultures and attitudes, let children share their experiences with the group (everyone listens and feels sad or happy), can link to other subjects the child is learning about in school, help children develop their thinking skills, and the last, stories are interesting and enjoyable, and can be fun. Meanwhile, the uses of stories in language teaching are: can be told with pictures and gestures to help children understand, help children enjoy

learning English, introduce new language in context, help children revise language they are familiar with, help children become aware of the structures of the language, help children acquire intonation and pronunciation by listening, can help bring English into other subjects, and can lead on to lots activities using listening, speaking, reading, and writing.

Stories are first of all enjoyment. Children need to understand something about the story (not every word, but the main gist or story line) if they are going to enjoy it. It is because children know how stories work and they want to know what is happening.

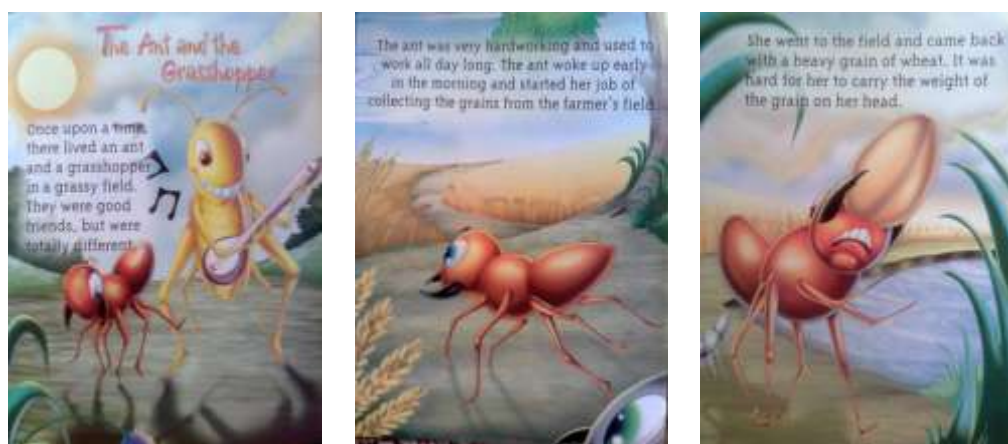
In planning to use the stories, Cameron (2001: 169) says that the teacher can identify language use and make three rough groupings. The groupings are as follows:

- 1) Language that children have already met, and that will be recycled.
- 2) New language that will be useful for all children to learn from the story.
- 3) New language that may or may not be learnt, depending on individual children's interest.

### **c. The Nature of Pictured-Stories**

Pictured-stories are written texts which are accompanied by pictures. The pictures are used to illustrate the stories. Children enjoy reading pictured-stories and understand the convention of narrative in their native language. It helps them in the process of acquiring new language for story books that provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the children as what they have already done with the

native language story telling. Moreover, stories can be a source for a wide variety of related language and learning activities. The following is an example of pictured-stories.



**Figure 1. An example of pictured-stories**

Cameron (2001: 274) suggests three stages of using stories. They are preparation activity: brainstorming vocabulary, core activity: reading the story, and follow up activity: vocabulary learning. The followings are the brief descriptions of each stage.

a) Preparation activity/brainstorming vocabulary

In this stage, the children are shown the pictures of the story and are asked some words they have already known from the pictures. Here, they may mention the words in English or they can mention them in their first language so that the teacher can translate them into English. After that, the teacher can mention a few other words in the story which will be needed to understand the story.

b) Core activity/reading the story

In this stage, the teacher reads the story to the children twice or more. In the first reading, the teacher should read on through story without stopping too much to talk about the words or plot of the story. In the second reading, the teacher can pause to repeat key words or ideas, or to ask the children to recall or predict what happens next. During this reading, the children should be given plenty of time to look at the pictures.

c) Follow up activity/vocabulary learning

The goal of the follow up activity is to learn the meaning of the keywords from the story. They may consist of drawing pictures as a response to the story, choosing and writing some of the vocabulary items from the story and choosing five words and their pictures to be learned in the next meeting.

**d. Pictured-Stories as Media in the Teaching of English**

Pictures, as one of the media, have many advantages in supporting an effective and efficient teaching learning process. Wright (1989: 2) claims that pictures can be used to promote and motivate students in reading a story. In other words, pictures are media which can be used to arouse students' interest in reading. Pictures give them something different than just the text itself, which contains words only. When they find that reading is not words only, but something easy and interesting, they will be more motivated in reading English texts.

According to Field (2003: 36), pictures, as one type of media, can help the students to recall their prior knowledge which is an essential component in reading. To comprehend text, students need to associate the words with their prior knowledge. With the help of their prior knowledge, they can create a perception of the words or even construct the meaning. The use of pictures in a story will give students additional information about the text. When teachers use pictures in English texts, teachers don't need to give too much explanation about the story. The picture will do it for teachers. By looking at the pictures, students will probably get information about the situation, background or even characteristics of actors in the story. In text without pictures, students with low vocabulary mastery will find it difficult to find some required information. In this case, the level of students' vocabulary mastery will be helped much with the existence of a picture in a story.

Moreover, Harmer (2008) states that pictures of various kinds are often used to make works more appealing. It means that pictures in texts can be used to make reading more appealing. In the teaching and learning process, students sometimes find difficulties in understanding texts. One of the reasons is that students cannot find something interesting from the texts. With the help of pictures in the text, teachers might attract students' attention

In conclusion, pictures, as one type of media, can be used to help students find the main points of the stories. Pictures are very effective in activating students' prior knowledge. With the guidance of their prior



knowledge, students will find it easier to construct a meaning or even reconstruct the meanings.

#### **e. The Benefits of Using Pictured-Stories**

There are some benefits of using pictured-stories in English language teaching for children. Brewster and Ellis (2004: 186) propose the benefits of using pictured-stories. First, pictured-stories are motivating, challenging, and fun so that they can help to build up positive attitudes. They can create a desire to continue learning. Second, pictured-stories can make the children personally involved in the story as they identify the characters and try to interpret the narrative and illustrations. This helps develop students' creative powers. Third, pictured-stories can connect to fantasy and imagination with the child's real world. They give a way to facilitate children to make sense of their daily life. Fourth, pictured-stories provoke a shared response of laughter, sadness, and anticipation which is enjoyable and can help build up confidence and promote social and emotional development. And the last, pictured-stories provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.

#### **H. Conceptual Framework**

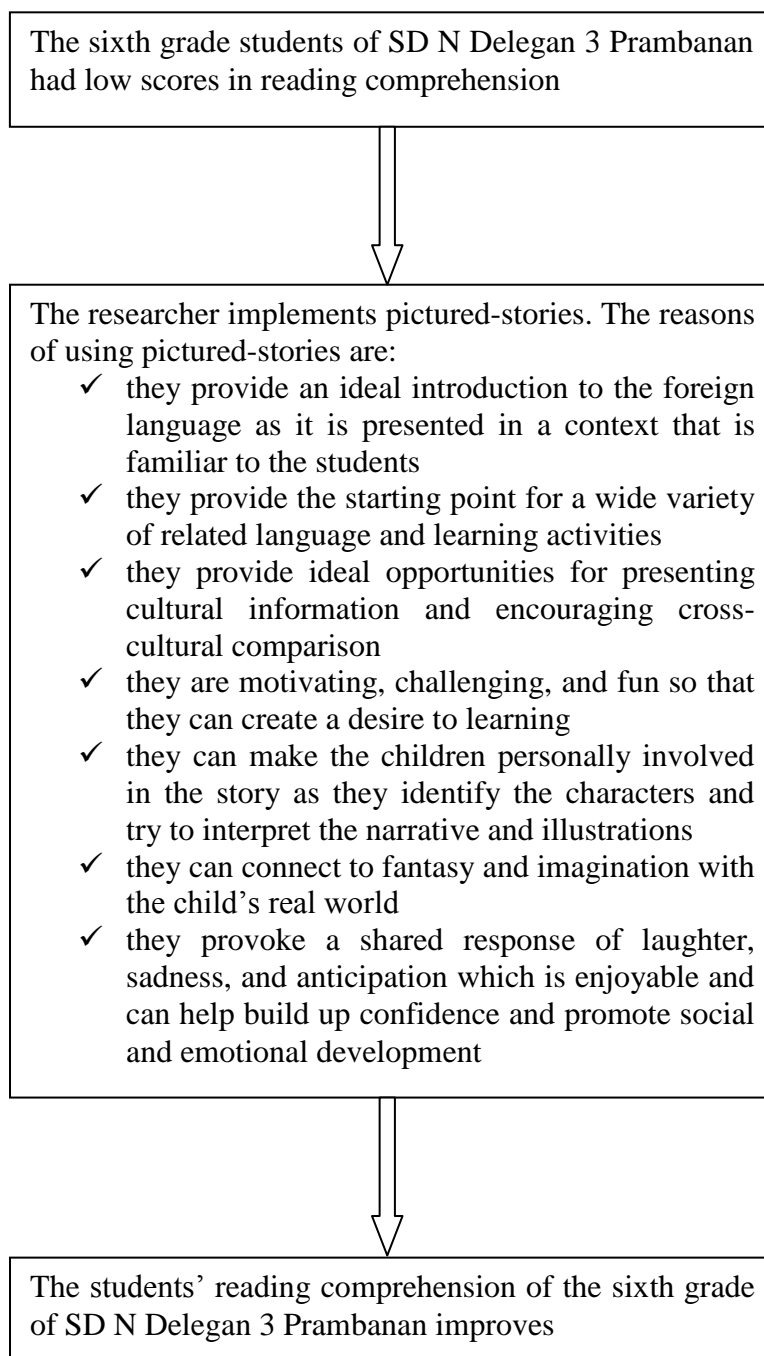
On the basis of the literature review, the teaching of English to children is different from that to adults. The teaching of English to children should make the children interested in class activities so that they can enjoy their lessons in reading class. The children are expected to have an ability to

comprehend texts, especially the narrative texts. They are also expected to gain knowledge and information from the texts.

However, there are some problems in teaching reading comprehension in SD N Deigan 3 Prambanan. One of them is the unavailability of the interesting media in the reading class. The teacher only used textbooks as the basic material for teaching without any additional media to support the material. From this condition, it drove the students to be bored and lazy in learning English. Consequently, the students did not receive adequate media use to support their reading comprehension. So they had low scores in reading comprehension achievement.

Based on the problem above, the researcher tries to apply pictured-stories as the media in the effort to improve students' reading comprehension. The use of this media is based on some reasons i.e. pictured-stories provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the students; they provide the starting point for a wide variety of related language and learning activities; they provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison; they are motivating, challenging, and fun so that they can create a desire to learning; they can make the children personally involved in the story as they identify the characters and try to interpret the narrative and illustrations; they can connect to fantasy and imagination with the child's real world; and they provoke a shared response of laughter, sadness, and anticipation which is enjoyable and can help build up confidence and promote social and emotional

development. Pictured-stories also provide students to learn in specific approach, the text-based approach. It is expected that after applying the media, the students' reading comprehension of the sixth grade of SD N Delegan 3 Prambanan can improve. The schema of the conceptual framework of this research can be seen as follow:



**Figure 2. The conceptual framework schema**

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

This study was qualitative research in nature. This research employing observations, semi-guided interviews, and revisable cycles, aimed to improve students' reading comprehension in the teaching learning process. The data were used as a source for the evaluation and reflection so that the researcher could revise her plan to be more effective one.

### **B. Subjects of the Research**

The research involved the principal, the English teacher, the students of the sixth grade of SD N Delegan 3 Prambanan and the researcher. The principal asked the researcher to keep in touch with the English teacher concerning the research. She entrusted the English teacher and the researcher to conduct the research. Thus, she would not get involved in the implementation of the action.

### **C. Research Setting**

The research setting is the English class of sixth grade at SD N Delegan 3 Prambanan. It is located in Polangan, Sumberharjo, Prambanan, Sleman. This school consists of six classes, from first grade until sixth grade. Physically, this primary school has two floors. It has a teachers' office, headmistress office, canteen, library, praying place, and computer room. The schoolyard is large enough to play. There are also two small parking places; one is for the students and the other is for the teachers and headmistress. Due

to the earthquake on May 27<sup>th</sup>, 2006 this school was renovated in 2008 funded by the National Education Ministry. So this is a newly-developing school.

There are 17 students in the sixth grade. They are 8 girls and 9 boys. They are classified as those with the middle economic background. They are also in the same cultural background.

The shape of fifth grade classroom is 7m x 8m. The class is quite clean. There are 17 desks and 9 tables. There are also one table and one desk in front of the class as the teacher desk. There are pictures of puppets, a calendar, maps, two blackboards, an attendance board, and there are students' worksheets stuck on the wall. There is also a cupboard in the classroom.

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

This action research was conducted at SD N Delegan 3 Prambanan in the sixth grade in the academic year of 2010/2011. The research started from January 2011 to March 2011. This research was done during semester II.

#### **E. Data Instruments of the Research**

The main instrument was the researcher herself because she undertook the planning, the actions, the observation, reflection, and then made the report. Besides, the researcher used observation guides, interview guidelines, field notes, pre-test and post-test, and some photographs as the other instrument to collect the data.

#### **F. Data Collection of the Research**

The data of this research were qualitative and quantitative. The qualitative data were in the forms of lists of problems, transcripts of interview,

and vignettes of classroom observation. Meanwhile, the quantitative data were in the form of scores.

The qualitative data were obtained by interviewing the English teacher and students and observing the English teaching and learning process of sixth grade students of SD N Delegan 3 Prambanan in the academic year of 2010/2011.

The quantitative data were in the form of evaluation scores. The scores were obtained by assessing the students' reading comprehension. The students' reading comprehension was assessed in each meeting.

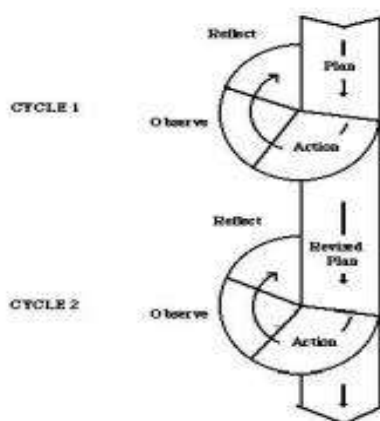
#### **G. Data Analysis of the Research**

The analysis of the data was presented by the reflection of cycles of the research. The qualitative data were derived by doing classroom observations and interviews. They were in the form of field notes, interviews transcripts and photographs. Then, all the data were interpreted and analyzed. Next, they were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.

Meanwhile, the quantitative data of this research were obtained from the students' reading comprehension scores. The scores of the students were computed by using Microsoft Excel program to find out the mean. The scores were used to analyze the improvement from each student. Furthermore, it could be seen whether there was any improvement or not by conducting some actions through implementing pictured-stories.

## H. Procedure of the Research

This research adapted the Kemmis and McTaggart model. There were four main stages in each cycle; they were planning, action, observation, and reflection. The process of the cycle can be seen in following figure.



**Figure 3. Kemmis and McTaggart cycle model**

### 1. The Problem Identification or Reconnaissance

The first step in reconnaissance was identifying the field problems. The researcher observed the class to identify the obstacles and the problems. The researcher conducted interviews to the English teacher, the headmistress and the sixth grade students. The researcher and the English teacher identified and listed the problems which were necessary and visible to be solved collaboratively. The second step was selecting the problems which were concerning the students' reading comprehension. The researcher and the English teacher selected the problems which were based on the level of urgency. After that, the researcher and the English teacher determined the visible problems to be solved.



## **2. Planning**

After deciding the problems, the researcher and the English teacher planned some actions in improving students' reading comprehension. The researcher prepared the lesson plan based on the curriculum and the syllabus from the school. Meanwhile, the materials and other instruments which are needed in the research were selected based on the media that were implemented in the action. She also tried to find the suitable materials based on the syllabus and lesson plans. After that, the researcher organized the steps in implementing pictured-stories in the teaching and learning process of reading.

## **3. Action and Observation**

After planning the actions, the researcher and the English teacher implemented the actions in the teaching and learning process. The actions were conducted until the improvement had been achieved. The researcher did the actions in two cycles with two meetings for each cycle.

In doing the actions, the researcher was acting as the teacher. However, the English teacher also observed the actions process in the classroom. Then, the researcher interviewed the students and the English teacher after the teaching and learning process ended.

The research began with a pre test. The students were given the pre test to know their ability in comprehending the English test before the treatment. The test was done a week before research. There were 10 questions. All the questions were about reading comprehension.

After all actions were done, the students were given a post test. The test was used to know whether there was improvement in reading comprehension after the treatment or not. There were 10 questions and all questions were reading comprehension.

#### **4. Reflection**

After conducting the action, the researcher, the English teacher and the students discussed the teaching-learning process. They gave comments of the actions done. The result was a determination that will be done in the next action.

#### **I. Validity of the Research**

In this research there were five validities of the research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialog validity. The validities are described as follows:

1. Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In getting the democratic validity, the researcher interviewed the English teacher and the students. In the interview, they were given chance to present ideas, opinion, and attitudes toward the problem faced. The interview was focused on finding the problem solving. The interview was conducted during the research.
2. Outcome validity relates to the notion of actions leading to outcomes that are successful within the research context. In order to get the outcome validity, the research not only focused on the problem solving at SD N

Delegan 3 Prambanan but also planned to make new questions. This case was done when the researcher did the reflection.

3. Process validity raises questions about depend-ability and competency of the research. To get the process validity, the researcher collected the data by doing observation and noted the process during the actions. The researcher noted anything in the teaching and learning process.
4. Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. The researcher got the catalytic validity through the cycle of plans, implementation, and reflection that were done at the sixth grade students of SD N Delegan 3 Prambanan.
5. Dialog validity parallels the processes of peer review which are commonly used in academic research. The dialog validity was gotten by doing dialog. The dialog was done collaboratively with the critical partner or other practitioner researchers who are critic. This process was done when the researcher did the reflection.

To get the trustworthiness and avoid subjectivity in analyzing the data, the researcher used triangulation. According to Burns (1999), the aim of triangulation is to collect multiple perspectives on the situation being studied. In this research, the investigator triangulation was used. This implies that there is more than one observer used in the same research setting. This helps researcher in avoiding observer bias and providing checks on the reliability of

the observations. It was done by letting the English teacher to observe the implementation of the actions. Then, it was continued by conducting a discussion with the English teacher.

#### **J. Reliability of the Research**

In order to ensure the reliability, the researcher shows the interview transcripts or use different resources to get the same data. To obtain the data about teaching process, the researcher interviews the related teacher, observes the teaching learning process, or interviews the students who have just attended the lesson.

## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

As mentioned in the previous chapter, this research was an English classroom research. The aim of which was to improve reading comprehension of the sixth grade of SD N Delegan 3 Prambanan. The teaching aids were pictured-stories.

This action research was done in two cycles. There were some steps in the research. They were reconnaissance, planning, action and observation, and reflection. In the reconnaissance step, the researcher observed and identified the problems that occurred in the teaching and learning process. The second step was planning. After the problems had been identified, the researcher decided some plans to be implemented in the action stage. During the implementation, the English teacher observed the teaching and learning processes. Finally, in the reflection stage, the researcher and the English teacher worked together, discussed, and reflected the actions which had been implemented. They identified the effective and ineffective actions so that the researcher could design the better plans for the next cycle.

### **A. Reconnaissance**

Initial fact-finding is the first step in conducting action research. To identify the field problems, some class observations, interviews with the English teacher and the sixth grade students, and discussions with the English teacher were conducted. The observations were conducted in two meetings, October 26<sup>th</sup>, 2010 and November 9<sup>th</sup>, 2010.

### **1. Identification of the Field Problems**

To identify the field problems of the English teaching and learning process in the sixth grade, the researcher gathered the data through class observations, interviews, and discussions. The class observations were conducted twice. After the researcher conducted the observations in the class, she interviewed some students and then she had discussions with the English teacher. These were done to fulfill the democratic validity and process validity as the problems were concluded from multiple voices, different data sources, and were observed during the teaching and learning process.

Based on the observations, interviews and discussions, the researcher identified some problems that occurred in the teaching of English. The field problems that occurred during the teaching and learning process can be seen in Table 1.

**Table 1. The Field Problems Concerning the Teaching of English in the Sixth Grade of SD N Delegan 3 Prambanan**

| No. | Problems  | Code |
|-----|---|------|
| 1.  | The students did not pay attention to the lesson.                         | S    |
| 2.  | The students got bored easily in joining the English lesson.              | S    |
| 3.  | The students could not comprehend the text.                               | S    |
| 4.  | The students were very noisy.   | S    |
| 5.  | The students thought English as a difficult subject.                      | S    |
| 6.  | The teacher rarely used the classroom English in the teaching of English. | T    |
| 7.  | The teacher used the monotonous and uninteresting technique.              | T    |
| 8.  | There was less teacher's appreciation to the students' work.              | T    |
| 9.  | The class activities were boring.   | A    |
| 10. | The materials were not enjoyable.   | Mat  |
| 11. | The media were uninteresting.   | Med  |

S : Students

Mat : Material

T : Teacher

Med : Media

A : Activity

## **2. Weighing the Problems Based on the Urgency Level**

After identifying the field problems, the research members worked collaboratively to weigh the problems based on the urgency level. This was done to fulfill the democratic validity. As stated in the first chapter, the

researcher only focused on the students' reading comprehension. As the result, she limited and selected the problems that were related to those. Based on the discussion among the research members there were seven urgent problems. These problems were taken because they influenced other problems and needed to be solved soon. The urgent problems were presented in the Table 2.

**Table 2. The Field Problems Based on the Urgency Level**

| No. | Problems  | Code |
|-----|---|------|
| 1.  | The students did not pay attention to the lesson.                         | S    |
| 2.  | The students could not comprehend the text.                               | S    |
| 3.  | The teacher rarely used the classroom English in the teaching of English. | T    |
| 4.  | There was less teacher's appreciation to the students' work.              | T    |
| 5.  | The class activities were boring.   | A    |
| 6.  | The materials were not enjoyable.   | Mat  |
| 7.  | The media were uninteresting.   | Med  |

### **3. Assessment of the Feasibility to Solve the Field Problems**

Because of the limitation of time, fund and energy, the research members selected some feasible problems to be solved. They were shown as follows:



**Table 3. The Assessment of the Problems Based on the Feasibility to Solve the Problems**

| No. | Problems  | Code |
|-----|---|------|
| 1.  | The class activities were boring.   | A    |
| 2.  | The teacher rarely used the classroom English in the teaching of English. | T    |
| 3.  | The media were uninteresting.   | Med  |
| 4.  | The students could not comprehend the text.                               | S    |

#### **4. Pre-requisite Analysis**

A pre-requisite analysis was done by the researcher and the English teacher based on the solvable problems listed in the table 3. They discussed to get opinion about the pre-requisite analysis. It was done in order to find the cause and effect between the problems and the actions implemented. From the discussion, the researcher got the cause and the effect. Because the media were uninteresting, the class activities were boring, and the teacher rarely used the classroom English, the students felt difficult to comprehend the text in English. Therefore, they were not interested in the lesson.

#### **5. Objective Analysis**

The researcher and the English teacher did some objective analysis the four solvable problems. The alternative causes of every problem were tried to be built by considering the possible factors. They made the alternative causes of the possible factors and gave opinions concerning the action implemented. Those factors were the English teacher, students, materials, media, and the

process of English teaching itself. Finally, the possible factors of the alternative causes which appeared were analyzed more deeply by the researcher and the English teacher.

From the result of discussion, some possible causes were identified. The English teacher said that she did not know how to teach reading comprehension. She just asked the students to read aloud the English text and gave questions. She did not discuss the text or the difficult words. Also, she did not use the media to support the lesson. This condition made the students bored, did not pay attention to the teacher's explanation and could not comprehend the English text. The condition of the students that could not comprehend the English text can be seen from the low achievement of their learning. This is reflected in the scores of the pre-test result presented in the following table.

**Table 01. The Result of the Students' Pre-Test**

| <b>Activity</b> | <b>Students' Average Score</b> |
|-----------------|--------------------------------|
| Pre-Test        | 59                             |

## **6. Determining the Actions to Solve Field Problems**

Based on the identification of the most important problems that needed to be solved soon and discussion among the research members, the research team agreed that those problems were related to the teaching of reading. Reading is the most important activity in any language class. Because of this, the research team wanted to improve the students reading comprehension

through interesting ways, so the students could enjoy the teaching and learning process, then, it could make the students easily comprehend the reading text.

**Table 4. The Actions to Solve the Field Problems**

| No. | Actions   |
|-----|---|
| 1.  | Implementing pictured-stories by using text based syllabus design |
| 2.  | Using classroom English   |

### 7. The Relationship between the Field Problems and the Actions

After the actions had been designated, the researcher related the field problems to the actions. The following table showed which field problems could be solved with the actions that had been designated by the researcher.

**Table 5. The Relationship between the Field Problems and the Actions**

| No. | Problems   | Actions  |
|-----|--|--|
| 1.  | The class activities were boring.  | Implementing pictured-stories by using text-based syllabus design. |
| 2.  | The students could not comprehend the text.                              |  |
| 3.  | The media were uninteresting.  |  |
| 4.  | The teacher rarely used the classroom English in the teaching of English | Using classroom English.   |

To solve problems number 1, 2, 3, the researcher used pictured stories as the interesting learning media. The use of pictured stories could help the

students in memorizing the difficult words. Besides, the media could attract the students' enthusiasm in joining the reading tasks activities. The learning media could also avoid the students' boredom in joining the learning process. Also, in the classroom, using the proper steps of teaching reading was applied to create a meaningful step of reading teaching and learning process. In this case, using text based syllabus design was chosen as steps in teaching reading. It could help students engaged and involved in every activity conducted in every step.

To solve problem number 4, the researcher used classroom English in the teaching and learning processes in order to make the students familiar with the English expressions and instructions. She also gave opportunity to every student to speak using English during the teaching of English.

## **B. The Report of the Cycles**

### **1. Cycle I**

#### **a. Planning**

The field problems found was used as the bases to formulate the actions and to solve the problems. The English teacher gave comments, opinion, and suggestion of the action. The researcher and the English teacher agreed to use pictured-stories in order to improve the students' reading comprehension. They also agreed that the pictured-stories will be implemented by using text based syllabus design. The text based syllabus design was appropriate in teaching the text type because there were some stages the researcher could use in helping the students to comprehend the text. Those

stages are Building the Context or Building Knowledge of the Field (BKOF), Modeling and Deconstructing the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking Related to the Text. They not only decided to use pictured-stories but also combined them with the use of classroom English effectively. It was used to facilitate the use of pictured-stories so that the students could comprehend the text well and the teaching of English could run well. The actions plans can be described as follows:

1) Implementing pictured-stories by using text based syllabus design

Using the pictured stories was the main activity in order to improve students' reading comprehension. They were used in every meeting. They were implemented by using text based syllabus design. During the teaching of English, the researcher applied interesting activities to the students in doing group tasks and individual tasks such as matched the pictures with the statements and stuck the suitable pictures with adhesive. Individual improvement scores and group scores were figured as soon as possible after the tasks finished.

2) Using classroom English

The researcher planned to use classroom English in the teaching of English to familiarize the students with English words and sentences. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be

learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson.

#### **b. Action and Observation in Cycle I**

The actions were carried out two times, on February 1<sup>st</sup>, 2011 and on February 8<sup>th</sup>, 2011. The actions focused on the use of pictured-stories and the use of classroom English. Though the study aimed to improve students' reading comprehension, the actions were implemented integrately since reading involved the ability of listening, speaking, and writing. In the teaching of English, the researcher acted as the teacher and the English teacher as the observer.

##### **1) Implementing Pictured-Stories by Using Text Based Syllabus Design**

Pictured-stories were used in every meeting. The tasks were written tasks. They were used to know how far the students understand the English texts, whether the students got the important information of the texts such as the people in the stories, the orientation, the sequence of events and the problems in the stories.

In the first and second meeting, the researcher used three pictured-stories in each meeting, they were:

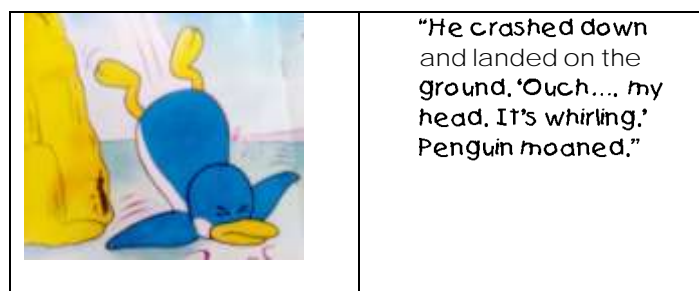
**Table 6. The List of Pictured Stories in Cycle I**

| Stages       | First Meeting               | Second Meeting         |
|--------------|-----------------------------|------------------------|
| BKOF and MOT | The Ant and the Grasshopper | The Fox and the Heron  |
| JCOT         | Goldilocks                  | The Ant and the Pigeon |
| ICOT         | The Penguin Wanted to Fly   | Elidor                 |

In the first and second meeting, some of the pictured stories were shown in chorus and some were given to the students. The pictured stories were shown to attract students' attention and asked students to give opinion about the pictures. The students seemed enthusiastic with the pictured stories. Then, the researcher gave a text according to the pictures.

**Figure 4. The researcher showed the pictured-stories in chorus**

Pictured-stories helped the students to guess the meaning of new vocabulary items in Indonesian by themselves, so the researcher did not need to translate the vocabulary items. For example, there were sentences “He crashed down and landed on the ground. ‘Ouch, my head. It’s whirling.’ Penguin moaned” in the pictured-story entitled “The Penguin Wanted to Fly”.



**Figure 5. The example of pictured-stories**

From the picture above, the students could conclude that the penguin fell down without translating the text. It was not needed long explanation to explain the meaning of the text. So the students could comprehend what the text tells about. The process could be seen in the field note below.

... After the students finished reading the text, the teacher gave some questions about the text. When the teacher asked the students what happened with the penguin, most of the students said "*Pinguinnya jatuh, Miss.*" ...

(Source: Field Note 5 on February 1<sup>st</sup>, 2011)

Pictured-stories also aroused students' interest in reading. Pictured-stories gave them something different than just the text itself, which contained words only. When they found that reading was not words only, but something easy and interesting, they would be motivated in reading English text. It was indicated in the interviews with the students on February 1<sup>st</sup>, 2011 in the break time.



R: Researcher; S1: Student 1; S2: Student 2

R : *“Nina, Mifta. Miss ngajar pake cerita bergambar tadi kalian suka nggak?”*

(“Nina, Mifta. I taught you by using pictured-stories. Did you like it?”)

S1 : *“Seneng, Miss.”*

(“Yes, I did.”)

S2 : *“Bagus kok, Miss.”*

(“That was good.”)

R : *“Kenapa kalian senang?”*

(“Why did you like it?”)

S1 : *“Ya lucu, Miss.”*

(“It was pretty funny, Miss.”)

S2 : *“Gambarnya menjelaskan ceritanya, Miss.”*

(“The pictures explained the story, Miss.”)

R : *“Jadi kalian tahu jalan ceritanya dari gambarnya ya?”*

(“So, did you know the sequence of events based on the pictures?”)

S1 : *“Iya, Miss.”*

S2 (Yes, Miss)

(Source: Interview Transcript 10, February 1<sup>st</sup>, 2011)

R: Researcher; S1: Student 1, S2: Student 2

R : *“Aziz, Divi. Tadi senang ga membaca cerita bergambar?”*

(“Did you enjoy reading the pictured-stories?”)

S1, S2 : *“Senang, Miss.”*

(“Yes, Miss.”)

R : *“Senangnya kenapa?”*

(“Why did you enjoy them?”)

S1 : *“Karena ga cuma bacaan aja tapi juga ada gambarnya.”*

(“Because they were not only words but also pictures.”)

S2 : *“Iya Miss. Ga cuma tulisan aja. Jadi ga males bacanya.”*

(“I agree, Miss. They were not only words. So I was not lazy to read them.”)

(Source: Interview Transcript 11, February 1<sup>st</sup>, 2011)

Another quotation was taken from the conversation between the researcher and the English teacher in the break time:

R: Researcher; ET: English Teacher

R : *“Menurut Ibu, tadi saya ngajarnya pake cerita bergambar itu efektif ga?”*

*(“What is your opinion about using pictured-stories Ma’am? Was it effective?”)*

ET : *“Iya mbak. Tadi anak-anak pada merhatiin gambarnya. Mereka antusias banget mengikuti cerita bergambar tadi karena ceritanya tidak hanya tulisan atau teks saja tetapi juga ada gambar-gambarnya. Jadi anak-anak tertarik untuk membacanya.”*

*(“Yes, Miss. The students paid attention to the pictured-stories. They were enthusiastic in joining the pictured-stories because there were not only texts but also pictures. So the students were interested to read them”)*

*(Source: Interview Transcript 14, February 1<sup>st</sup>, 2011)*

In the first and second meeting, the researcher gave some questions orally while discussing the pictured-stories in stage 1 and 2 (BKOF and MOT). She gave questions spontaneously to check the students’ understanding. She questioned about the animals in the stories and the problems of the stories. The students tried to answer the questions in English even they had to ask their friends or the researcher about the English words. It was shown in the field notes on February 1<sup>st</sup>, 2011 and on February 8<sup>th</sup>, 2011.

... After the students finished reading the text, the teacher gave some questions about the text:

- R : "So, tell me the people in the story!"  
 Ss : Silent  
 R : "*Siapa aja yang ada di dalam cerita?*"  
 Ss : "*Semut dan belalang, Miss.*"  
 R : "English please."  
 Ss : "Ant and grasshopper Miss."  
 R : "Good. What happened with the grasshopper?"  
 Ss : "*Apa Miss? Nggak mudeng.*"  
 R : "*Grasshoppernya kenapa tu?*"  
 Ss : "*Laper dan kedinginan, Miss.*"  
 R : "English please."  
 Ss : "*Laper ki opo yo? Hungry hungry. Karo kademen ki cold, Miss.*"  
 R : "Very good. Now, did the ant like to sing? Sing?"  
 Ss : "Yes eh no *ding*, Miss! No, Miss"  
 R : "Very good. Now, we will have other pictured-stories. *Kita akan membahas cerita bergambar yang lain.*  
 (Source: Field Note 5, on February 1<sup>st</sup>, 2011)

... After the students finished reading the text, the teacher gave some questions spontaneously about the text.

- R : "Tell me the animals in the story!"  
 Ss : "*Serigala dan burung bangau.*"  
 R : "*Serigala itu apa ya? Burung bangau?*"  
 Ss : "Fox and heron Miss."  
 R : "Good. Now, what did the fox do under the tree?"  
 Ss : "*Makan. Lunch Miss.*"  
 R : "Very good. Then what happened with the fox?"  
 Ss : Silent.  
 R : "*Foxnya kenapa tu?*"  
 Ss : "*Keselek tulang Miss.*"  
 R : "Well done. Who helped the fox?"  
 Ss : "*Opo Miss?*"  
 R : "Help, *membantu*"  
 Ss : "Yes"  
 R : "*Siapa yang membantu fox kok yes?*"  
 Ss : "Ooo, heron heron."  
 (Source: Field Note 6, on February 8<sup>th</sup>, 2011)

From the field notes above, the students could answer the questions well although sometimes they used Indonesian. Some students were active in answering the questions and some other students were still passive.

In stage 3 (JCOT), the students did the comprehension task in groups after they read the text. It made the students have more opportunities to communicate and interact with their friends. Besides, it made the students work faster and confident in doing the tasks so they could continue to the next stage. In this stage, they were asked to complete the summary of “Goldilocks” in the first meeting and state the true or false statements according to the pictured-story of “The Ant and the Pigeon” in the second meeting. The scores of the students’ group work were very good although there were still some students who got low scores.



**Figure 6. The students worked in groups**

For the stage 4 (ICOT), the researcher gave the students individual tasks. Those tasks were used as final assessment after the teacher explained the pictured-story entitled “The Penguin Wanted to Fly” in the first meeting. The students had to match the pictures based on the sentences and retell the pictured-story in simple sentences. Most students were able to match the

pictures based on the sentences by drawing lines. On the other hand, they found difficulties in retelling the pictured-story in simple sentences although there were some meaning of vocabulary items which were written in the worksheet. It was shown in the interview below:

R: Researcher; S1: Student 1, S2: Student 2

R : *“Azis, Anwar. Miss mau tanya nih. Tadi tugas individunya susah ga?”*

(“I want to ask you. How was the individual task? Was it difficult?)

S1 : *“Yang gampang cuma yang tugas A, Miss. Tugas B susah ngerjainnya”*

(“Task A was easy, but task B was difficult, Miss.”)

S2 : *“Iya, Miss. Yang A gampang banget, yang B susah banget. Aku juga ga bisa ngerjain. Aku tadi cuma nulis ulang apa tertulis di tugas A.”*

(“Yes, Miss. Task A was very easy, but task B was very difficult. I couldn’t do it. I only copied the sentences in task A in answering task B.”)

R : *“Lho kok ga bisa ngerjain? Kan cuma disuruh nulis tiga kalimat kan? Tadi kan ada kata-kata bantu di kertas kerjanya sebelum kalian menjawab tugas B.”*

(“Why you couldn’t answer task B? You only asked to write three sentences in retelling the story. There were some vocabulary items in the worksheet which can help you in retelling the story in task B.”)

S1 : *“Enakan ngopi kalimat di tugas A, Miss.”*

(“It is easier to copy the sentences in task A to retelling the story, Miss.”)

S2 : *“Cuma tiga kalimat kan, Miss. La itu di tugas A ada tujuh kalimat. Tinggal ambil tiga aja.”*

(:“There were seven sentences in the task A. I took three sentences for task B.”)

(Source: Interview Transcript 12, February 1<sup>st</sup>, 2011)

The conversation between the researcher and the English teacher in the break time also indicated that the students never had the task to retell about any stories before.

R: Researcher; ET: English Teacher

ET : *“Tugas yang B tadi tu emang menurut saya agak susah untuk anak-anak karena mereka jarang saya kasih tugas tentang pemahaman teks apalagi menceritakan kembali dengan bahasa yang sederhana.*

*(“In my opinion, task B was difficult for the students because I rarely gave them a reading comprehension task or retell the story by using simple sentences.”)*

R : *“Iya, Bu. Hasilnya juga ga ada satu pun yang menjawab dengan kalimat sederhana buatan mereka sendiri.”*

*(“Yes, Ma’am. No one made their own simple sentences.”)*

(Source: Interview Transcript 14, on February 1<sup>st</sup>, 2011)

From the interviews above, it indicated that the students found difficulties in retelling the pictured-story in simple sentences. Thus, the researcher and the English teacher considered it necessary to make plans for the next actions. In spite of that, the students were able to do the matching task well and got good marks. This can be seen from the following table.

**Table 02. The Result of the Students’ Task in the First Meeting**

| Activity  | Students’ Average Score |
|-----------|-------------------------|
| Meeting 1 | 74.1                    |

Individual task was also given in stage 4 (ICOT) in the second meeting. The students had to stick the pictures in the text entitled “Elidor”. The text contained blanks, and the students stuck the suitable pictures with adhesive to complete the text according to the pictured-story that the students and the teacher talked about. They enjoyed the sticking activity so much. It can be seen from the interview and field note below:

R: Researcher; S: Student

R : *“Ervin, gimana pelajaran Bahasa Inggris tadi? Seneng nggak dengan tugasnya?”*

*“Ervin, did you enjoy the English class?”*

S *“Senang, Miss.”*

*“Yes, I did.”*

R : *“Bagian mana yang kamu senengin?”*

*“Which part do you like?”*

S : *“Itu lho Miss, yang nempel gambar ke teks yang masih kosong. Jadi gak perlu nulis-nulis.”*

*“I liked the sticking activity. No need to write something to answer the questions.”*

(Source: Interview Transcript 15, February 8<sup>th</sup>, 2011)

... The teacher distributes the worksheet and the adhesive to the students. The teacher asks the students to look at the worksheet. After the teacher explains about the text and the task, the students begin to work. They look enthusiastic and interested in sticking the pictures to the worksheet. Most of them do the task properly....

(Source: Field Note 6, on February 8<sup>th</sup>, 2011)

The interview between the researcher and the English teacher also proved that the sticking activity made the students enthusiastic in joining the lesson.

R: Researcher; ET: English Teacher

R : *“Menurut Ibu gimana aktivitas yang saya lakukan tadi?”*

*“Ma’am, what’s your opinion about the last activity that I’ve done?”*

ET : *“Ya bagus Mbak, dari aktivitas tadi jelas tampak sekali kalo para siswa terlihat antusias. Semuanya bekerja, gak ada yang diam aja atau cuma melamun. Biasanya kan mereka selalu mengerjakan tugas dengan cara menulis jawaban, kalo sekarang kan disuruh nempel gambar yang sesuai dengan bacaan. Ini sesuatu yang baru bagi mereka. Saya juga gak pernah memberi tugas seperti ini kepada mereka.”*

*“Good job Miss, it looked clear that the students were enthusiastic. Every student stuck the pictures, no one was silent or daydreamed. In my class, they always did the task by writing the answers, now they were asked to stick the suitable pictures according to the pictured-story. This is something new for them. I never gave a task like this before.”*

(Source: Interview Transcript 16, February 8<sup>th</sup>, 2011)

The scores of individual task in stage 4 (Independent Construction of the Text) of the second meeting were shown in the following table.

**Table 03. The Result of the Students' Task in the Second Meeting**

| Activity   | Students' Average Score |
|------------|-------------------------|
| Meeting II | 79.4                    |

From the table above, it can be seen that the students were able to comprehend the text because most of them got good mark. Generally, they showed good result although there were few students who got bad mark.

## 2) Using Classroom English

..... Mrs. Andri started the lesson. "OK, *kemarin kita belajar apa anak-anak?*" Only three students replied "*musim di Indonesia, Bu!*" the other students just ignored it. Then the teacher asked one of the students "*Divi, masih ingat enggak di Indonesia punya berapa musim?*" Divi answered, "*dua musim, Bu!*" And then the teacher asked the other student, "*Vira, nama musimnya apa saja?*" Vira answered, "*kemarau dan penghujan, Bu!*" Mrs. Andri asked, "*Lha iyo, bahasa Inggris opo?*" Vira answered, "dry season dan rainy season, Bu!" After that, she asked again, "*Musim kemarau terjadi di bulan apa?*" Only two students answered, "*April sampai September, Bu!*" And then Mrs. Andri said, "*Ya, sekarang PRnya di buka. Tukarkan dengan teman sebelahnya.*" The homework was the Indonesian translation of English text about the seasons in Indonesia. It spent 20 minutes to check and discuss the students' homework. After checking the students' homework, the teacher gave marks to them. All of the students came to the teacher's table to get the marks.....

(Source: Field Note 2 on October 26<sup>th</sup>, 2010)

Based on the description above, it could be concluded that the students and the teacher mostly used Indonesian and Javanese during the English class. These moments always happened from time to time so there was no significant improvement in the teaching of English. The interview below indicated that the teacher rarely used classroom English.



R: Researcher; ET: English Teacher

R : *“Bu, gimana kelas Bahasa Inggrisnya?”*  
 (“Ma’am, how was your English class?”)

ET : *“Yaa, seperti yang mbak liat tadi.”*  
 (“Yeah, it’s like what you have seen.”)

R : *“Berarti jarang pake Bahasa Inggris ya, Bu? Misalnya memberi instruksi gitu?”*

(“It means that you rarely used English, for example when you give instruction to the students?”)

ET : *“Iya, mbak. Paling-paling cuma waktu menyapa siswa di awal pelajaran sama di akhir aja. La kalo diberi instruksi pake Bahasa Inggris itu mereka pada ga ngerti e mbak. Sik pinter-pinter bisa ngerti tapi yang ga pinter ya diem aja karena ga tau disuruh ngapain gitu”*

(“Yes, that’s right. I only used English in opening and closing the lesson. The students didn’t understand if I gave them instruction in English. It didn’t matter for the smart students. But the other students were just silent because they didn’t know what to do.”)

(Source: Interview Transcript 7, October 26<sup>th</sup>, 2010)

The researcher then explained to the English teacher that there should be a change and improvement in the teaching of English. It was very important for the teacher to familiarize the students with English words and sentences. Therefore, the researcher and the English teacher agreed to use classroom English.

The researcher used the same expressions with the English teacher’s in opening the lesson. At the beginning of the lesson, she used *“Good morning!”*, *“How are you today?”*, *“Who is missing today?”*, *“Are you ready?”* The students have known what to respond *“How are you today?”* They answered *“I am fine thank you. And you?”* But they did not know how to respond the other expressions. Then she also gave some expressions how to respond those expressions by using *“No one “*, *“Yes, I am”*. At the end of the lesson, she used leave taking expressions such as *“Time is up”*, *“Bye-bye”*, *“See you next*

*week*”, and “*See you again on Tuesday*”. Most of the students could respond to those expressions well and correctly, but some of them did not respond enthusiastically. To attract their attention, those expressions were repeated several times until they all responded. The researcher wrote those expressions on the blackboard so the students could memorize them. The students wrote them in their notebook.

Concerning instructions in English, the students seemed to find the English instructions difficult to understand. It could be observed through their reactions to the instructions like “*Please read the first paragraph*” “*Close the door, please*”, “*Raise your hand*”, “*Please submit your work*”, “*Ten minutes left*”, “*OK, time is up*”, “*Back to your seat*”, “*Make a group of three*” and “*Do you know what to do?*” When they did not understand the instructions, they were just silent and did nothing. Even they said “*Apa Miss nggak ngerti artinya.*” “*Ra dong Miss.*” To help them understand the instructions, the researcher used some techniques such as repeating the expressions several times, using gestures, and translating into Indonesian. By using these techniques, the researcher could make them understand the instructions easily and could respond correctly. It was indicated in the interview with the students on February 1<sup>st</sup>, 2011.

- R : “*Tita, Kinanti, tadi seneng ga sama pelajarannya?*”  
(“Did you enjoy the lesson?”)
- S1 : “*Seneng, Miss. Tapi tadi nggak tau Miss ngomong apa.*”  
(“I enjoyed it. But I didn’t know what you were talking about.”)
- S2 : “*Iya, angel e Miss. Belum pernah diajarin kayak gitu. Kalo diartikan ke bahasa Indonesia baru tau, Miss*”  
(“Yes, it was difficult. We’ve never learned it before. It has to be translated into bahasa Indonesia.”)
- R : “*Berarti baru ngerti kalo udah diartikan pake bahasa Indonesia ya?*”  
(“So you knew about the lesson if it’s translated into Indonesian?”)
- S1 : “*Iya, Miss. Baru mudeng.*”
- S2 (“That’s right, Miss. I understood if the lesson translated into Indonesian.”)
- (Source: Interview Transcript 13, February 1<sup>st</sup>, 2011)

The researcher used some expressions such as “*Yes, it is correct*” in checking the students’ work when the researcher found the students did the tasks correctly; and when the researcher found mistakes in the students’ work, the researcher asked “*Is that right?*”, “*Is it correct?*” and “*Is it true?*”.

The clarifying expressions like “*Is it true?*” and “*True or false?*” were used to attract students’ attention. In the first time, the students did not understand it. After they were given the translations, they could respond correctly. Sometimes the expressions to ask the readiness “*Are you ready?*” and “*Have you finished?*” were spoken to know whether they had finished their work or not. They also could not respond the expressions since the English teacher had never used it in the classroom. After the expressions being used for several times in the classroom, the students could give the appropriate response. They liked yelling “*Yes*” “*No*” or “*Finish*” when the researcher asked them.

### **c. Reflections**

After implementing the actions in Cycle I, the research team conducted a discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the actions that had been conducted. Everyone was free to voice their opinions, feelings, and suggestions related in the implemented actions. The following were results of the reflection.

#### 1) Implementing pictured-stories by using text based syllabus design

The uses of pictured-stories to improve students' reading comprehension were effective. It could attract the students to be involved in the teaching of English. Moreover, the use of pictured-stories could be used to ease the students to learn new vocabulary items without detail explanation. The pictured-stories helped the students to guess the meaning of new vocabulary items by themselves, so the teacher did not need to translate the vocabulary into Indonesian. They also aroused the students' interest in reading. When they found that reading was not words only, but something easy and interesting, they would be motivated in reading English texts. Therefore, the students also could comprehend the pictured-stories well. There was improvement in the students' mark in every meeting although some students still had low scores.

#### 2) Using classroom English

Practicing using classroom English was expected to help students understand the expressions. At the first time, the students found many

difficulties in responding the researcher's instructions and questions. All of the English expressions had to be translated into Indonesian. Eventually the students became familiar with classroom English used during the lesson. They could understand the instructions, explanations, and questions. Though it was still difficult for them, they tried hard to respond to the teacher in English. This action was considered as an effective way in helping the students to ease their difficulties in asking and answering simple questions orally in English. Therefore, it would be continued in the next cycle. Combination with gesture would be used in addition to translating the expressions. It was expected that the students could understand the expressions without asking the meaning.

On the other hand, there were still problems that should be solved.

They are:

- Some students still made noise

Some students sitting in the back row were still noise. They shouted to each others and they made some jokes about their friends.

- Some students were still passive

There were some students who were reluctant to participate the class discussion because they were afraid if their answer was

wrong. They put their head on the table. They did not get involved in the English teaching and learning process.

- Some students' scores were still low

It can be seen from the results of the individual tasks that some students' scores were still low.

## **2. Cycle II**

### **a. Planning**

The two actions done in the first cycle were quite successful in improving the students' reading comprehension. On the basis of discussion between the researcher and the English teacher, it was determined that Cycle II would still focus on the same problems in Cycle I. Here, the researcher still used the actions in Cycle I to be implemented in Cycle II. Those actions were implementing pictured-stories by using text based syllabus design and using classroom English. However, there was an additional action, giving rewards to motivate the students. Those were taken from the results of the observation and discussion done by the researcher and the English teacher. These were the description of the actions implemented in Cycle II.

#### **1) Implementing pictured-stories by using text based syllabus design**

There were some differences between Cycle I and Cycle II. In Cycle I, the researcher applied interesting activities to the students in doing group tasks and individual tasks such as match the pictures with the statements by drawing lines and stick the suitable pictures with adhesive. While in Cycle II the researcher applied interesting activities such as stuck

the correct sentences below the pictures with Tack-It removable adhesive, arranged the sentences into a correct order and circled the correct answers.

2) Using classroom English

As the implementation of classroom English in Cycle I was successful to familiarize the students with the English expressions, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher used gestures to make the students understand the expressions. The use of classroom English in this cycle was still the same as that in cycle I. The researcher planned to use classroom English in several functions such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities and also to end the lesson.

3) Giving rewards to motivate the students

The researcher planned to give rewards in the form of good comments and snacks for the students who tried to be active as group and as individuals in the teaching of English. This action was planned based on the reflection of Cycle I revealing that some students were still reluctant to participate the class discussion and they put their head on the table. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic in joining the lesson.

**b. Action and Observation in Cycle II**

The actions were carried out two times, on March 8<sup>th</sup>, 2011 and on March 11<sup>th</sup>, 2011. The actions focused on the use of pictured-stories, the use

of classroom English, and giving rewards to the active students as groups. The description of the research was presented as follows.

### 1) Implementing Pictured-Stories by Using Text Based Syllabus Design

In the third and fourth meeting, the researcher used three pictured-stories in each meeting, they were:

**Table 7. The List of Pictured Stories in Cycle II**

| <b>Stages</b> | <b>First Meeting</b>   | <b>Second Meeting</b>  |
|---------------|------------------------|------------------------|
| BKOF and MOT  | Meritik                | The Arrogant Porcupine |
| JCOT          | Little Red Riding Hood | Nessy                  |
| ICOT          | Kiko and Mr. Aardvark  | Troni, A Bear Cub      |

Some pictured-stories were also shown in chorus, and some of them were given to the students. By using the pictured-stories, the students also could comprehend the texts easily without imagining the things in the texts. For example, there were sentences “She cried louder and louder. Meritik’s cry was heard by her brothers and her sisters.” in the pictured-story entitled “Meritik”. It was shown in stage 1 and 2 of the third meeting.





**Figure 7. The example of pictured-stories**

From the picture above, the students could conclude that Meritik cried without translating the text. The teacher did not need to translate the word “cry” because the picture showed that Meritik cried. When the teacher asked the students “Did Meritik cry?” most of students answered “Yes”.

Pictured-stories also made the students love to learn English. They felt happy and enjoyed the lesson. They liked the pictured-stories because they were interesting and funny. It was indicated from the following interview:

R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3

R : “*Tadi gimana pelajaran Bahasa Inggrisnya? Kalian senang nggak?*”

(“What about our English lesson? Did you enjoy it?”)

S1 : “*Seneng Miss.*”

(“I liked it Miss.”)

S2 : “*Gambare bagus-bagus Miss. Lucu.*”

(“The pictured-stories were interesting. They were funny.”)

R : “*Jadi kalian suka enggak dengan cerita bergambarnya?*”

(“So, do you like the pictured-stories?”)

S3 : “*Iya suka Miss. Bagus je, ora mboseni.jadi tau juga tentang jalan ceritanya*” (“Yes Miss. It made me love to learn. It was not boring. And also I knew what the story tells about.”)

(Source: Interview Transcript 17, on March 8<sup>th</sup>, 2011)

The teacher also made statement about the use of the pictured-stories:

ET: English Teacher

ET : “*Mbak cerita bergambarnya bagus-bagus ya. Saya malah nggak punya cerita naratif seperti itu e. Anak-anak pasti suka itu.*”

(“The pictured-stories were very nice. I don’t have the narrative stories like them. The students must be very happy with them.”)

(Source: Interview Transcript 18, on March 8<sup>th</sup>, 2011)

From the interview and statement above, pictured-stories made reading more appealing. In the teaching of English, students found something interesting from the pictured-stories. With the help of pictures in the stories, students love to learn English. Students were more visually oriented.

Moreover, pictured-stories also gave students additional information about the stories. By looking at the pictures, students got information about the situation, background and even characteristics of actors in the pictured-stories.

It was shown in the field note on March 8<sup>th</sup>, 2011.

R : “Who was asked to go to the grandmother’s cottage? Who?”

S : “Little Red Riding Hood, Miss.”

R : “Good. Where did Little Red Riding Hood meet the wolf? ”

S : “Forest, Miss.”

R : “Good job. Where did the wolf wait Little Red Riding Hood? Where? *Menunggu dimana?*”

S : “In bed, in grandmother’s bed.”

R : “All right. Now, was the wolf bad? *Jahat enggak?*”

S : “Yes, Miss.”

(Source: Field Note 7, on March 8<sup>th</sup>, 2011)

In the third and fourth meetings, the researcher also gave some questions orally while discussing the pictured-stories in stage 1 and 2. She gave questions spontaneously. The students tried to answer the questions in

English when the researcher asked the students to use English. It was shown in the field notes on March 8<sup>th</sup>, 2011 and March 11<sup>th</sup>, 2011.

... After the students finished reading the text, the teacher gave some questions spontaneously about the text.

- R : "So tell me the animals in the story."  
 Ss : "Ducks, buffalo, hen, fox"  
 R : "Great. Now, what happened with Meritik?"  
 Ss : Silent.  
 R : "What happened? *Meritik kenapa ya?*"  
 Ss : "*Tersesat* Miss. *Main* Miss. *Terpisah* Miss."  
 R : "Right. *Tersesat itu* lost ya. Where did Meritik want to go?"  
 Ss : Silent.  
 R : "Where did Meritik want to go? Go?"  
 Ss : "Ooo *ke sawah* Miss."  
 R : "*Sawah itu apa ya?*"  
 Ss : "*Opo yo mau kae. Mmmmmmmmm*, field Miss. Eh, rice field *ding* Miss."  
 R : "Good. Did Meritik cry?"  
 Ss : "Yes Miss."  
 R : "Well done."  
 (Source: Field Note 7, on March 8<sup>th</sup>, 2011)

... After the students finished reading the text, the teacher gave some questions spontaneously about the text.

- R : "What are the animals in the story?"  
 Ss : "*Landak*, rabbit, and bear Miss."  
 R : "What is *landak* in English?"  
 Ss : "e ee ee porcupine."  
 R : "Was the porcupine arrogant?"  
 Ss : "Yes yes."  
 R : "Great. What happened with the porcupine?"  
 Ss : "*Kejatuhan pepaya* Miss."  
 R : "All right. Now, did the porcupine need some help?"  
 Ss : Silent.  
 R : "Did the porcupine *membutuhkan bantuan?*"  
 Ss : "Ooo yes yes Miss."  
 R : "Good job. Who helped porcupine?"  
 Ss : "Rabbit Miss."  
 R : "Good. Did porcupine say thank you?"  
 Ss : "Yes Miss."  
 R : "Excellent"  
 (Source: Field Note 8, on March 11<sup>th</sup>, 2011)

From the field notes above, the students could answer the questions well although sometimes they used Indonesian. Most of the students were active in answering the questions although they sat in the back rows.

In stage 3, the students did the comprehension task in groups. In this stage, the students were asked to stick the correct sentences below the pictures based on the pictured story entitled “Little Red Riding Hood” in the third meeting. There was an aid provided. It was the Tack-It removable adhesive. It could promote the students interest to do the reading comprehension in the classroom. The students were very curious about it. They never saw such kind of removable adhesive given to them and they wanted to know how to use it. Some of them were not patient to use it. They said that the removable adhesive was like chewing gums. They did the sticking activity enthusiastically.



**Figure 8. Tack-It removable adhesive**

In the stage 3 of the fourth meeting, the students were asked to arrange the sentences into a correct order based on the pictured-story of “Nessy”. They could do the task well. There were some improvement scores of the students group work. Most of them got good marks.

In stage 3, group work gave a big contribution to the implementation of the action. It made the students happy and could cooperate well with their friends in their group. It could be known from the interview quote below:

R: Researcher; S1: Student 1; S2: Student 2; S3: Student 3

R : *“Kalau kamu gimana dengan kerja kelompoknya?”*  
 (“What do you think about the group work?”)

S1 : *“Seneng Miss. Bisa membantu satu sama lain dalam menyelesaikan tugas.”*  
 (“It was fun Miss. We could help one another in finishing the task.”)

R : *“Menurut kamu gimana?”*  
 (“What about you?”)

S2 : *“Kalau aku tadi kan nggak bisa ngerjain tapi terus dikerjain bareng-bareng jadi terus ngerti deh.”*  
 (“Firstly, I couldn’t do the task, but then my group and I did the task together so I understood.”)

R : *“Kalo kamu gimana?”*  
 (“What about you?”)

S3 : *“Kalo aku sih seneng bisa ngerjain bareng-bareng.”*  
 (“I was happy because I could work with other students.”)

(Source: Interview Transcript 19, on March 11<sup>th</sup>, 2011)

Group work also made the students busy so that it could decrease the possibility of being sleepy and bored. It also made the students work faster. Moreover, it made the students confident in doing the task.

For the stage 4, the researcher gave the students individual tasks. Those tasks were used as final assessment after the researcher explained the pictured-story entitled “Kiko and Mr. Aardvark” in the third meeting. The students had to state whether the statements were true or false based on the pictured-story. Most students were able to state the true or false statements. This can be seen from the following table.

**Table 04. The Result of the Students' Task in the Third Meeting**

| <b>Activity</b> | <b>Students' Average Score</b> |
|-----------------|--------------------------------|
| Meeting 3       | 80                             |

Individual task was also given in stage 4 in the fourth meeting. The students had to circle the correct answers based on the pictured-story entitled "Troni, A Bear Cub". There were ten multiple choices. The students were enthusiastic in joining the activity. However, most of them crossed the correct answers, they did not circle the correct ones. Therefore, the researcher had to warn them that they had to circle the correct answers. They smiled when they were warned by the researcher. Most of them had good scores. The scores of individual task in stage 4 were shown in the following table.

**Table 05. The Result of the Students' Task in the Fourth Meeting**

| <b>Activity</b> | <b>Students' Average Score</b> |
|-----------------|--------------------------------|
| Meeting 4       | 88                             |

From the table above, the reading comprehension ability of the students was good because the rate was more than 75. There was improvement in the teaching and learning process of reading comprehension. The students had passed the Minimum Passing Criteria (KKM) 6.5.

The last stage was Linking to the Related Text. In this stage, the students were asked to find other narrative stories as their homework. The homework was done in groups. They found them in the internet, in the library, or in the other sources. They found "The Golden Snail", "The Golden Cucumber", "The Legend of Tangkuban Perahu", and "Princess Mandalika".

## 2) Using Classroom English

In Cycle II, the classroom English was implemented in all two meetings. It was similar to that in the previous cycle, the researcher implemented in several functions such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give instruction of the activities, and to end the lesson.

In this cycle, classroom English was used more effectively accompanied by gestures to make the students understand the expressions. If it was needed, English expressions were combined with Indonesian to overcome the students' problem in understanding the expressions.

Classroom English was also used to give some instructions. In Cycle I, most of the English expressions had to be translated in Indonesian. While in this cycle, the students more understand about the instructions. Like what had been done in Cycle I, the researcher still used some techniques such as repeating the expressions several times, translating into Indonesian, and using gestures. The students knew the instructions such as *"Please read the second paragraph"*, *"Raise your hand"*, *"Please submit your work"*, *"Ten minutes left"*, *"OK, time is up"*, *"Back to your seat"*, *"Have you finished"* and *"Make a group of three"*. It can be seen from the note below:

.... In the beginning of stage 2, the researcher asked some students to read the text. She said, "Yusron, please read the first paragraph." After that, Yusron read the first paragraph. He only read the first paragraph.

... (Stage 3) After 10 minutes, the researcher asked the students to submit their group work. She said, "OK, time is up. Submit your work please. And you can go back to your seat". She raised one of the worksheet and put it into the teacher's table. The students then submitted their group work in the teacher's table and they went back to their seat. There were some students who did not go back to their seat so the researcher pointed their original table and said, "Please go back to your seat." Then the students moved to their original table.  
(Source: Field Note 7, on March 8<sup>th</sup>, 2011)

The researcher also used some expressions such as "*Is that right?*", "*Is it correct?*" "*Is it true?*" "*True or false?*" "*Yes, it is correct*" in checking the students' work. In this cycle, the students could give the appropriate responses. They still like yelling "*Yes*" "*No*" or "*Finished*" when the researcher asked them.

### **3) Giving Rewards to Motivate the Students**

Showing good respect to the students by giving good comments and rewards to the students when they tried to be active in the teaching of English was done to motivate the students. It was expected that the students would be more motivated in learning English because they would feel that they got rewards in doing the task successfully. This plan was implemented by saying "*That's great*" "*Well done*" "*Right*" "*Good job*" "*Excellent*" when the students tried to answer the questions or did anything they were asked to do. The implementation of giving rewards in the form of good comments can be seen from the field note below:



... After the students finished reading the text, the teacher gave some questions spontaneously about the text.

R : “What are the animals in the story?”

Ss : “*Landak*, rabbit, and bear Miss.”

R : “What is *landak* in English?”

Ss : “e ee ee porcupine.”

R : “Did the porcupine arrogant?”

Ss : “Yes yes.”

R : “Great. What happened with the porcupine?”

Ss : “*Kejatuhan pepaya* Miss.”

R : “All right. Now, did the porcupine need some help?”

Ss : Silent.

R : “Did the porcupine *membutuhkan bantuan*?”

Ss : “Ooo yes yes Miss.”

R : “Good job. Who helped porcupine?”

Ss : “Rabbit Miss.”

R : “Good. Did porcupine say thank you?”

Ss : “Yes Miss.”

R : “Excellent”

(Source: Field Note 8, on March 11<sup>th</sup>, 2011)

They liked to copy the good comments such as “Good” “Good job” and “Excellent” because they rarely heard it from their English teacher. They were also asked to give applause to their friend who had tried to do the instructions.

Since the students had to know the value of learning, prizes were not always given in every activity. They learn English not because of the rewards or the points but they had to know the meaning of their learning. The main reward was given in the end of the cycle. The researcher promised to give prizes to the quickest and highest mark in group work. All the students were very enthusiastic in joining the group work. They did the task secretly so the other groups would not see their group’s work. They tried to answer the questions correctly and they wanted to get prize. The effect of the

implementation of giving reward in the form of snacks can be seen from the interview below:

R: Researcher; S: Student

R : *“Pas tadi grup kamu menang, kamu senang nggak di kasih snack gitu?”*

*(“When your group became the winner of the group work, you got the snack, didn’t you? Are you happy?)*

S : *”Sangat senang soalnya jarang banget dapat hadiah snack kalo lagi belajar di sekolah. Makasih ya Miss.”*

*(“Yes, I was so happy because I didn’t get the snack as the prize in classroom activity before this. Thank you, Miss.”)*

*(Source: Interview Transcript 20, on March 11<sup>th</sup>, 2011)*

From the description, the goal of the teaching of English was achieved. Generally, the goal could be achieved since all students were involved in the teaching of English and they improved their reading comprehension. The teaching of English became more interesting. The students did not easily get bored.

### **c. Reflections**

After implementing the actions in Cycle 2, the English teacher and the researcher did some reflections. It was based on the observations during the teaching and learning process, the students’ opinion, and interviews with English teacher. The results of the reflections were as follows:

#### 1) Implementing pictured-stories by using text based syllabus design

The pictured-stories were used to attract the students’ attention to the meaning and the use of the language taught. They made the teaching of English more alive because they could help the students in understanding the stories. They also made the students love to learn

English because they found something interesting from the pictured-stories. By using the pictured-stories, the students also could comprehend the texts easily without imagining the things in the texts. Moreover, pictured-stories also gave additional information about the stories such as the situation, background and even characteristics of actors in the pictured-stories. These actions helped the students to understand the English texts because they faced the model in front of them.

## 2) Using classroom English

The researcher used some techniques such as repeating the expressions several times, translating into Indonesian, and using gestures. By using these techniques, it can help the students in understanding the expressions. The students not only listen to what the researcher told but also paid attention to what the researcher did, saw the researcher's eyes and the researcher's hands movement. As what had been expected by the research members, the students could get a better understanding in the classroom English. The number of students who ask for the translation of the classroom English decreased.

## 3) Giving rewards to motivate the students

In order that there would be more active students during the teaching of English, the research members agreed that the rewards should be given to the students in group. When this action was done, there were more active students. They were more motivated. They always

competed in doing the activities to get points and to get the rewards.

The researcher also gives appreciation to the students' work by saying

*“That’s great” “Well done” “Right” “Good job” and “Excellent”.*

Besides doing the reflection, the researcher also set a post test. This was done to know whether all actions were successful in improving the students' reading comprehension or not. The test was done after all the actions were done in both cycles. The result could be seen as follows.

**Table 06. The Result of the Students' Post-Test**

| <b>Activity</b> | <b>Students' Average Score</b> |
|-----------------|--------------------------------|
| Post-Test       | 87.6                           |

### **C. General Findings**

The cycles in this research had been finished. Several findings taken from the implications of actions are as follows.

- 1) Giving explanation by giving questions needs to be used continuously because it could make the students try to find out the answers. Giving explanation by questioning activated the teaching and learning process of reading comprehension. It was good to do everyday to make the students active.
- 2) The use of interesting reading tasks was quite effective to make the students able to answer the questions well. Also, it could overcome the students' boredom. The tasks were fun. The students got not only knowledge but also pleasure.

- 3) The use of text based syllabus design was successful to create a meaningful step of reading teaching and learning process in the classroom. The students were engaged and involved in every activity conducted in every step. The four stage of this approach was successful to help the students to comprehend the text. They did not feel bored and were enthusiastic in following every stage in this approach. The students got the valuable knowledge from joining the class activity. The students knew the skills in learning reading so that they could deal with the texts when they found it.
- 4) The use of pictured-stories in teaching reading comprehension was very effective because it could make the class activity more interesting. It also could attract the students and make them interested in the lesson. Moreover, pictured-stories also made reading more appealing because they found something interesting in the pictured-stories. They could make the students comprehend the text easily.
- 5) The use of classroom English could help the students to be familiar with the teacher's instruction in English. The students could understand the instructions, explanations, and questions. They also could get a better understanding in the classroom English. The number of students who ask for the translation of the classroom English decreased. Moreover, they liked to copy the classroom English.
- 6) The combination of English and Indonesian could help the students to understand the teacher's explanation and instruction. It was also useful

when the teacher used gesture so that the students could get the better understanding in teacher's explanation and instruction.

- 7) Showing good respect to the students was very effective to arouse the students' mutual acceptance and trust to the teacher, and to improve the students' self-confidence.
- 8) Giving rewards could support and improve students' involvement in the teaching of English. The rewards also could make the students more enthusiastic in joining the class.
- 9) Learning language function by using narrative stories was the interesting technique for the students. The students' boredom problem could be overcome. There was improvement in the students' reading comprehension. The scores of the test (pre test, every meeting and post test) showed improvement. It can be seen as follows.

**Table 07. The Result Score of All Tasks**

| <b>Students' Average Score</b> |                      |                  |
|--------------------------------|----------------------|------------------|
| <b>Pre Test</b>                | <b>Progress Test</b> | <b>Post Test</b> |
| 59                             | 81                   | 87.6             |

The following are changes occurring in the teaching of English between first cycle and second cycle. In the first cycle, the students still felt bored but in the second cycle they could enjoy the lesson and felt happy with the activities and materials.

**Table 8. The Changes Occurring in the Teaching of English**

| <b>Pre-action</b>  | <b>Cycle I</b>  | <b>Cycle II</b>  |
|--|---|--|
| The students were very passive, could not answer the teacher's questions, and could not comprehend the English texts, they had low motivation. | Few students were still passive, could not answer the researcher's questions, could not comprehend the English texts, and had low motivation.   | The students could comprehend the English texts, more active, could answer the researcher's questions, and did their tasks well. They also had high motivation in joining the class.<br>The researcher gave rewards to the students so that the students were motivated in learning English. |
| The English teacher used less classroom English. The students were not familiar with it.   | The researcher used classroom English to greet the students, giving explanation the lesson, giving instructions, and saying leave-taking to the students. Nevertheless, the teacher had to translate the classroom English so that the students could understand the meaning. | The researcher did not always translate her classroom English. She combined her classroom English with Indonesian and gestures to help the students to understand what she told or what she asked the students to do.  |
| The materials were not enjoyable and the activities were boring.   | The interesting materials were presented to make the lesson enjoyable and the activities were varied. Few students still made noise in the lesson.  | The materials were enjoyable so that most of the students were interested in joining the lesson.   |

## **CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

### **A. Conclusions**

The action research implemented at sixth grade students' in SD N Delegan 3 Prambanan began in February and ended in March during the second semester of the academic year of 2010/2011. All stages in the action research were completely done. The main problem to be solved in this study was concerning the students' difficulties in comprehending the English text. Therefore, the researcher and the English teacher formulated the problem as follows, "How can pictured-stories be applied to improve students' reading comprehension of the sixth grade students in SD Delegan 3 in academic year of 2010/2011?"

The aim of this study was improving students' reading comprehension in the teaching and learning process through pictured-stories. The research findings and discussions in Chapter IV showed that the students' reading comprehension in the teaching and learning process at sixth grade of SD N Delegan 3 Prambanan improved. The actions were carried out in two cycles. Those actions was combined with the use of classroom English and rewards.

The result of the research showed successes and failures. Assigning pictured-stories were quite successful to improve the teaching and learning process of reading comprehension so that the students could comprehend the English texts. However in case of using English instructions, it was not really successful in the first cycle. The researcher as the teacher had to translate



some of the instructions into Indonesian. But in the second cycle, the number of students who asked for the translation of the classroom English decreased because of the repetition of the expressions several times and using gestures. Also, giving appreciation and rewards to the students was also effective to motivate the students in joining the lesson.

Furthermore, the researcher found that pictured-stories could: (1) attract the students' attention to get involved in the class activities, (2) help the students to guess the meaning of new vocabulary items in Indonesian by themselves, (3) arouse students' interest in reading, (4) ease the students to learn new vocabulary items without detail explanation, (5) make the teaching of English more alive because they help the students in understanding the stories, (6) make the students love to learn English, (7) make the students could comprehend the texts easily without imagining the things in the texts, (8) give additional information about the stories such as the situation, background and even characteristics of actors in the pictured-stories.

There were some changes including the way of thinking and behavior of the involved members in this study. Those changes are related to the following:

### **1. The changes in the teaching of English**

The teaching and learning process of reading comprehension was active, alive and enjoyable. Using pictured-stories could improve the students' reading comprehension. They could comprehend the texts easier and well. Before the actions were conducted, the students could not

comprehend the text well. They could read aloud but they could not comprehend the text.

## **2. The changes happening to the students**

Before the researcher implemented the actions, the students could not comprehend the text, and did not pay attention to the teacher explanation. After the researcher conducted the actions, the students could comprehend the English texts well and paid attention to the teacher. They looked very interested and enthusiastic with the teaching and learning process.

## **3. The changes happening to the English teacher**

After observing the research, the English teacher became interested and motivated with the actions implemented in the teaching of English. Before observing the research, she could not teach reading comprehension actively. There was no technique to teach reading comprehension lively.

She realized that she would think more to find out the fun, enjoyable and interesting techniques to teach reading comprehension. This study gave her inspiration to do the best in the teaching reading comprehension so that the students were interested and paid attention to her explanation.

## **B. Implications**

The research findings show that the teaching and learning process of reading comprehension improves through the use of pictured-stories combined with classroom English and appreciation and rewards to motivate the students.

The students were more interested to the lesson and always paid attention to the teacher's explanation so that they could comprehend the English text.

From the findings above, the implication of the study are as follows:

1. The technique in explaining the materials by giving questions was very effective. It could make the students read and comprehend the texts because they were motivated.
2. The variation in giving reading tasks was quite effective. The students were not bored with the tasks. They were motivated and enthusiastic in doing the task although there were few students still felt bored.
3. The use of pictured-stories was quite effective. The students were more active and interested in the teaching of English so that they could comprehend the text well.
4. Giving rewards to the students was effective to make the students motivated. They competed to be the winner so that they did the work well.

### **C. Suggestions**

Based on the conclusions and implications of the study above, some suggestions will be directed toward the English teacher and the other researchers.

#### **1. To the English teacher**

It is necessary for the English teacher to improve the quality of the reading comprehension by employing various reading activities which are enjoyable and motivating so that students' reading comprehension is improved. The teacher can use the media such as pictured-stories.

Beside, the reading materials and reading tasks are also important in helping the students comprehending the reading texts. The teacher should choose or create the materials which are interesting and appropriate to the students' proficiency level, so that the students will be interested in and motivated to learn.

## **2. To other researchers**

This research focuses on improving the students' reading comprehension through pictured-stories. There are still many activities that can be used to teach reading. For the other researchers, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing a similar research, the reading materials and the reading tasks could be modified based on the students' learning ability and interest.

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### FIELD NOTES

| FIELD NOTES   | ACTIVITIES   |
|---|--|
| <ul style="list-style-type: none"> <li>✓ Field Note 1</li> <li>✓ 19 Oktober 2010</li> <li>✓ Ruang Kepala Sekolah dan Ruang Guru</li> <li>✓ 09.00-10.00</li> </ul> | <p>Peneliti menghubungi kepala sekolah SD N Delegan 3 Prambanan untuk meminta izin melakukan observasi untuk penelitian, yang sebelumnya pernah menjadi tempat praktek mengajar peneliti pada saat perkuliahan sertifikasi English for Children.</p> <p>Kemudian, peneliti meminta izin untuk bertemu dengan guru Bahasa Inggris untuk membicarakan tentang penelitian. Peneliti menjelaskan bahwa akan mengadakan penelitian tindakan kelas (action research). Hal ini bertujuan untuk meningkatkan aspek-aspek yang kurang maksimal dalam kegiatan belajar mengajar. Akhirnya guru mengusulkan kelas 6 sebagai subyek penelitian. Peneliti kemudian menyetujui usulan guru. Peneliti meminta izin untuk meng 'copy' daftar nilai siswa, presensi siswa dan jadwal mengajar. Setelah itu peneliti meminta izin untuk melakukan observasi pada pertemuan berikutnya.</p>   |
| <ul style="list-style-type: none"> <li>✓ Field Note 2</li> <li>✓ 26 Oktober 2010</li> <li>✓ Ruang kelas VI</li> <li>✓ 08.10-09.35</li> </ul>                      | <p>Suasana kelas sangat ramai sebelum guru datang. Kemudian para siswa diam ketika guru masuk kelas. Guru menyapa siswa, "Good morning, class!" Para siswa menjawab, "Good morning Mrs. Andri!"</p> <p>Setelah berdoa, guru dan siswa mendiskusikan tentang bacaan deskripsi beberapa hewan. Guru menyuruh kepada beberapa siswa untuk membaca. Setelah selesai membaca, guru mengajukan pertanyaan kepada siswa berdasarkan teks. Ketika ada siswa yang tidak bisa menjawab, guru akan menanyakan kepada siswa yang lain.</p> <p>Ketika guru sedang sibuk dengan siswa yang duduk di bagian depan, siswa yang lain sibuk dengan aktivitasnya sendiri. Mereka saling mengobrol, dan beberapa yang lain hanya diam karena merasa bosan. Guru tidak memperhatikan keadaan tersebut.</p> <p>Setelah diskusi selesai, guru menyuruh siswa untuk menulis tentang ciri-ciri hewan. Ketika para siswa mengerjakan tugas tersebut, guru hanya melihat pekerjaan siswa yang duduk di depan. Kondisi ini membuat siswa yang duduk di bagian belakang tidak dapat menyelesaikan pekerjaan karena dikerjakan sambil bercanda. Mereka tidak mengerjakannya secara serius.</p> <p>Saat waktu telah selesai, guru menyuruh para siswa untuk mengumpulkan pekerjaannya. Kemudian guru memberikan pekerjaan siswa tersebut kepada peneliti. Guru meminta peneliti untuk membaca dan memberikan nilai. Beberapa pekerjaan siswa tidak mendapat nilai bagus karena tidak serius</p> |



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|  | mengerjakannya.   |
| <ul style="list-style-type: none"> <li>✓ Field Note 3</li> <li>✓ 9 November 2010</li> <li>✓ Ruang kelas VI</li> <li>✓ 08.10-09.35</li> </ul> | <p>Jam 8.10 WIB guru Bahasa Inggris (Ibu Andri) masuk ke kelas. Guru menyapa siswa, "Good morning, class." Para siswa menjawab, "Good morning, Mrs. Andri." Guru bertanya, "How are you today?" dan para siswa menjawab, "I'm fine, and you?" guru menjawab, "I am fine too. Thank you."</p> <p>Guru memulai pelajaran. "OK, kemarin kita belajar apa anak-anak?" hanya tiga siswa yang menjawab, " musim di Indonesia, Bu." Siswa lain tidak memperhatikan. Kemudian guru bertanya ke salah satu siswa, "Divi, masih ingat enggak di Indonesia punya berapa musim?" Divi menjawab, "Dua musim, Bu." Kemudian guru bertanya kepada siswa yang lain, "Vira, namanya musim apa saja?" Vira menjawab, "kemarau dan penghujan, Bu." Guru bertanya lagi, "Lha iyo, bahasa Inggris opo?" Vira menjawab, "Dry season dan rainy season, Bu." Setelah itu, guru bertanya lagi, "Musim kemarau terjadi di bulan apa?" Hanya dua orang anak yang menjawab, "April sampai September, Bu." Kemudian guru berkata, "Ya, sekarang PRnya di buka. Tukarkan dengan teman sebelahnya." PRnya adalah terjemahan teks Bahasa Inggris ke Bahasa Indonesia tentang musim di Indonesia. Pembahasan PR berlangsung selama 20 menit. Setelah memeriksa hasil PR siswa, guru memberikan nilai. Semua siswa maju ke depan ke meja guru untuk mendapatkan nilai.</p> <p>Setelah istirahat pada jam 8.45 WIB sampai 9.00 WIB, guru memulai pelajaran lagi. Pelajaran hari ini tentang musim-musim di Eropa. Guru bertanya kepada siswa, "Nah sekarang kita mau belajar tentang musim di Eropa. Ada berapa musim di sana?" Hanya satu siswa yang menjawab, "Ada empat musim, Bu." Guru berkata, "Ya. Ada empat musim. Apa saja musimnya?" Beberapa siswa menjawab pertanyaan guru dan siswa yang lain sibuk berbicara dengan temannya. Bahkan ada siswa yang suka berjalan jalan ke meja temannya dan mengganggu temannya tersebut. Guru melanjutkan penjelasan tentang ciri-ciri dari musim di Eropa tanpa media yang menarik. Guru sering menggunakan Bahasa Indonesia dan Bahasa Jawa.</p> <p>Aktivitas selanjutnya adalah menterjemahkan teks Bahasa Inggris ke Bahasa Indonesia. Teks merupakan bacaan tentang musim di Eropa. Guru berkata kepada siswa, "Ayo sekarang teksnya di tulis dulu. Wes siap po durung?" Siswa menjawab, " Bentar, Bu." Setelah beberapa saat, siswa siap menulis. Guru berkata, "Trees and flowers start to grow in spring. In summer, people usually go on holiday. The leaves are turn to yellow in autumn. People wear thick clothes in winter...."</p> |

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|  | <p>(dsb)". Siswa menulis dengan gaduh karena ada beberapa kata yang belum jelas bagaimana menulisnya. Setelah itu, siswa mulai menterjemahkan teks Bahasa Inggris tersebut. Anwar bertanya kepada Aziz, "Eh, nek cold ki opo bahasa Indonesia ne?" Kemudian Aziz menjawab, "Berawan po dudu yo?" Guru berkata, "Nek berawan ki cloudy. Iki bukan cloudy tapi cold. Hayo artinya apa?" Siswa berpikir sebentar, kemudian guru berkata, "Di delok disek, cold itu ada di musim apa?" Beberapa siswa menjawab, "Winter, Bu!" Guru berkata, "Nah, kalo winter biasane hawanya gimana?" Beberapa siswa menjawab, "Dingin, Bu!" Guru berkata, "Nah, itu artinya." Ketika siswa sedang sibuk mengerjakan tugas, ada beberapa siswa yang berbincang-bincang dengan temannya. Guru menanyakan kepada siswa yang berbicara tersebut. "Nina udah selesai po kok rame sama Nungki?" "Belum, Bu!" Guru berkata, "Yo wes gek dikerjakan dulu tugasnya."</p> <p>Jam telah menunjukkan pukul 9.35 WIB dan tanda pelajaran Bahasa Inggris selesai. Para siswa tidak selesai dalam mengerjakan tugas menterjemahkan teks tersebut sehingga tugas tersebut dijadikan pekerjaan rumah. guru berkata, "Anak-anak, tugasnya dikerjakan di rumah ya! Minggu depan di bahas bareng-bareng." Siswa berkata, "Ya, Bu." Kemudian guru meninggalkan ruang kelas VI.</p> |
| <ul style="list-style-type: none"> <li>✓ Field Note 4</li> <li>✓ 18 Januari 2011</li> <li>✓ Ruang kelas VI</li> <li>✓ 09.00-09.35</li> </ul> | <p>Peneliti memberikan pre test kepada siswa setelah sebelumnya dikonsultasikan dengan pembimbing skripsi. Soal pre test berjumlah 10 soal tentang pemahaman bacaan siswa. Pre test berlangsung selama 35 menit setelah sebelumnya guru Bahasa Inggris memberikan pelajaran selama 35 menit. Para siswa terlihat penasaran dengan soal pre test tersebut. Mereka mencoba untuk mengerjakan soal tersebut.</p>   |
| <ul style="list-style-type: none"> <li>✓ Field Note 5</li> <li>✓ 1 Februari 2011</li> <li>✓ Ruang kelas VI</li> <li>✓ 08.10-09.35</li> </ul> | <p>Peneliti masuk kelas bersama guru Bahasa Inggris, siswa masih ramai dengan temannya. Peneliti kemudian membuka pelajaran. Peneliti mengucapkan "Good morning class!" kemudian para siswa menjawab "Good morning miss El." Setelah itu peneliti menanyakan keadaan siswa, "How are you today?" kemudian siswa menjawab, "I'm fine, thanks and how are you?" lalu peneliti menjawab, "I'm great, thank you." Peneliti kemudian memanggil nama-nama siswa untuk cek kehadiran.</p> <p>BKOF</p> <p>Setelah itu peneliti mulai masuk ke pelajaran. Peneliti berkata kepada siswa bahwa hari ini akan belajar tentang teks naratif. Guru memberikan beberapa teks kepada siswa. Peneliti menunjukkan sampul cerita bergambar berjudul 'The Ant and the Grasshopper'. Para siswa antusias melihat sampul buku cerita tersebut. Peneliti mengajukan beberapa pertanyaan</p>  |

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|  | <p>terkait dengan gambar tersebut.</p> <p>P: Peneliti</p> <p>S: Siswa</p> <p>P : “What is this? Gambar apa ini?”</p> <p>Ss : “Hewan Miss. Semut, belalang. Ant and grasshopper.”</p> <p>P : “Have you ever seen this? Pernah liat hewan ini? Yes or no?”</p> <p>Ss : “Yessss”</p> <p>P : “Where did you see them? Liatnya dimana?”</p> <p>Ss : “Di rumah, di sawah.”</p> <p>P : “Good. Rumah itu bahasa Inggrisnya house ya. Kalo sawah bahasa Inggrisnya apa?”</p> <p>Ss : (tidak ada yang menjawab.)</p> <p>P : “Sawah itu adalah rice field yaa.”</p> <p>Ss : “Oooo rice field.”</p> <p>P : “OK today we will have three pictured-stories. Hari ini kita akan belajar 3 cerita bergambar. Are you ready? Siap belum? Yes or no?”</p> <p>Ss : “Yes yess.”</p> <p>MOT</p> <p>Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya. Setelah selesai membaca cerita, peneliti bertanya kepada siswa tentang bacaan tersebut.</p> <p>P: Peneliti</p> <p>Ss: Siswa</p> <p>P : “So, tell me the people in the story!”</p> <p>Ss : Silent</p> <p>P : “Siapa aja yang ada di dalam cerita?”</p> <p>Ss : “Semut dan belalang, Miss.”</p> <p>P : “English please.”</p> <p>Ss : “Ant and grasshopper Miss.”</p> <p>P : “Good. What happened with the grasshopper?”</p> <p>Ss : “Apa Miss? Nggak mudeng.”</p> <p>P : “Grasshoppernya kenapa tu?”</p> <p>Ss : “Laper dan kedinginan, Miss.</p> <p>P : “English please.”</p> <p>Ss : “Laper ki opo yo? Hungry hungry. Karo kademen ki cold, Miss.”</p> <p>P : “Very good. Now, did the ant like to sing? Sing?”</p> <p>Ss : “Yes eh no ding, Miss! No, Miss”</p> <p>P : “Very good. Now, we will have other pictured-stories. Kita akan membahas cerita bergambar yang lain.</p> <p>JCOT</p> |
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|  | <p>Peneliti menunjukkan cerita bergambar berjudul “Goldilocks”. Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>P : “How many bears in this story? Ada berapa beruang di cerita ini?”</p> <p>Ss : “Ada tiga. Three three.”</p> <p>P : “Good. What are the things in the bear’s house? Ada apa saja yang ada di rumah beruang?”</p> <p>Ss : “Kursi, mangkok, bed.”</p> <p>P : “Who came to the bear’s house? Siapa yang datang?”</p> <p>Ss : “Goldilocks, Miss”</p> <p>P : “What did the father’s bear make?”</p> <p>Ss : “Porridge. Porridge itu apa Miss?”</p> <p>P : “Itu bubur.”</p> <p>Setelah selesai membaca cerita, peneliti membagi siswa ke dalam beberapa kelompok. Setiap kelompok beranggotakan 3 orang. Peneliti berkata “Make a group of three” sambil menunjukkan 3 jari. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita “Goldilocks”. Mereka diharuskan mengisi titik-titik untuk melengkapi teks. Para siswa antusias mengerjakan tugas tersebut karena ada gambar beruang yang lucu. Setelah selesai, peneliti menyuruh siswa kembali ke tempat duduk semula dengan mengucapkan “Back to your seat” dan membahas sebentar tentang tugas tersebut.</p> <p>ICOT</p> <p>Dalam stage ini, peneliti menunjukkan cerita bergambar yang berjudul “The Penguin Wanted to Fly”. Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>P : “So, tell me the people in the story!”</p> <p>Ss : “Penguin, singa laut. Burung.”</p> <p>P : “What happened with penguin? Penguinnya kenapa itu?”</p> <p>Ss : “Penguinnya jatuh, Miss.”</p> <p>P : “Why did he fall? Jatuhnya kenapa?”</p> <p>Ss : “Karena pengen bisa terbang.”</p> <p>Setelah selesai membahas cerita, peneliti membagikan worksheet kepada siswa yang merupakan tugas individual.</p> |
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|  | <p>Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita “The Penguin Wanted to Fly”. Mereka diharuskan menjodohkan kalimat dengan gambar berdasarkan gambar dan menceritakan kembali teks tersebut dengan bahasanya sendiri. Siswa disediakan tabel kosakata untuk mempermudah membuat kalimat. Namun para siswa hanya menulis ulang di tugas sebelumnya dalam menceritakan kembali teks bacaan tersebut. Setelah siswa mengumpulkan tugasnya, peneliti mengakhiri pelajaran. Peneliti memberi kesempatan siswa untuk bertanya dan menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. Peneliti meninggalkan kelas dengan mengucapkan “See you next week.”</p>   |
| <ul style="list-style-type: none"> <li>✓ Field Note 6</li> <li>✓ 8 Februari 2011</li> <li>✓ Ruang kelas VI</li> <li>✓ 08.10-09.35</li> </ul> | <p>Peneliti masuk kelas bersama guru Bahasa Inggris, siswa masih ramai dengan temannya. Peneliti kemudian membuka pelajaran. Peneliti mengucapkan “Good morning everyone!” kemudian para siswa menjawab “Good morning miss El.” Setelah itu peneliti menanyakan keadaan siswa, “How are you today?” kemudian siswa menjawab, “I’m fine, thanks and how are you?” lalu peneliti menjawab, “I’m great, thank you.” Peneliti kemudian memanggil nama-nama siswa untuk cek kehadiran dengan berkata, “Who is missing today?” Awalnya tidak ada yang mengerti maksud dari pertanyaan tersebut. Namun, ketika diberi pengertian bahwa artinya, para siswa mampu menyebutkan nama teman yang tidak hadir.</p> <p><b>BKOF</b></p> <p>Setelah itu peneliti mulai masuk ke pelajaran. Peneliti berkata kepada siswa bahwa hari ini masih akan belajar tentang teks naratif. Guru memberikan beberapa teks kepada siswa. Peneliti menunjukkan sampul cerita bergambar berjudul ‘The Fox and the Heron’. Para siswa antusias melihat sampul buku cerita tersebut. Peneliti mengajukan beberapa pertanyaan terkait dengan gambar tersebut.</p> <p>P: Peneliti<br/>S: Siswa</p> <p>P : “What is this? Gambar apa ini?”<br/>Ss : “Semut lagi Miss. Sama burung bangau.”<br/>P : “Burung bangau itu bahasa Inggrisnya heron ya.”<br/>Ss : “Heron.”<br/>P : “Have you ever seen this? Pernah liat hewan ini? Yes or no?”<br/>Ss : “Yessss”<br/>P : “Where did you see them? Liatnya dimana?”<br/>Ss : “Di rice field.”<br/>P : “OK today we will have three pictured-stories. Hari ini kita akan belajar 3 cerita bergambar. Are you ready? Siap belum? Yes or no?”</p> |

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|  | <p>Ss : “Yes yess.”</p> <p>MOT</p> <p>Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya. Setelah selesai membaca cerita, peneliti bertanya kepada siswa tentang bacaan tersebut.</p> <p>P: Peneliti</p> <p>Ss: Siswa</p> <p>P : “Tell me the animals in the story!”</p> <p>Ss : “Serigala dan burung bangau.”</p> <p>P : “Serigala itu apa ya? Burung bangau?”</p> <p>Ss : “Fox and heron Miss.”</p> <p>P : “Good. Now, what did the fox do under the tree?”</p> <p>Ss : “Makan. Lunch Miss.”</p> <p>P : “Very good. Then what happened with the fox?”</p> <p>Ss : Silent.</p> <p>P : “Foxnya kenapa tu?”</p> <p>Ss : “Keselek tulang Miss.”</p> <p>P : “Well done. Who helped the fox?”</p> <p>Ss : “Opo Miss?”</p> <p>P : “Help, membantu”</p> <p>Ss : “Yes”</p> <p>P : “Siapa yang membantu fox kok yes?”</p> <p>Ss : “Ooo, heron heron.”</p> <p>P : “Excellent. Now, we will have other pictured-stories. Kita akan membahas cerita bergambar yang lain.</p> <p>JCOT</p> <p>Peneliti menunjukkan cerita bergambar berjudul “The Ant and the Pigeon”. Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit dengan menggunakan bahasa Inggris, “Please read the first paragraph” kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti</p> <p>Ss: Siswa</p> <p>P : “Who slipped in the water? Siapa yang terpeleset jatuh ke air?”</p> <p>Ss : “Semuuutt.”</p> <p>P : “Good. Who helped the ant?”</p> <p>Ss : “Pigeon.”</p> <p>P : “How did the pigeon help the ant? Gimana cara menolong si semut?”</p> <p>Ss : “Disuruh naik ke daun.”</p> <p>P : “Good job.”</p> |
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|   | <p>Setelah selesai membaca cerita, peneliti membagi siswa ke dalam beberapa kelompok. Setiap kelompok beranggotakan 3 orang. Peneliti berkata “Make a group of three” sambil menunjukkan 3 jari. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita ‘The Ant and the Pigeon’. Mereka diharuskan menyatakan apakah kalimat yang tertulis itu salah atau benar berdasarkan bacaan. Setelah selesai, peneliti menyuruh siswa kembali ke tempat duduk semula dengan mengucapkan “Back to your seat” dan membahas sebentar tentang tugas tersebut.</p> <p>ICOT</p> <p>Dalam stage ini, peneliti menunjukkan cerita bergambar yang berjudul ‘Elidor’. Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti<br/>Ss: Siswa<br/>P : “Who’s the name of the boy? Anak laki-lakinya namanya siapa?”<br/>Ss : “Elidor.”<br/>P : “Where did Elidor go?”<br/>Ss : “Palace.”<br/>P : “Why did he sad? Kenapa akhirnya Elidor sedih?”<br/>Ss : “Karena ambil golden ball.”</p> <p>Setelah selesai membahas cerita, peneliti membagikan worksheet dan lem kepada siswa yang merupakan tugas individual. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita ‘Elidor’. Mereka diharuskan menempelkan gambar pada teks untuk melengkapinya. Siswa disediakan gambar. Setelah peneliti menjelaskan tugasnya, para siswa mulai mengerjakan. Mereka terlihat antusias dan tertarik pada aktivitas menempel gambar di worksheet. Setelah siswa mengumpulkan tugasnya, peneliti mengakhiri pelajaran. Peneliti memberi kesempatan siswa untuk bertanya dan menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. Peneliti meninggalkan kelas dengan mengucapkan “See you” dan para siswa menjawab, “See you, too!”</p> |
| <ul style="list-style-type: none"> <li>✓ Field Note 7</li> <li>✓ 8 Maret 2011</li> <li>✓ Ruang kelas VI</li> <li>✓ 08.10-09.35</li> </ul> | <p>Peneliti masuk kelas bersama guru Bahasa Inggris, siswa masih ramai dengan temannya. Peneliti kemudian membuka pelajaran. Peneliti mengucapkan “Good morning everyone!” kemudian para siswa menjawab “Good morning miss El.” Setelah itu peneliti menanyakan keadaan siswa, “How are you today?” kemudian siswa menjawab, “I’m fine, thanks and how are you?” lalu peneliti menjawab, “I’m great, thank you.” Peneliti kemudian memanggil nama-nama siswa untuk cek</p>   |

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|  | <p>kehadiran dengan berkata, “Who is missing today?” para siswa mampu menjawab nama teman yang tidak masuk pada hari ini.</p> <p><b>BKOF</b></p> <p>Setelah itu peneliti mulai masuk ke pelajaran. Peneliti berkata kepada siswa bahwa hari ini masih akan belajar tentang teks naratif. Guru memberikan beberapa teks kepada siswa. Peneliti menunjukkan sampul cerita bergambar berjudul ‘Meritik’. Para siswa antusias melihat sampul buku cerita tersebut. Peneliti mengajukan beberapa pertanyaan terkait dengan gambar tersebut.</p> <p>P: Peneliti<br/>S: Siswa</p> <p>P : “What is this?”<br/>Ss : “Bebek.”<br/>P : “Have you ever seen this? Pernah liat hewan ini?”<br/>Ss : “Yessss”<br/>P : “Where did you see them? Liatnya dimana?”<br/>Ss : “Di kandang.”<br/>P : “Do you have it? Kalian punya bebek nggak?”<br/>Ss : “Punya Miss. Punya sepuluh. Punya simbah Miss.”<br/>P : “OK today we will have three pictured-stories. Hari ini kita akan belajar 3 cerita bergambar. Are you ready? Siap belum? Yes or no?”<br/>Ss : “Yes yess.”</p> <p><b>MOT</b></p> <p>Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya. Peneliti berkata, ” Yusron, please read the first paragraph.” Kemudian Yusron hanya membaca paragraf 1. Setelah selesai membaca cerita, peneliti bertanya kepada siswa tentang bacaan tersebut.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>P : “So tell me the animals in the story.”<br/>Ss : “Ducks, buffalo, hen, fox”<br/>P : “Great. Now, what happen with Meritik?”<br/>Ss : Silent.<br/>P : “What happen? Meritik kenapa ya?”<br/>Ss : “Tersesat Miss. Main Miss. Terpisah Miss.”<br/>P : “Right. Tersesat itu lost ya. Where did Meritik want to go?”<br/>Ss : Silent.<br/>P : “Where did Meritik want to go? Go?”<br/>Ss : “Ooo ke sawah Miss.”</p> |
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|  | <p>P : “Sawah itu apa ya?”</p> <p>Ss : “Opo yo mau kae. Mmmmmmmmm, field Miss. Eh, rice field ding Miss.”</p> <p>P : “Good. Did Meritik cry?”</p> <p>Ss : “Yes Miss.”</p> <p>P : “Well done. Now, we will have other pictured-stories. Kita akan membahas cerita bergambar yang lain.”</p> <p>JCOT</p> <p>Peneliti menunjukkan cerita bergambar berjudul ‘Little Red Riding Hood.’ Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit dengan menggunakan bahasa Inggris, “Please read the first paragraph” kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti</p> <p>Ss: Siswa</p> <p>P : “Who was asked to go to the grandmother’s cottage? Who?”</p> <p>Ss : “Little Red Riding Hood, Miss.”</p> <p>P : “Good. Where did Little Red Riding Hood meet the wolf? ”</p> <p>Ss : “Forest, Miss.”</p> <p>P : “Good job. Where did the wolf wait Little Red Riding Hood?” Where? Menunggu dimana?”</p> <p>Ss : “In bed, in grandmother’s bed.”</p> <p>P : “All right. Now, was the wolf bad? Jahat?”</p> <p>Ss : “Yes, Miss.”</p> <p>Setelah selesai membaca cerita, peneliti membagi siswa ke dalam beberapa kelompok. Setiap kelompok beranggotakan 3 orang. Peneliti berkata “Make a group of three” sambil menunjukkan 3 jari. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita ‘Little Red Riding Hood’. Mereka diharuskan menempelkan kalimat yang sesuai dengan gambar berdasarkan urutan kejadian. Peneliti mengatakan “Have you done?” untuk cek siswa apakah sudah selesai mengerjakan atau belum. Siswa merespon dengan “Not yet” ketika mereka belum selesai mengerjakan dan “Yes” ketika mereka sudah selesai mengerjakan. Setelah 10 menit, peneliti meminta siswa untuk mengumpulkan tugas kelompoknya. Peneliti berkata, “OK, time is up. Submit your work please. And you can go back to your seat.” Peneliti mengangkat salah satu pekerjaan siswa dan meletakkannya di atas meja guru. Kemudian para siswa mengumpulkan pekerjaannya ke meja guru. Ada beberapa siswa yang tidak kembali ke mejanya sehingga peneliti menunjuk mejanya dan berkata, “Please go</p> |
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|  | <p>back to your seat.” Kemudian siswa tersebut kembali ke mejanya. Peneliti membahas sebentar tentang tugas tersebut.</p> <p>ICOT</p> <p>Dalam stage ini, peneliti menunjukkan cerita bergambar yang berjudul ‘Kiko and Mr. Aardvark’. Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>P : “Who’s Kiko?”<br/>Ss : “Rabbit.”<br/>P : “What would Kiko’s family do in the garden? Di kebun mau ngapain mereka?”<br/>Ss : “memetik jagung dan kacang. Corns and peanuts.”<br/>P : “What happened with Kiko in the garden? Kiko kenapa?”<br/>Ss : “Jatuh ke lubang.”</p> <p>Setelah selesai membahas cerita, peneliti membagikan worksheet dan lem kepada siswa yang merupakan tugas individual. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita ‘Kiko and Mr. Aardvark’. Mereka diharuskan menyatakan kalimat benar atau salah berdasarkan bacaan. Banyak siswa yang mendapatkan nilai bagus. Setelah siswa mengumpulkan tugasnya, peneliti mengakhiri pelajaran. Peneliti memberi kesempatan siswa untuk bertanya dan menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. Peneliti meninggalkan kelas dengan mengucapkan “See you” dan para siswa menjawab, “See you, too!”</p> |
| <p>✓ Field Note 8<br/>✓ 11 Maret<br/>2011<br/>✓ Ruang kelas<br/>VI<br/>✓ 08.10-09.35</p> | <p>Peneliti masuk kelas bersama guru Bahasa Inggris, siswa masih ramai dengan temannya. Peneliti kemudian membuka pelajaran. Peneliti mengucapkan “Good morning everyone!” kemudian para siswa menjawab “Good morning miss El.” Setelah itu peneliti menanyakan keadaan siswa, “How are you today?” kemudian siswa menjawab, “I’m good, thanks and how are you?” lalu peneliti menjawab, “I’m great, thank you.” Peneliti kemudian memanggil nama-nama siswa untuk cek kehadiran dengan berkata, “Who is missing today?” para siswa mampu menjawab nama teman yang tidak masuk pada hari ini.</p> <p>BKOF</p> <p>Setelah itu peneliti mulai masuk ke pelajaran. Peneliti berkata kepada siswa bahwa hari ini masih akan belajar tentang teks naratif. Guru memberikan beberapa teks kepada siswa. Peneliti menunjukkan sampul cerita bergambar berjudul ‘The</p>  |

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|  | <p>Arrogant Porcupine'. Para siswa antusias melihat sampul buku cerita tersebut. Peneliti mengajukan beberapa pertanyaan terkait dengan gambar tersebut.</p> <p>P: Peneliti<br/>S: Siswa</p> <p>P : "What is this?"<br/>Ss : "Landak Miss."<br/>P : "Have you ever seen this? Pernah liat hewan ini?"<br/>Ss : "Yessss. Nooo."<br/>P : "Where did you see them? Liatnya dimana?"<br/>Ss : "Di kebun binatang."<br/>P : "OK today we will have three pictured-stories. Hari ini kita akan belajar 3 cerita bergambar. Are you ready? Siap belum? Yes or no?"<br/>Ss : "Yess."</p> <p>MOT</p> <p>Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya. Setelah selesai membaca cerita, peneliti bertanya kepada siswa tentang bacaan tersebut.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>P : "What are the animals in the story?"<br/>Ss : "Landak, rabbit, and bear Miss."<br/>P : "What is landak in English?"<br/>Ss : "e ee ee porcupine."<br/>P : "Was the porcupine arrogant? Yes or no?"<br/>Ss : "Yes yes."<br/>P : "Great. What happen with the porcupine?"<br/>Ss : "Kejatuhan pepaya Miss."<br/>P : "All right. Now, did the porcupine need some help?"<br/>Ss : Silent.<br/>P : "Did the porcupine membutuhkan bantuan? Yes or no?"<br/>Ss : "Ooo yes yes Miss."<br/>P : "Good job. Who helped porcupine?"<br/>Ss : "Rabbit Miss."<br/>P : "Good. Did porcupine say thank you?"<br/>Ss : "Yes Miss."<br/>P : "Excellent. Now, we will have other pictured-stories. Kita akan membahas cerita bergambar yang lain."</p> <p>JCOT</p> <p>Peneliti menunjukkan cerita bergambar berjudul 'Nessy' Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit dengan menggunakan</p> |
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|  | <p>bahasa Inggris, “Please read the first paragraph” kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>R : “Who were Mr. and Mrs. Poppleton?”<br/>S : “Orang tua Paul.”<br/>R : “Good. Where did Paul meet Nessy? ”<br/>S : “in Loch Ness.”<br/>R : “Good job. Where did Nessy live? Di rumahnya Paul, Nessy tinggal dimana?”<br/>S : “Di kamarnya Paul terus di garasi.”<br/>R : “All right. What did Nessy eat in the factory? Nessy makan apa di pabrik?”<br/>S : “Coklat.”</p> <p>Setelah selesai membaca cerita, peneliti membagi siswa ke dalam beberapa kelompok. Setiap kelompok beranggotakan 3 orang. Peneliti berkata “Make a group of three” sambil menunjukkan 3 jari. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita ‘Nessy’. Mereka diharuskan menyusun urutan kejadian berdasarkan cerita ‘Nessy’. Peneliti mengatakan “Have you done?” untuk cek siswa apakah sudah selesai mengerjakan atau belum. Siswa merespon dengan “Not yet” ketika mereka belum selesai mengerjakan dan “Yes” ketika mereka sudah selesai mengerjakan. Setelah selesai, peneliti menyuruh siswa mengumpulkan worksheetnya dengan mengucapkan “Submit your work, please.” Setelah itu peneliti menyuruh siswa kembali ke tempat duduk semula dengan mengucapkan “Back to your seat” dan membahas sebentar tentang tugas tersebut.</p> <p>ICOT</p> <p>Dalam stage ini, peneliti menunjukkan cerita bergambar yang berjudul ‘Troni, A Bear Cub’. Peneliti menyuruh beberapa siswa untuk membaca teks bacaan tersebut sedikit demi sedikit kemudian peneliti menunjukkan gambar yang menjelaskan paragraf tersebut dan membahas tentang ceritanya.</p> <p>P: Peneliti<br/>Ss: Siswa</p> <p>P : “Who is Troni?”<br/>Ss : “Bear”<br/>P : “Why did he feel sad?”<br/>Ss : “Karena Cuma ada sedikit makanan.”<br/>P : “Who did he meet in the cave? Di gua ketemu siapa?”<br/>Ss : “Snake Miss.”</p> |
|--|---|

|  |  |
|--|--|
|  | <p>Setelah selesai membahas cerita, peneliti membagikan worksheet dan lem kepada siswa yang merupakan tugas individual. Peneliti menyuruh siswa untuk mengerjakan tugas tentang cerita 'Troni, A Bear Cub'. Mereka diharuskan melingkari jawaban yang benar berdasarkan bacaan. Namun, karena tidak memperhatikan, beberapa siswa menyilang jawaban yang benar sehingga peneliti harus mengingatkan kembali untuk tidak menyilang jawaban yang benar tapi melingkarinya. Banyak siswa yang mendapatkan nilai bagus. Setelah siswa mengumpulkan tugasnya, peneliti mengakhiri pelajaran. Peneliti memberi kesempatan siswa untuk bertanya dan menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. Peneliti meninggalkan kelas dengan mengucapkan "See you" dan para siswa menjawab, "See you, too!"</p> |
| <ul style="list-style-type: none"> <li>✓ Field Note 8</li> <li>✓ 15 Maret 2011</li> <li>✓ Ruang kelas VI</li> <li>✓ 09.00-09.35</li> </ul> | <p>Peneliti memberikan post test kepada siswa setelah sebelumnya dikonsultasikan dengan pembimbing skripsi. Soal post test berjumlah 10 soal tentang pemahaman bacaan siswa. Post test berlangsung selama 35 menit setelah sebelumnya guru Bahasa Inggris memberikan pelajaran selama 35 menit. Para siswa terlihat konsentrasi mengerjakan post test tersebut. Banyak siswa yang mendapatkan nilai bagus.</p>   |

## INTERVIEW TRANSCRIPTS

### Interview Transcript 1

19 Oktober 2010

Ruang Kepala Sekolah

P : Peneliti      KS : Kepala Sekolah

- P : Selamat pagi, Bu.  
 KS : Selamat pagi, mbak. Gimana, ada yang bisa saya bantu?  
 P : Iya, Bu. Begini, saya mau melakukan penelitian tentang pengajaran bahasa Inggris di sekolah ini, Bu. Seperti yang sudah saya bilang dulu, saya mau meneliti siswa kelas 6. Mereka sudah pernah bertemu dengan saya di kelas 5 sewaktu saya praktik mengajar di sekolah ini. Lagipula, dosen pembimbing saya juga menyarankan saya untuk meneliti kelas 6, Bu.  
 KS : Oh iya, mbak. Monggo, silakan. Kira-kira kapan mbak penelitiannya?  
 P : Ya nanti saya observasi dulu, Bu. Hari ini bertemu dengan Bu Andri (guru bahasa Inggris) dulu. Kemarin saya sudah janji juga dengan Bu Andri.  
 KS : O ya, silakan mbak. Bu Andri ada di kantor guru kok.  
 P : Baik, Bu. Saya permisi ke kantor guru.  
 KS : Ya mbak, silakan!

### Interview Transcript 2

19 Oktober 2010

Kantor Guru

P : Peneliti      GBI : Guru Bahasa Inggris

- P : Permisi Bu Andri.  
 GBI : O ya mbak. Silakan duduk.  
 P : Ya Bu. Begini Bu, saya mau observasi kelas 6. Jadwal pelajaran bahasa Inggris kelas 6 hari apa ya Bu? Jam berapa?  
 GBI : Pake observasi kelas juga to mbak. Kelas 6 itu hari selasa mbak. Jam 8.10 saya masuk.  
 P : Iya Bu. Harus pake observasi awal. Biar saya tahu bagaimana kondisi pelaksanaan belajar mengajar yang sebenarnya. O hari selasa ya Bu. Kalau saya observasinya selasa minggu depan bisa ndak Bu?  
 GBI : Ya, bisa mbak.  
 P : Biasanya Ibu ngambil materi darimana untuk mengajar?  
 GBI : Saya ambil dari mana-mana mbak karena siswa itu ndak punya buku paket. Mereka Cuma punya LKS. Itu pun jarang saya gunakan sebagai acuan mengajar. Biasanya saya ambilkan dari buku Esis Erlangga "Let's Make Friends with English" karena materi di buku itu mirip dengan materi MGMP daripada yang Grow with English.  
 P : O begitu ya Bu. Baik Bu, mungkin itu dulu yang bisa saya tanyakan

karena belum observasi. Minggu depan saya ke sini. Terima kasih, Bu.  
 GBI : Iya mbak,

#### Interview Transcript 3

26 Oktober 2010

Depan Ruang Kelas 6

P : Peneliti S : Siswa

Setelah observasi kegiatan belajar mengajar, peneliti mewawancarai beberapa siswa.

P : Halo Azis. Miss tanya-tanya bentar ya.  
 S : Oke, miss.  
 P : Azis suka pelajaran Bahasa Inggris ndak?  
 S : Suka, miss.  
 P : Kenapa kok suka?  
 S : Yaaa, suka aja miss.  
 P : Pasti ada alasannya donk.  
 S : Nyenengin miss.  
 P : Kalau suka pelajaran Bahasa Inggris, berarti nilai rapornya bagus kan?  
 S : Bagus noo miss.  
 P : Bu Andri enak ga ngajar bahasa Inggrisnya?  
 S : Enak miss.  
 P : Kalo di kelas, Bu Andri sering ngasih cerita yang ada gambarnya ga?  
 S : Ada cerita, tapi ga ada gambarnya.  
 P : Kamu suka cerita bergambar ga?  
 S : Suka banget miss.  
 P : Oke, makasih ya Azis.

#### Interview Transcript 4

26 Oktober 2010

Ruang Kelas 6

P : Peneliti S : Siswa

P : Halo Irma.  
 S : Halo miss.  
 P : Miss tanya-tanya bentar ya.  
 S : Ya miss.  
 P : Irma suka pelajaran Bahasa Inggris ga?  
 S : Suka miss.  
 P : Sukanya gimana? Alasannya apa?  
 S : Ya jadi punya pengetahuan tentang Bahasa Inggris.  
 P : Kalau di kelas pernah bosen gak kalau di ajari Bahasa Inggris?  
 S : Ya pernah miss. Kadang kadang bosen sama materinya.

- P : Kalau tadi bosan ga?  
 S : Agak bosan miss. Pelajarannya ga menarik.  
 P : Kenapa ga menarik?  
 S : Soalnya susah memahami bacaan miss. Kalau ada gambarnya pasti bisa sedikit mengerti isi bacaannya.  
 P : O ya. Makasih ya.

#### Interview Transcript 5

26 Oktober 2010

Ruang Kelas 6

P : Peneliti S : Siswa

- P : Halo Vira.  
 S : Halo miss.  
 P : Miss tanya-tanya bentar ya.  
 S : Ya miss.  
 P : Kamu suka pelajaran Bahasa Inggris ga?  
 S : Nggak begitu suka, miss.  
 P : Kenapa?  
 S : Susah miss.  
 P : Susah gimana?  
 S : Materinya itu lho, kadang-kadang aku gak ngerti miss.  
 P : Kok ga ngerti?  
 S : Iya miss. Aku susah menangkap materinya.  
 P : Oo gitu. Pernah bosan ga kalo di ajar Bahasa Inggris?  
 S : Iya miss. Apalagi kalau materinya membosankan.  
 P : Oke deh kalo gitu. Makasih ya.

#### Interview Transcript 6

26 Oktober 2010

Ruang Kelas 6

P : Peneliti S : Siswa

- P : Halo Vira.  
 S : Halo miss.  
 P : Miss tanya-tanya bentar ya.  
 S : Ya miss.  
 P : Kamu suka pelajaran Bahasa Inggris ga?  
 S : Nggak begitu suka, miss.  
 P : Kenapa?  
 S : Susah miss.  
 P : Susah gimana?  
 S : Materinya itu lho, kadang-kadang aku gak ngerti miss.  
 P : Kok ga ngerti?



- S : Iya miss. Aku susah menangkap materinya.  
 P : Oo gitu. Pernah bosen ga kalo di ajar Bahasa Inggris?  
 S : Iya miss. Apalagi kalau materinya membosankan.  
 P : Oke deh kalo gitu. Makasih ya.

#### Interview Transcript 7

26 Oktober 2010

Kantor Guru

P : Peneliti      GBI : Guru Bahasa Inggris

- P : Permissi Bu Andri.  
 GBI : Ya, mari silakan mbak. Bagaimana tadi?  
 P : Iya tadi juga sudah interview dengan S. Menurut saya, kegiatan reading comprehensionnya kok kurang maksimal ya Bu. Tadi masih banyak yang nggak bisa jawab pertanyaan berdasarkan bacaan. Dan ada siswa tidak memperhatikan saat pelajaran sedang berlangsung.  
 GBI : Iya mbak, memang begitu kalau kelas membaca. Karena mereka tidak setiap waktu menulis terus, jadi mereka ribut sendiri-sendiri. Apalagi dengan siswa yang duduk di belakang. Mereka jarang memperhatikan pelajaran. Kalau di suruh baru mengerjakan begitu mbak.  
 P : Nilainya juga ternyata tidak begitu memuaskan ya Bu.  
 GBI : Iya memang mbak. Karena beberapa dari mereka tidak serius memperhatikan pelajaran. Mbak mau mengangkat judul apa di skripsinya?  
 P : Saya rencananya mau mengangkat kegiatan reading comprehension Bu. Tapi saya mau observasi sekali lagi. Oiya, Bu. Gimana kelas Bahasa Inggrisnya?"  
 GBI : Yaa, seperti yang mbak liat tadi."  
 P : Berarti jarang pake Bahasa Inggris ya, Bu? Misalnya memberi instruksi gitu?"  
 GBI : Iya, mbak. Paling-paling cuma waktu menyapa siswa di awal pelajaran sama di akhir aja. La kalo diberi instruksi pake Bahasa Inggris itu mereka pada ga ngerti e mbak. Sik pinter-pinter bisa ngerti tapi yang ga pinter ya diem aja karena ga tau disuruh ngapain gitu

#### Interview Transcript 8

9 November 2010

Kantor Guru

P : Peneliti      GBI : Guru Bahasa Inggris

- P : Permissi Bu Andri.  
 GBI : Ya, mari silakan mbak. Bagaimana tadi? Ada masalah baru?  
 P : Iya Bu. Saya menemukan kalau siswa masih agak terlihat pasif dalam

mengikuti kegiatan belajar mengajar. Dan mereka jarang sekali menggunakan classroom English ya Bu. Instruksi di dalam kelas jarang menggunakan bahasa Inggris.

GBI : Iya mbak. Mereka memang agak pasif seperti itu. Cuma beberapa siswa saja yang antusias. Kalau tentang instruksi bahasa Inggris, saya memang jarang menggunakannya. Saya biasanya pake bahasa Indonesia atau bahasa Jawa. Mbak jadi mengangkat judul skripsi tentang pemahaman membaca?

P : Iya Bu. Saya berencana untuk meningkatkan pemahaman bacaan siswa.

GBI : Terus tekniknya apa mbak?

P : Dari beberapa siswa yang saya tanyai, mereka senang membaca kalau ada gambarnya. Jadi rencananya, saya akan menggunakan cerita bergambar. Lagipula, setelah saya lihat di SK KD semester 2 di standar kompetensi bagian membaca, di situ ada kompetensi yang memakai cerita naratif bergambar Bu.

GBI : O bagus itu mbak. Mereka pasti senang karena saya jarang memberi cerita bergambar. Jadi nanti mbak memberikan cerita bergambar begitu?

P : Iya Bu. Nanti saya cari cerita bergambar yang bilingual. Rencananya saya juga akan mengkombinasikan cerita bergambar dengan classroom English dan juga memberikan reward dan penghargaan kepada siswa yang aktif agar siswa-siswa yang lain juga menjadi aktif dan termotivasi dalam belajar bahasa Inggris.

GBI : O ya mbak. Bagus sekali rencananya. Kapan mbak mulai masuk kelas?

P : Mungkin minggu depan saya baru konsultasi dengan dosen pembimbing saya untuk masalah RPP, course grid, dan rencana-rencana yang lain. Jadi mungkin saya mulai menelitinya semester depan begitu Bu. Atau nanti saya sms njenengan kalau saya akan mulai meneliti.

GBI : O ya mbak. Sekalian saya menyelesaikan materi untuk siswa dulu. Jadi nanti mbak punya waktu banyak.

P : Baik, Bu. Terima kasih atas waktu dan bantuannya. Saya permisi ke Ibu Kepala Sekolah dulu untuk memberitahukan rencana saya.

GBI : Ya mbak, silakan.

#### Interview Transcript 9

9 November 2010

Ruang Kepala Sekolah

P : Peneliti      KS : Kepala Sekolah

GBI : Guru Bahasa Inggris

P : Permissi Bu Arimbi.

KS : Mari mbak, silakan masuk. Bagaimana mbak? Sudah ketemu Bu Andri? Ada yang bisa saya bantu?

P : Saya sudah ketemu Bu Andri kok Bu. Saya cuma mau matur kalau saya akan mulai meneliti di semester II karena menyesuaikan dengan

Kompetensi Dasar kelas VI.

- KS : O ya mbak. Tentang apa mbak akhirnya?  
 P : Tentang meningkatkan pemahaman bacaan siswa melalui cerita bergambar Bu. Nanti akan ada pre-test dan post-test begitu Bu.  
 KS : Bagus mbak, semoga menjadi pengetahuan baru untuk anak-anak.  
 P : Iya, Bu. Semoga saja begitu. Kalau begitu saya permisi pulang dulu Bu.  
 KS : Ya mbak, silakan.

#### Interview Transcript 10

1 Februari 2011

Ruang Kelas VI

P: Peneliti S: Nina dan Mifta

- P : Nina, Mifta. Miss ngajar pake cerita bergambar tadi kalian suka nggak?  
 S1 : Seneng, Miss.  
 S2 : Bagus kok, Miss.  
 P : Kenapa kalian senang?  
 S1 : Ya lucu, Miss.  
 S2 : Gambarnya menjelaskan ceritanya, Miss.  
 P : Jadi kalian tahu jalan ceritanya dari gambarnya ya?  
 S1 : Iya Miss.  
 S2

#### Interview Transcript 11

1 Februari 2011

Ruang Kelas VI

P: Peneliti S: Aziz dan Divi

- P : Aziz, Divi. Tadi seneng ga membaca cerita bergambar?  
 S1 : Senang, Miss.  
 P : Senangnya kenapa?  
 S1 : Karena ga cuma bacaan aja tapi juga ada gambarnya.  
 S2 : Iya Miss. Ga cuma tulisan aja. Jadi ga males bacanya.

#### Interview Transcript 12

1 Februari 2011

Ruang Kelas VI

P: Peneliti S: Aziz dan Anwar

- P : Azis, Anwar. Miss mau tanya nih. Tadi tugas individunya susah ga?  
 S1 : Yang gampang cuma yang tugas A, Miss. Tugas B susah ngerjainnya.  
 P : Iya, Miss. Yang A gampang banget, yang B susah banget. Aku juga ga bisa ngerjain. Aku tadi cuma nulis ulang apa tertulis di tugas A.  
 S1 : Lho kok ga bisa ngerjain? Kan cuma disuruh nulis tiga kalimat kan? Tadi kan ada kata-kata bantu di kertas kerjanya sebelum kalian

- menjawab tugas B.
- S2 : Enakan ngopi kalimat di tugas A, Miss.  
: Cuma tiga kalimat kan, Miss. La itu di tugas A ada tujuh kalimat.  
Tinggal ambil tiga aja.

#### Interview Transcript 13

1 Februari 2011

Ruang Kelas VI

P: Peneliti S: Tita dan Kinanti

- P : Tita, Kinanti, tadi seneng ga sama pelajarannya?”  
S1 : Seneng, Miss. Tapi tadi nggak tau Miss ngomong apa.”  
S2 : Iya, angel e Miss. Belum pernah diajarin kayak gitu. Kalo diartikan ke bahasa Indonesia baru tau, Miss”  
P : Berarti baru ngerti kalo udah diartikan pake bahasa Indonesia ya?”  
S1 : Iya, Miss. Baru mudeng.”  
S2

#### Interview Transcript 14

1 Februari 2011

Kantor Guru

P: Peneliti GBI: Guru Bahasa Inggris

- P : Menurut Ibu, tadi saya ngajarnya pake cerita bergambar itu efektif ga?  
GBI : Iya mbak. Tadi anak-anak pada merhatiin gambarnya. Mereka antusias banget mengikuti cerita bergambar tadi karena ceritanya tidak hanya tulisan atau teks saja tetapi juga ada gambar-gambarnya. Jadi anak-anak tertarik untuk membacanya. Oiya mbak, tugas yang B tadi tu emang menurut saya agak susah untuk anak-anak karena mereka jarang saya kasih tugas tentang pemahaman teks apalagi menceritakan kembali dengan bahasa yang sederhana.  
P : Iya, Bu. Hasilnya juga ga ada satu pun yang menjawab dengan kalimat sederhana buatan mereka sendiri.

#### Interview Transcript 15

8 Februari 2011

Ruang Kelas VI

P: Peneliti S: Ervin

- P : Ervin, gimana pelajaran Bahasa Inggris tadi? Seneng nggak dengan tugasnya?”  
S : Senang, Miss.”  
P : Bagian mana yang kamu senang?”  
S : itu lho Miss, yang nempel gambar ke teks yang masih kosong. Jadi gak perlu nulis-nulis.”

## Interview Transcript 16

8 Februari 2011

Ruang Kelas VI

P: Peneliti      GBI: Guru Bahasa Inggris

- P : Menurut Ibu gimana aktivitas yang saya lakukan tadi?  
 GBI : Ya bagus Mbak, dari aktivitas tadi jelas tampak sekali kalo para siswa terlihat antusias. Semuanya bekerja, gak ada yang diam aja atau cuma melamun. Biasanya kan mereka selalu mengerjakan tugas dengan cara menulis jawaban, kalo sekarang kan disuruh nempel gambar yang sesuai dengan bacaan. Ini sesuatu yang baru bagi mereka. Saya juga gak pernah memberi tugas seperti ini kepada mereka.

## Interview Transcript 17

8 Maret 2011

Ruang Kelas VI

P: Peneliti      S: Vira, Nina dan Linda

- P : Tadi gimana pelajaran Bahasa Inggrisnya? Kalian seneng nggak  
 S1 : Seneng Miss.  
 S2 : Gambare bagus-bagus Miss. Lucu.  
 p : Jadi kalian suka enggak dengan cerita bergambarnya.  
 S3 : Iya suka Miss. Bagus je, ora mboseni.jadi tau juga tentang jalan ceritanya”

## Interview Transcript 18

8 Maret 2011

Kantor Guru

P: Peneliti      GBI: Guru Bahasa Inggris

- GBI : Mbak cerita bergambarnya bagus-bagus ya. Saya malah nggak punya cerita naratif seperti itu e. Anak-anak pasti suka itu.”  
 P : Iya, Bu. Itu saya ambil dari sumber selain dari buku paket untuk sekolah.  
 GBI : O begitu. Besok saya mau lho mbak di kasih copy nya.  
 P : Baik, Bu.

## Interview Transcript 19

11 Maret 2011

Ruang Kelas VI

P: Peneliti      S: Nungki, Irma, Yusron

- P : Kalau kamu gimana dengan kerja kelompoknya.

- S1 : Seneng Miss. Bisa membantu satu sama lain dalam menyelesaikan tugas  
P : Menurut kamu gimana?  
S2 : Kalau aku tadi kan nggak bisa ngerjain tapi terus dikerjain bareng-bareng jadi terus ngerti deh.  
P : Kalo kamu gimana?  
S3 : Kalo aku sih seneng bisa ngerjain bareng-bareng.

Interview Transcript 20

11 Maret 2011

Ruang Kelas VI

P: Peneliti S: Yusron

- P : Pas tadi grup kamu menang, kamu senang nggak di kasih snack gitu?  
S : Sangat senang soalnya jarang banget dapat hadiah snack kalo lagi belajar di sekolah. Makasih ya Miss.

**Students' Attendance List in Pre-Test  
and Cycle I**

| <b>Number</b> | <b>Name</b>                    | <b>Pre-Test</b> | <b>Meeting 1</b> | <b>Meeting 2</b> |
|---------------|--------------------------------|-----------------|------------------|------------------|
| 1.            | Erviana Puspitasari            | -               | V                | V                |
| 2.            | Tri Seno Nugroho               | V               | V                | V                |
| 3.            | Kinanti Kris Kenedia Lovefenti | V               | V                | V                |
| 4.            | Titania Cindy Clanita          | V               | V                | V                |
| 5.            | Choirul Anwar                  | V               | V                | V                |
| 6.            | Dimas Agung Setiawan           | V               | V                | V                |
| 7.            | Wisnu Kartiko                  | V               | V                | V                |
| 8.            | Muhammad Yusron Purnama        | V               | V                | V                |
| 9.            | Alvirasari                     | V               | V                | V                |
| 10.           | Nina Permaisari                | V               | V                | V                |
| 11.           | Nika Irmawati Sarah            | V               | V                | V                |
| 12.           | Aziz Ardiansyah                | V               | V                | V                |
| 13.           | Nungki Eka Kusumawaty          | V               | V                | V                |
| 14.           | Eka Rosalinda                  | V               | V                | V                |
| 15.           | Miftakhul Jannah               | V               | V                | V                |
| 16.           | Divi Bais Priyadi              | -               | V                | V                |
| 17.           | Nur Rohmah Sofiani             | V               | V                | V                |

**Students' Attendance List in Cycle II  
and Post-Test**

| <b>Number</b> | <b>Name</b>                    | <b>Meeting 3</b> | <b>Meeting 4</b> | <b>Post-Test</b> |
|---------------|--------------------------------|------------------|------------------|------------------|
| 1.            | Erviana Puspitasari            | V                | V                | V                |
| 2.            | Tri Seno Nugroho               | -                | -                | V                |
| 3.            | Kinanti Kris Kenedia Lovefenti | V                | V                | V                |
| 4.            | Titania Cindy Clanita          | V                | V                | V                |
| 5.            | Choirul Anwar                  | -                | V                | V                |
| 6.            | Dimas Agung Setiawan           | V                | V                | -                |
| 7.            | Wisnu Kartiko                  | V                | V                | V                |
| 8.            | Muhammad Yusron Purnama        | V                | V                | V                |
| 9.            | Alvirasari                     | V                | V                | V                |
| 10.           | Nina Permaisari                | V                | -                | V                |
| 11.           | Nika Irmawati Sarah            | V                | V                | V                |
| 12.           | Aziz Ardiansyah                | V                | V                | V                |
| 13.           | Nungki Eka Kusumawaty          | V                | V                | V                |
| 14.           | Eka Rosalinda                  | V                | V                | V                |
| 15.           | Miftakhul Jannah               | V                | V                | V                |
| 16.           | Divi Bais Priyadi              | V                | V                | V                |
| 17.           | Nur Rohmah Sofiani             | V                | V                | V                |



**THE COURSE GRID OF THE IMPLEMENTATION OF PICTURED-STORIES IN IMPROVING STUDENTS' READING  
COMPREHENSION FOR THE SIXTH GRADE IN SD N DELEGAN 3 PRAMBANAN IN THE ACADEMIC YEAR OF 2010/2011**

| Standard competence   | Basic competence                                      | Indicators  | Language Focus  | Pictured-stories   | Cycle | Learning activities   | Time management  | Sources   |
|---|---|---|---|--|-------|---|--|---|
| 7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik. | 7.3 Memahami teks naratif bergambar sangat sederhana. | Students able to answer the questions about the characters, sequence of events, and the problems in narrative text entitled 'The Penguin Wanted to Fly' | Social function: to amuse, entertain to deal with actual or experiences in different ways.<br><br>Characteristics:<br>Orientation: the opening paragraph where the characters of the story are introduced.<br>Complication: where the problems in the story developed.<br>Resolution: where the problems in the story solved. | 1.The Ant and the Grasshopper<br>2.Goldilocks<br>3.The Penguin Wanted to Fly | 1     | <p><b><u>Phase 1: Building the Context</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of 'The Ant and the Grasshopper'</li> <li>- The teacher makes 3 or 4 questions according to the picture and the students answer the questions orally.</li> </ul> <p><b><u>Phase 2: Modeling and Deconstructing the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of 'The Ant and the Grasshopper'</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students about the orientation, problems, and sequence of events orally.</li> </ul> <p><b><u>Phase 3: Joint Construction of the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of 'Goldilocks'</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students to work in</li> </ul> | 2 x 35 minutes<br><br>Phase 1: 10 minutes<br>Phase 2: 15 minutes<br>Phase 3: 20 minutes<br>Phase 4: 25 Minutes | 1. Story book: The Ant and the Grasshopper<br>Publisher : Sunrise, New Delhi, India.<br><br>2. Story book: Goldilocks, Read A Story.<br>Publisher : Erlangga for Kids |

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
|   |   |  |  |  | <p>group.</p> <ul style="list-style-type: none"> <li>- The students do the task by filling the blanks in the worksheet.</li> </ul> <p><b><u>Phase 4: Independent Construction of the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows the pictured-story of ‘The Penguin Wanted to Fly’ to the students.</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The students do the task by matching pictures with the sentences provided.</li> </ul>  |  | 3. Story book: The Penguin Wanted to Fly Publisher : Dahara Ceria, Semarang.   |
| 7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik. | 7.3 Memahami teks naratif bergambar sangat sederhana. | Students able to answer the questions about the characters, sequence of events, and the problems in narrative text entitled ‘Elidor’ | <p>Social function: to amuse, entertain to deal with actual or experiences in different ways.</p> <p>Characteristics: Orientation: the opening paragraph where the characters of the story are introduced. Complication: where the problems in the story</p> | 1. The Fox and the Heron<br>2. The Ant and the Pigeon<br>3. Elidor | <p><b><u>Phase 1: Building the Context</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of ‘The Fox and the Heron’</li> <li>- The teacher makes 3 or 4 questions according to the picture and the students answer the questions orally.</li> </ul> <p><b><u>Phase 2: Modeling and Deconstructing the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of ‘The Fox and the Heron’</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students about the orientation, problems, and sequence of events.</li> </ul> <p><b><u>Phase 3: Joint Construction of the Text</u></b></p> | 2 x 35 minutes<br><br>Phase 1: 10 minutes<br>Phase 2: 15 minutes<br>Phase 3: 20 minutes<br>Phase 4: 25 Minutes | 1. Story books: The Fox and the Heron, The Ant and the Pigeon Publisher : Pustaka Pembangunan Swadaya Nusantara, Jakarta |

|  |   |  |   |  |   |  |  |  |
|--|---|--|---|--|---|--|--|--|
|  |   |  | developed.<br>Resolution: where the problems in the story solved.   |  |   | <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of ‘The Ant and the Pigeon’</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students to work in group.</li> <li>- The students do the task by stating true or false statement in the worksheet.</li> </ul> <p><b><u>Phase 4: Independent Construction of the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows the pictured-story of ‘Elidor’ to the students.</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The students do the task by sticking the suitable pictures based on the pictured-story.</li> </ul> |  | 2.Elidor, Storytelling with Children, publisher : Oxford University Press                      |
| 7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar | 7.3 Memahami teks naratif bergambar sangat sederhana. | Students able to answer the questions about the characters, sequence of events, and the problems in narrative text entitled ‘Elidor’ | Social function: to amuse, entertain to deal with actual or experiences in different ways.<br><br>Characteristics: Orientation: the opening paragraph where the characters of the story are introduced. | 1.Meritik<br>2. Little Red Riding Hood<br>3. Kiko and Mr. Aardvark | 2 | <p><b><u>Phase 1: Building the Context</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of ‘Meritik’</li> <li>- The teacher makes 3 or 4 questions according to the picture and the students answer the questions orally.</li> </ul> <p><b><u>Phase 2: Modeling and Deconstructing the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of ‘Meritik’</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students about the</li> </ul>   | 2 x 35 minutes<br><br>Phase 1: 10 minutes<br>Phase 2: 15 minutes<br>Phase 3: 20 minutes<br>Phase 4: 25 Minutes | 1. Story book: Meritik. Publisher : PT. BPK Gunung Mulia, Jakarta<br><br>2. Story book: Little |

|                             |                           |   |   |                                       |  |   |                            |  |
|-----------------------------|---------------------------|---|---|---------------------------------------|--|---|----------------------------|--|
| peserta didik.              |                           |   | Complication: where the problems in the story developed.<br>Resolution: where the problems in the story solved. |                                       |  | orientation, problems, and sequence of events orally.<br><b><u>Phase 3: Joint Construction of the Text</u></b><br>- The teacher shows a pictured-story of ‘Little Red Riding Hood’<br>- The teacher and the students talk about the pictured-story.<br>- The teacher asks the students to work in group.<br>- The students do the task by sticking the suitable sentences based on pictures.<br><b><u>Phase 4: Independent Construction of the Text</u></b><br>- The teacher shows the pictured-story of ‘Troni, A Bear Cub’ to the students.<br>- The teacher and the students talk about the pictured-story.<br>- The students do the task by stating true or false to the statement according to the text.<br><b><u>Phase 5: Linking to Related Texts</u></b><br>- The teacher gives homework to the group of the students to find similar text. |                            | Red Riding Hood<br>Storytelling with Children<br>Publisher : Oxford University Press.<br><br>3. Story book:<br>Kiko and Mr. Aardvark<br>Publisher : Pustaka Pembangunan Swadaya Nusantara, Jakarta |
| 7. Memahami teks fungsional | 7.3 Memahami teks naratif | Students able to answer the questions about the | Social function: to amuse, entertain to deal with actual or experiences in                                      | 1. The Arrogant Porcupine<br>2. Nessy |  | <b><u>Phase 1: Building the Context</u></b><br>- The teacher shows a pictured-story of ‘The Arrogant Porcupine’<br>- The teacher makes 3 or 4 questions   | 2 x 35 minutes<br>Phase 1: | 1. Story book:<br>The Arrogant   |

|   |                             |  |  |                      |   |   |   |
|---|-----------------------------|--|--|----------------------|---|---|---|
| pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik. | bergambar sangat sederhana. | characters, sequence of events, and the problems in narrative text entitled 'Elidor' | different ways.<br>Characteristics:<br>Orientation: the opening paragraph where the characters of the story are introduced.<br>Complication: where the problems in the story developed.<br>Resolution: where the problems in the story solved. | 3. Troni, A Bear Cub | <p>according to the picture and the students answer the questions orally.</p> <p><b><u>Phase 2: Modeling and Deconstructing the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of 'The Arrogant Porcupine'</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students about the orientation, problems, and sequence of events orally.</li> </ul> <p><b><u>Phase 3: Joint Construction of the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows a pictured-story of 'Nessy'</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The teacher asks the students to work in group.</li> <li>- The students do the task by arranging the sentences into good order according to the story.</li> </ul> <p><b><u>Phase 4: Independent Construction of the Text</u></b></p> <ul style="list-style-type: none"> <li>- The teacher shows the pictured-story of 'Troni, A Bear Cub' to the students.</li> <li>- The teacher and the students talk about the pictured-story.</li> <li>- The students do the task by choosing the correct answer based on the story.</li> </ul> | 10 minutes<br>Phase 2:<br>15 minutes<br>Phase 3:<br>20 minutes<br>Phase 4:<br>25<br>Minutes | <p>Porcupine<br/>Publisher : Pustaka Pembangunan Swadaya Nusantara, Jakarta</p> <p>2. Story book:<br/>Nessy Storytelling with Children<br/>Publisher : Oxford University Press.</p> <p>3. Story book:<br/>Troni, A Bear Cub.<br/>Publisher : PT. Mandira,</p> |
|---|-----------------------------|--|--|----------------------|---|---|---|

|  |  |  |  |  |  |  |  |          |
|--|--|--|--|--|--|--|--|----------|
|  |  |  |  |  |  | - The teacher announces the group who reaches highest point and gives reward |  | Semarang |
|--|--|--|--|--|--|--|--|----------|

## **RENCANA PELAKSANAAN PEMBELAJARAN 1**

Nama Sekolah : SD N Delegan 3 Prambanan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : 6/2

### **Standar Kompetensi**

7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik.

### **Kompetensi Dasar**

7. 3 Memahami teks naratif bergambar sangat sederhana.

### **Indikator:**

- Siswa mampu menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif berjudul *'The Penguin Wanted to Fly'*

Aspek/skill: Membaca

Alokasi waktu: 2x35 menit

#### **A. Tujuan:**

Pada akhir pembelajaran siswa dapat mengidentifikasi gagasan umum dan menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif.

#### **B. Materi Pembelajaran**

Teks naratif sangat sederhana (terlampir)

#### **C. Teknik Pembelajaran**

Text-based syllabus design

#### **D. Langkah-Langkah Kegiatan**

##### **1. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru menanyakan kondisi siswa
- Guru mengadakan presensi siswa

##### **2. Kegiatan Inti**

**Phase 1: Building the Context**

- Guru menunjukkan buku cerita bergambar berjudul '*The Ant and the Grasshopper*'.
- Guru membuat 3 atau 4 pertanyaan berdasarkan sampul buku bacaan secara lisan kepada siswa.

#### **Phase 2: Modeling and Deconstructing the Text**

- Guru menunjukkan cerita bergambar '*The Ant and the Grasshopper*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas tentang cerita bergambar tersebut.
- Guru menanyakan kepada siswa tentang fitur kebahasaan, orientasi, masalah, dan urutan kejadian cerita bergambar tersebut.

#### **Phase 3: Joint Construction of the Text**

- Guru menunjukkan cerita bergambar berjudul '*Goldilocks*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas cerita bergambar tersebut.
- Guru meminta siswa untuk berkelompok untuk mengerjakan tugas.
- Guru membagikan worksheet yang berisi tentang orientasi, masalah dan urutan kejadian di cerita bergambar.
- Siswa mengerjakan tugas kelompok dengan cara mengisi bagian teks yang hilang.

#### **Phase 4: Independent Construction of the Text**

- Guru membagikan cerita bergambar berjudul '*The Penguin Wanted to Fly*' kepada siswa beserta teksnya.
- Guru dan siswa membahas cerita bergambar tersebut secara klasikal.
- Guru memberikan worksheet kepada siswa yang berisi tentang pertanyaan berdasarkan bacaan.
- Siswa mengerjakan tugas individu tersebut dengan cara menggambar garis untuk menjodohkan pernyataan dengan gambar

### **3. Kegiatan Penutup**

- Guru memberi kesempatan siswa untuk bertanya



- Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini.
- Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.
- Guru menutup kegiatan belajar mengajar.

#### **E. Sumber Belajar**

Story book: 'The Ant and the Grasshopper', publisher: Sunrise, New Delhi, India.

Story book: 'Goldilocks', Read a Story, publisher: Erlangga for Kids.

Story book: 'The Penguin Wanted to Fly', publisher: Dahara Ceria, Semarang.

#### **F. Penilaian**

1. Teknik: menulis
2. Bentuk: individual work
3. Instrument: teks naratif bergambar.

Rubrik penilaian:

Task A

Tiap jawaban benar di beri skor 1

Skor maksimal:  $(7)+3=10$

Task B

Skor maksimal: 10

Nilai siswa: (jumlah skor maksimal)

2

Guru mata pelajaran

Prambanan, 1 Februari 2011

Bahasa Inggris SD N Delegan 3



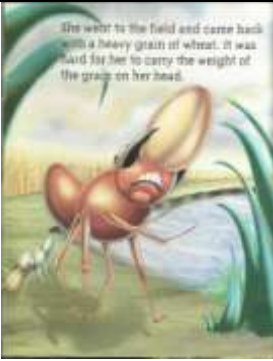



Mahasiswa,






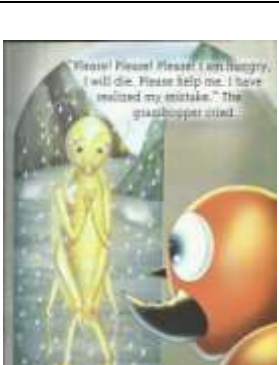
Andriyani Dwi Puspitahadi, S. Pd

Elita Meidyawati Ken Utami

NIM.06202244035











## The Ant and the Grasshopper

|   |   |   |  |
|---|---|---|--|
| 1 |  <p>Once upon a time, there lived an ant and a grasshopper in a grassy field. They were good friends, but were totally different.</p>  | 2 |  <p>The ant was very hardworking and used to work all day long. The ant woke up early in the morning and started her job of collecting the grains from the farmer's field.</p> <p>The ant was very hardworking and used to work all day long.</p>  |
| 3 |  <p>She went to the field and come back with a heavy grain of wheat. It was hard for her to carry the weight of the grain on her head.</p> <p>She went to the field and come back with heavy grain of wheat. The ant managed to put the grain carefully in her storeroom.</p>   | 4 |  <p>On the other hand, the grasshopper would look at her and laugh. He asked the ant, "Why do you work so hard, even when there is no need to do so?"</p> <p>On the other hand, the grasshopper would look at her and laugh. He asked the ant, "Why do you work so hard, even when there is no need to do so?"</p>                    |
| 5 |  <p>The grasshopper wanted her to rest for a while and listen to his song. The ant replied, "I am working hard to save for the winter. You should also do the same."</p> <p>The grasshopper wanted her to rest for a while and listen to his song. The ant replied, "I am working hard to save for the winter. You should also do the same."</p> | 6 |  <p>The grasshopper ignored her suggestion and the ant kept on collecting the grains. On the other hand, the grasshopper stayed behind while wasting the time.</p> <p>The grasshopper ignored her suggestion and the ant kept on collecting the grains. On the other hand, the grasshopper stayed behind while wasting the time.</p> |

|           |  |           |  |
|-----------|--|-----------|--|
| <p>7</p>  |  <p>On the next morning, the grasshopper went out to play in the field. But the ant didn't come. The grasshopper kept on singing and dancing away alone in the field.</p> | <p>8</p>  |  <p>Time passed away and winter came. It became freezing cold and started to rain. The grasshopper was worried now. He didn't feel like singing and dancing due to extreme cold. He didn't have any food left.</p> |
| <p>9</p>  |  <p>The grasshopper thought, "I should go to the ant and ask her for food and shelter!" He went to the ant's house and knocked at her door.</p>                          | <p>10</p> |  <p>The grasshopper cried, "Dear ant, open the door, please! I am hungry and I want something to eat." The ant opened the door.</p>   |
| <p>11</p> |  <p>The grasshopper said, "Hello ant, please give me some food to eat." The ant replied, "I worked hard in the summer when you were making fun of me."</p>              | <p>12</p> |  <p>"Please! Please! Please! I am hungry. I will do. Please help me. I have realized my mistake." The grasshopper cried.</p>   |

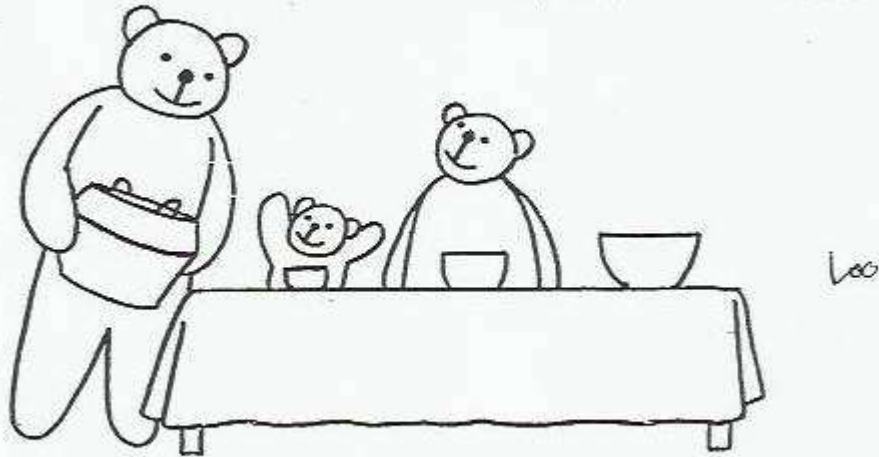
|    |  |   |
|----|--|---|
| 13 | <p>The ant said, "You should know the value of time." The grasshopper realized his mistake. The ant was happy to see this and gave him plenty of food and clothes.</p>  | <p>The ant said, "You should know the value of time."<br/>The grasshopper realized his mistake. The ant was happy to see this and gave him plenty of food and clothes</p> |
|----|--|---|

## Goldilocks

|   |  |    |  |
|---|--|----|--|
| 1 |  <p>Once upon a time, there were three bears: a big Father bear, a middle-sized Mother bear, and a little Baby bear. The bears lived in the middle of a wood.</p> | 2  |  <p>One morning they made porridge for breakfast. Father bear poured the hot porridge into three bowls. But the porridge <b>was too hot and the bears couldn't eat it.</b></p>  |
| 3 |  <p>So they went for a walk in the woods while the porridge was cooling.</p>  | 4  |  <p>Just then a little girl called Goldilocks went <b>into the bears' house. Goldilocks saw the</b> three bowl of porridge and she tasted them. The porridge in the big bowl was too hot, the porridge in the middle-sized bowl was too cold, but the porridge in the small bowl was just right, and she ate it all up.</p> |
| 5 |  <p>Then Goldilocks saw three comfortable chairs. She sat on them.</p>  | 6  |  <p>The big chair was too high, the middle-sized chair was too low, and the little chair was just right but it broke into a hundred pieces.</p>   |
| 7 |  <p>Next, Goldilocks walked into the bedroom. She saw three beds in a row. She laid on them.</p>  | 8  |  <p>The big bed was too hard, the middle-sized chair was too soft, and the little bed was just right. Goldilocks fell fast asleep.</p>   |
| 9 |  <p>When the three bears came home to have <b>breakfast, they all said: 'Someone has been eating my porridge!'</b></p>  | 10 |  <p><b>And the Baby bear said: 'Someone has eaten my porridge all up.'</b></p>  |

|    |  |  |  |
|----|--|--|--|
| 11 |  <p>Then the bears saw their chairs. They all said: <b>'Someone has been sitting in my chair!'</b></p>                | 12   |  <p>And the Baby bear said: <b>'My chair is broken!'</b></p>  |
| 13 |  <p>When the bears went upstairs and saw their beds, they all said: <b>'Someone has been sleeping on my bed!'</b></p> | 14   |  <p>And the Baby bear said: <b>'She's still there!'</b><br/>The bears' voices woke up Goldilocks</p> |
| 15 |    | <p>She jumped out of bed and ran down the stairs and out of the front door as fast as she could. And Goldilocks never went back to the three bears' house again.</p> |  |












Once upon a time there were three bears:  
a big Father bear a middle  
sized Mother  
bear and a baby bear

The bears lived in a house in the  
middle of the wood.

One morning they made porridge for  
breakfast. Father bear poured the hot  
Porridge into the three bowls: a small bowl  
for Baby bear, a middle-sized bowl for  
Mother bear and a big bowl for himself.

## The Penguin Wanted to Fly

|   |  |   |   |
|---|--|---|---|
| 1 |  <p>One day in the Pole, there was a Penguin. He was alone.</p>   | 2 |  <p>As Penguin looked at the sky, he saw birds were flying over and over. "I am a bird too, aren't I? I must be able to fly like them too," said Penguin while flipping his wings.</p>                                     |
| 3 |  <p>Then Penguin climbed a high hill and prepared to fly. Before flying, a seagull asked him, "What are you doing, Penguin?" "I will fly like a bird" he answered. "No, don't do it. You may fall down," Seagull warned. But Penguin ignored Seagull's warning.</p> | 4 |  <p>He jumped from the hill, "Watch out!" cried Seagull, "Look! I am flying," said Penguin proudly.</p>  |
| 5 |  <p>A moment later..... Bang!!! Penguin could not flap his wings like other birds do. He crashed down and landed on the ground. "Ouch... My head.....It's whirling," Penguin moaned.</p>  | 6 |  <p>Penguin walked unsteadily. On his way, he met his friend, A sea lion. "What happens to you?" Penguin told Sea Lion that he wanted to fly. "Penguin, every creature has their own peculiarity!" Sea Lion advised.</p> |
| 7 |   |   | <p>Afterward, Sea Lion invited Penguin into the water, Penguin caught many fish. "Penguin, Look! That is your peculiarity. Catching fish," Sea Lion said. "Thank you Sea Lion, You make me realize my fault," said Penguin.</p>   |



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Name: Nur Rahmah Sofiani  
 Number: 17

A. Match the sentences and the pictures below by drawing lines!

1. There was a penguin in the Pole.

2. He saw many birds were flying in the sky so he wanted to fly.

3. He got an idea to climb a high hill.

4. He began to jump from the hill.

5. Suddenly, he fell down on the ground.

6. He was very happy to meet Sea Lion.

7. They swam together to catch many fish.



❖ Vocabulary items

Pole : kutub

Sky : langit

Hill : tebing

Ground: tanah

| V1         | V2           | Meaning   |
|------------|--------------|-----------|
| See        | Saw          | Melihat   |
| Begin      | Began        | Mulai     |
| Want       | Wanted       | Irgin     |
| Jump       | Jumped       | Melompat  |
| Crash down | Crashed down | Jatuh     |
| Fall down  | Fell down    | Jatuh     |
| Meet       | Met          | Bertemu   |
| Swim       | Swam         | Berenang  |
| Catch      | Caught       | Menangkap |

B. Retell the story in your own sentences!

There was a penguin in the Pole. He saw many birds were flying in the sky so he wanted to fly. He got an idea to climb a high hill. He began to jump from the hill. Suddenly, he fell down on the ground. He was very happy to meet sea lion.

## **RENCANA PELAKSANAAN PEMBELAJARAN 2**

Nama Sekolah : SD N Delegan 3 Prambanan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : 6/2

### **Standar Kompetensi**

7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik.

### **Kompetensi Dasar**

7. 3 Memahami teks naratif bergambar sangat sederhana.

### **Indikator:**

- Siswa mampu menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif berjudul '*Elidor*'

Aspek/skill: Membaca

Alokasi waktu: 2x35 menit

### **G. Tujuan:**

Pada akhir pembelajaran siswa dapat mengidentifikasi gagasan umum dan menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif berjudul '*Elidor*'

### **H. Materi Pembelajaran**

Teks naratif sangat sederhana

### **I. Teknik Pembelajaran**

Text-based syllabus design

### **J. Langkah-Langkah Kegiatan**

#### **4. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru menanyakan kondisi siswa
- Guru mengadakan presensi siswa

#### **5. Kegiatan Inti**

**Phase 1: Building the Context**

- Guru menunjukkan buku cerita bergambar berjudul '*The Fox and the Heron*'
- Guru membuat 3 atau 4 pertanyaan berdasarkan sampul buku bacaan secara lisan kepada siswa.

### **Phase 2: Modeling and Deconstructing the Text**

- Guru menunjukkan cerita bergambar '*The Fox and the Heron*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas tentang cerita bergambar tersebut.
- Guru menanyakan kepada siswa tentang fitur kebahasaan, orientasi, masalah, dan urutan kejadian cerita bergambar tersebut.

### **Phase 3: Joint Construction of the Text**

- Guru menunjukkan cerita bergambar berjudul '*The Ant and the Pigeon*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas cerita bergambar tersebut.
- Guru meminta siswa untuk berkelompok untuk mengerjakan tugas.
- Guru membagikan worksheet yang berisi tentang orientasi, masalah dan urutan kejadian di cerita bergambar.
- Siswa mengerjakan tugas kelompok dengan cara menyatakan benar atau salah pada kalimat yang tersedia berdasarkan bacaan.

### **Phase 4: Independent Construction of the Text**

- Guru membagikan cerita bergambar berjudul '*Elidor*' kepada siswa beserta teksnya.
- Guru dan siswa membahas cerita bergambar tersebut secara klasikal.
- Guru memberikan worksheet kepada siswa yang berisi tentang pertanyaan berdasarkan bacaan.
- Siswa mengerjakan tugas individu tersebut dengan cara member nama pada gambar yang tersedia dan menempel gambar tersebut pada teks yang masih kosong.

## **6. Kegiatan Penutup**

- Guru memberi kesempatan siswa untuk bertanya

- Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini.
- Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.
- Guru menutup kegiatan belajar mengajar.

#### **K. Sumber Belajar**

Story book: 'The Fox and the Heron', publisher: Pustaka Pembangunan Swadaya Nusantara, Jakarta

Story book: 'The Ant and the Pigeon', publisher: Pustaka Pembangunan Swadaya Nusantara, Jakarta

Story book: 'Elidor', Storytelling with Children, publisher: Oxford

University Press

#### **L. Penilaian**

4. Teknik: menulis
5. Bentuk: individual work
6. Instrument: teks naratif bergambar.

Rubrik penilaian:

Task

Tiap nomor benar di beri skor 2

Skor maksimal:  $10 \times 2 = 20$

Nilai siswa: skor maksimal

2

Guru mata pelajaran

Prambanan, 1 Februari 2011

Bahasa Inggris SD N Delegan 3 Mahasiswa,









Prambanan







Andriyani Dwi Puspitahadi, S. Pd

Elita Meidyawati Ken Utami

NIM.06202244035









## The Fox and the Heron

|   |  |   |  |
|---|--|---|--|
| 1 |  <p>One day, there was a fox enjoying his lunch</p>   | 2 |  <p>When his food was nearly finished, suddenly a piece of bone was hooked in his throat.</p>   |
| 3 |  <p>The fox kept trying to expel the bone, but he never succeeded.</p>                     | 4 |  <p>Then, he remembered his friend, a heron. <b>"The heron has long beaks, I am sure he can help me take the bone out of my throat."</b></p>             |
| 5 |  <p>The fox suddenly saw the heron standing near a pond.</p>                              | 6 |  <p><b>"Good morning Mrs. Long beaks."</b> The heron was very surprised because the fox was polite.</p>   |
| 7 |  <p>The heron flew away. The fox said, <b>"Don't fly away yet, I need your help."</b></p> | 8 |  <p><b>"Okay, okay,"</b> said the heron. She still kept the distance because she still remembered that some of her brothers were killed by the fox.</p> |





|    |   |    |   |
|----|---|----|---|
| 9  |  <p>"I will give you a special present in return. Please, Mrs. Heron. When I was eating lunch, a small piece of bone was hooked in my throat. If it is not taken out, I will die." said the fox.</p> | 10 |  <p>"Forgive me Mr. Fox, I cannot do that because I am not a doctor," said the heron calmly. "But your beaks can go into my mouth and take the bone." said the fox. "Oh, that's very dangerous!"</p> |
| 11 |  <p>The fox was almost in despair. But the heron suddenly took a pity on him and finally she decided to help him.</p>  | 12 |  <p>And then she took the bone out of his throat. "Now you feel better, don't you?" asked the heron.</p>   |
| 13 |  <p>The fox just laughed and then said, "Go away from here." "What about the present you promised me?" asked the heron.</p>  | 14 |  <p>"I should have cut your head when your beaks were in my mouth. What more do you want? Now go away before I pounce and make you my dinner."</p>   |



## The Ant and the Pigeon

|   |   |   |  |
|---|---|---|--|
| 1 |  <p>One day, an ant went to the river to get drink.</p>  | 2 |  <p>As the ant was standing on a slippery stone, he slipped and fell into the river.</p>          |
| 3 |  <p>Unfortunately, the ant could not swim. He was washed away in the river which had a fast stream.</p>  | 4 |  <p>Luckily, there was a pigeon seeing that the ant was in a serious danger.</p>                  |
| 5 |  <p>Then, the pigeon picked a piece of leaf and put it before the ant. "Come on Mr. Ant, Get on the leaf and I will save you."</p>           | 6 |  <p>The ant soon got on the leaf and the pigeon lifted it with his beaks.</p>                   |
| 7 |  <p>The pigeon brought the ant to the land. "Thank you, Mr. Pigeon. You saved my life. My pleasure, Mr. Ant. Good bye!" said the pigeon.</p> | 8 |  <p>A few days later, the ant was busy collecting some food for his supplies during winter.</p> |



|           |   |   |
|-----------|---|---|
| <p>9</p>  |  <p>Suddenly, he saw a man bringing a riffle and was ready to shoot. That man must be <b>taking aim at a bird,</b> "thought the ant.</p>                             | <p>10</p>  <p>How shocked the ant was when he knew that the man was taking aim at the pigeon that used to save his life a few days ago.</p>  |
| <p>11</p> |  <p>The ant climbed a tree immediately and <b>shouted to the pigeon,</b> "Fly away my friend. There is a man taking aim at you with his <b>rifle. Hurry up!</b>"</p> | <p>12</p>  <p><b>The pigeon recognized his friend's voice. Then the pigeon said,</b> "Thank you my friend, Mr. Ant. Now, it is your turn to save <b>my life!</b>" Then the pigeon flew away.</p> |
| <p>13</p> |  <p>The hunter looked very disappointed because his target had run away.</p>   | <p>14</p>  <p>The ant felt very happy because he was able to save his friend on time so that the pigeon saved from his death.</p>  |

Group members : Irma.....  
Nungki.....  
Mita.....  
Vira.....

Write 'T' for the true statement, and write 'F' for the false statement about the story of "The Ant and the Pigeon"

10 + 40 = 600

1. (F) The ant felt hungry.  $\lambda$
2. (F) The pigeon saw the ant in the river.  $\lambda$
3. (F) The pigeon did not help the ant.  $\lambda$
4. (T) One day, the ant saw a pigeon hunter.  $\lambda$
5. (F) The hunter was ready to shoot the pigeon.  $\lambda$
6. (F) The pigeon was shot by the hunter.  $\lambda$

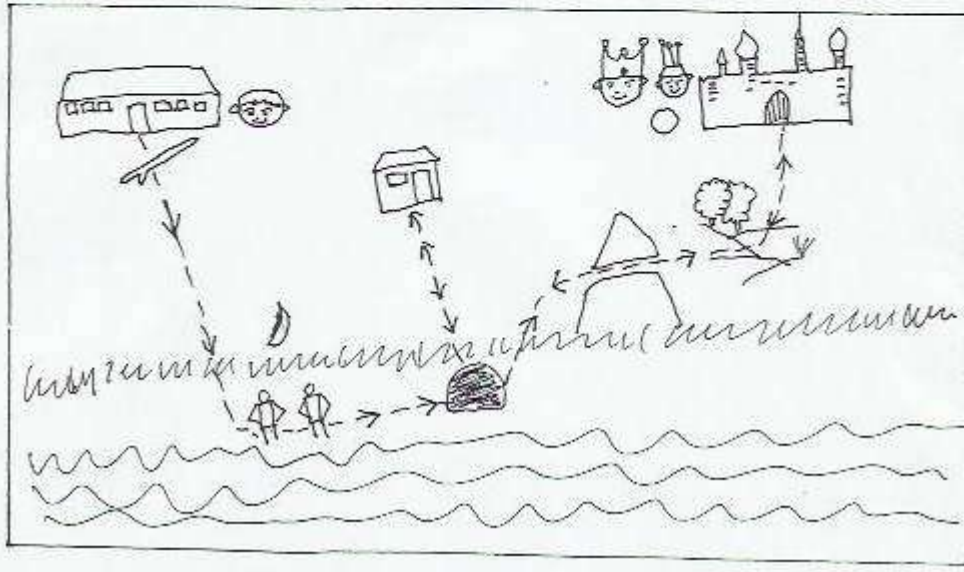
### Elidor

There was a boy. His name was Elidor. He was not very good at school. His teacher hit him with a stick. One day, he ran away. He ran to the river and he hid by the bank of the river. He stayed there for two days and nights.

Then two little men came. Elidor followed them. They went into the tunnel and they came out in a new land. They went to a palace and Elidor met the king. Elidor played with the prince. They played with a golden ball.

One day Elidor went home to see his mother. His mother said she wanted some gold. Elidor went to the palace again and he took the golden ball. The two little men ran after Elidor.

He got home but he dropped the golden ball. The two little men took the golden ball. Elidor ran after them but he couldn't find the tunnel. He looked for the tunnel for a long time. When he was old he was very sad because he took the golden ball.


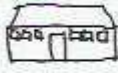
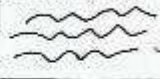

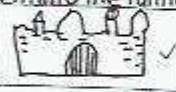







100

## Worksheet

Name: Dari  
 Number: 16

Complete the story by sticking the correct pictures!

There was (1 ) His name was Elidor. He was not very good at (2 ) One day, Elidor ran away to the (3 ) and he hid by the bank of the river. He met the (4 ) and followed them into the tunnel and they came out in a new land. They went to the (5 ) and Elidor met (6 ). The prince and Elidor played with a (7 ). One day, Elidor went (8 ) to see his (9 ). His mother wanted some gold. Elidor went to the palace again and took the golden ball. The two little men ran after Elidor. He got home but he dropped the golden ball. The two little men took the ball. Elidor ran after the two little men but he can't find the (10 ). He looked for the tunnel for a long time. When he was old, he was sad because he took the golden ball.

### RENCANA PELAKSANAAN PEMBELAJARAN 3

Nama Sekolah : SD N Delegan 3 Prambanan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : 6/2

#### Standar Kompetensi

7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik.

#### Kompetensi Dasar

7. 3 Memahami teks naratif bergambar sangat sederhana.

#### Indikator:

- Siswa mampu menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif berjudul '*Kiko and Mr. Aardvark*'

Aspek/skill: Membaca

Alokasi waktu: 2x35 menit

#### M. Tujuan:

Pada akhir pembelajaran siswa dapat mengidentifikasi gagasan umum dan menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif.

#### N. Materi Pembelajaran

Teks naratif sangat sederhana

#### O. Teknik Pembelajaran

Text-based syllabus design

#### P. Langkah-Langkah Kegiatan

##### 7. Kegiatan Pendahuluan

- Guru menyapa siswa
- Guru menanyakan kondisi siswa
- Guru mengadakan presensi siswa

##### 8. Kegiatan Inti

Phase 1: Building the Context

- Guru menunjukkan buku cerita bergambar berjudul '*Meritik*'
- Guru membuat 3 atau 4 pertanyaan berdasarkan sampul buku bacaan secara lisan kepada siswa.

### **Phase 2: Modeling and Deconstructing the Text**

- Guru menunjukkan cerita bergambar '*Meritik*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas tentang cerita bergambar tersebut.
- Guru menanyakan kepada siswa tentang fitur kebahasaan, orientasi, masalah, dan urutan kejadian cerita bergambar tersebut.

### **Phase 3: Joint Construction of the Text**

- Guru menunjukkan cerita bergambar berjudul '*Little Red Riding Hood*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas cerita bergambar tersebut.
- Guru meminta siswa untuk berkelompok untuk mengerjakan tugas.
- Guru membagikan worksheet yang berisi tentang orientasi, masalah dan urutan kejadian di cerita bergambar.
- Siswa mengerjakan tugas kelompok dengan cara menempelkan kalimat yang tepat pada gambar yang dimaksud sesuai dengan bacaan.

### **Phase 4: Independent Construction of the Text**

- Guru membagikan cerita bergambar berjudul '*Kiko and Mr. Aardvark*' kepada siswa beserta teksnya.
- Guru dan siswa membahas cerita bergambar tersebut secara klasikal.
- Guru memberikan worksheet kepada siswa yang berisi tentang pertanyaan berdasarkan bacaan.
- Siswa mengerjakan tugas individu tersebut dengan cara memilih T untuk pernyataan yang benar dan F untuk pernyataan yang salah sesuai dengan bacaan.

### **Phase 5: Linking to Related Texts**

- Guru memberikan tugas rumah secara berkelompok untuk mencari teks yang berjenis naratif.

### **9. Kegiatan Penutup**

- Guru memberikan reward untuk kelompok yang mendapat nilai paling tinggi.
- Guru memberi kesempatan siswa untuk bertanya
- Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini.
- Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.
- Guru menutup kegiatan belajar mengajar.

### **Q. Sumber Belajar**

- Story book: 'Meritik' publisher: PT. BPK Gunung Mulia, Jakarta.
- Story book: 'Little Red Riding Hood' (Storytelling with Children) publisher: Oxford University Press.
- Story book: 'Kiko and Mr. Aardvark' publisher: Pustaka Pembangunan Swadaya Nusantara, Jakarta.

### **R. Penilaian**

7. Teknik: menulis
8. Bentuk: individual work
9. Instrument: teks naratif bergambar.

Rubrik penilaian:

Tiap jawaban benar di beri nilai 2

Skor total  $2 \times 5 = 10$

Guru mata pelajaran

Prambanan, Maret 2011

Bahasa Inggris SD N Delegan 3 Mahasiswa,

Prambanan









Andriyani Dwi Puspitahadi, S. Pd

Elita Meidyawati Ken Utami




NIM.06202244035



## MERITIK

|   |   |   |   |
|---|---|---|---|
| 1 |  <p>One day, Mother Duck took her six ducklings to the rice field. "Stay with the group, Meritik," Mother Duck said.</p> | 2 |  <p>"I am hungry Mum!" Meritik cried out. Mother Duck didn't answer and walked on.</p>                 |
| 3 |  <p>When the group of ducks turned to right, Meritik turned to the left.</p>   | 4 |  <p>She saw a pond and she swam until she found some delicious lily buds to eat.</p>                   |
| 5 |  <p>When she was tired of swimming, Meritik suddenly realized that she was alone.</p>                                  | 6 |  <p>She ran until she was out of breath. But where was the rice field?</p>                           |
| 7 |  <p>Then Meritik asked a hen but she said that she did not know where the rice field was.</p>                          | 8 |  <p>Meritik also asked a buffalo but he also said that he did not know where the rice field was.</p> |

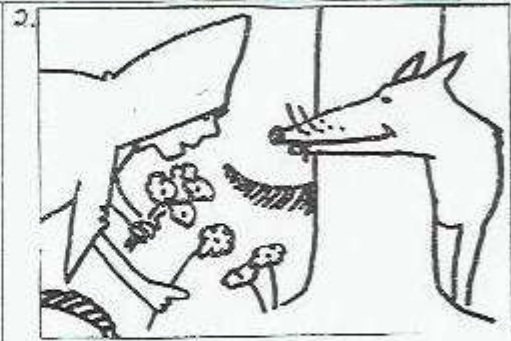


|    |   |   |  |
|----|---|---|--|
| 9  |  <p data-bbox="443 607 732 636">She walked away sobbing.</p> | 10  |  <p data-bbox="906 580 1369 658"><b>Meritik's cry was heard by her brothers and sisters who were playing near the rice field, not far away.</b></p> |
| 11 |    | The five ducklings ran to meet her. Meritik was so happy to see them. She did not want to walk alone again. |  |

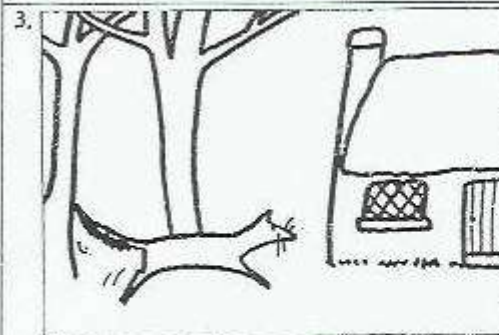
## LITTLE RED RIDING HOOD



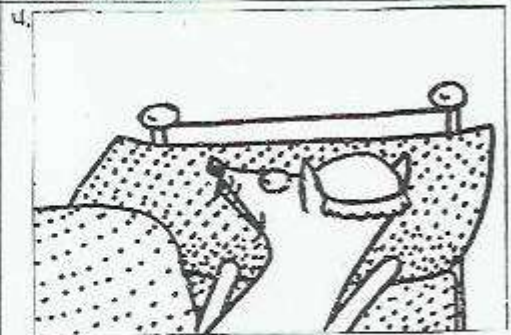
1. Once upon a time, Little Red Riding Hood was asked by her mother to go to her grandmother's house. "Take this basket to your grandmother. There are sandwiches and cake. Be careful, there is a wolf in the forest" said her mother.



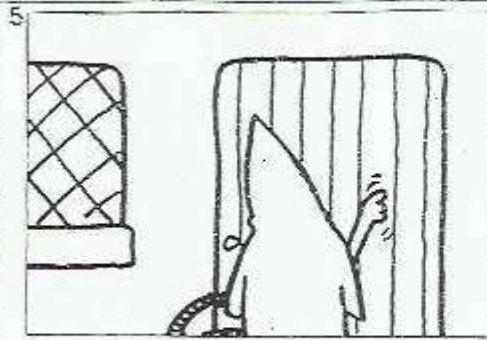
2. Little Red Riding Hood walked in the forest. There were many big trees and beautiful flowers. The wolf met Little Red Riding Hood. He said, "Hello." "Hello" said Little Red Riding Hood. "Where are you going?" asked the wolf. "I am going to my grandmother's cottage." "Oh! Where does she live?" "She lives in a cottage in the forest." "OK. Goodbye." "Bye."



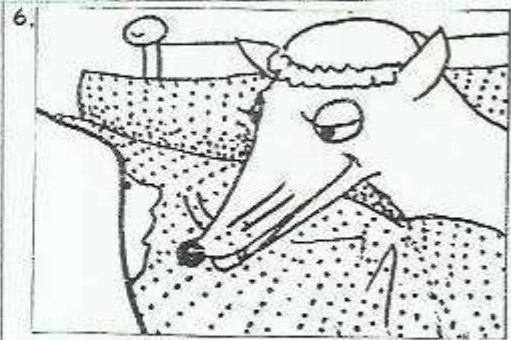
3. The wolf ran to the cottage and ate grandmother.



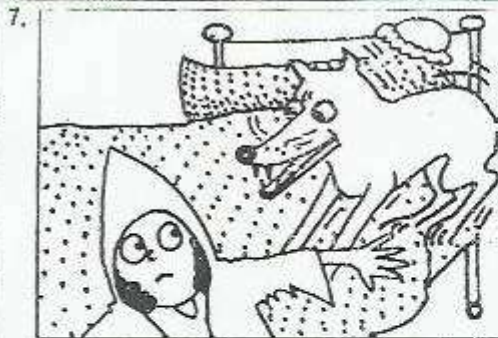
4. The wolf got into bed and waited for Little Red Riding Hood. He was hungry.



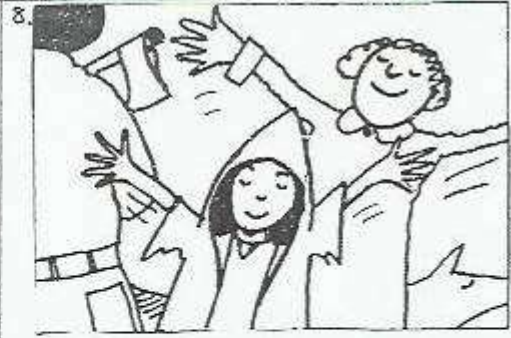
Little Red Riding Hood danced and sang in the forest. At last, she came to her grandmother's cottage. She knocked the door. "Who's that?" said the wolf. "It's Little Red Riding Hood." "Come in my dear." Little Red Riding Hood went into the cottage.



She looked at the wolf in bed. "What big ears you've got, Grandmother!" "I want to hear you, my dear" said the wolf. "What big eyes you've got, Grandmother!" "I want to see you, my dear."



"What big teeth you've got, Grandmother!" "I want to eat you, my dear!" The wolf jumped out of bed and tried to eat Little Red Riding Hood.



Suddenly, a man came. He had an axe. He killed the wolf. Little Red Riding Hood and Grandmother jumped out of the wolf.

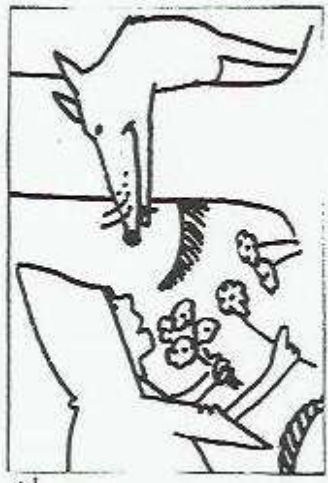


the Red Riding Hood  
by Rahmah Saqiam



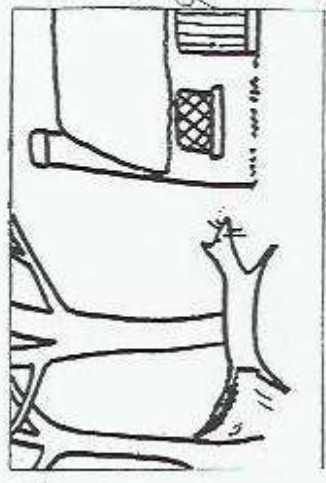
1

"Take this basket to your grandmother"



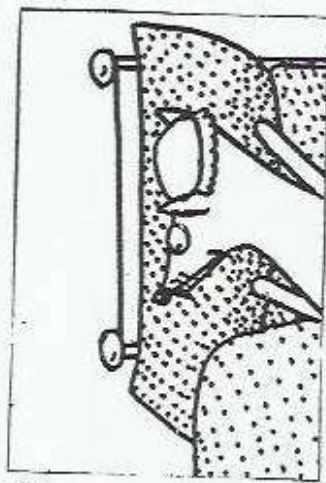
2

The wolf met Little Red Riding Hood



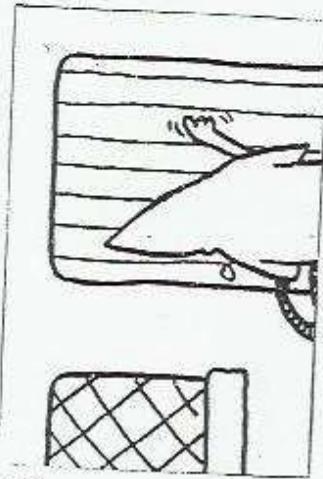
3

The wolf ran to the Grandmother's cottage

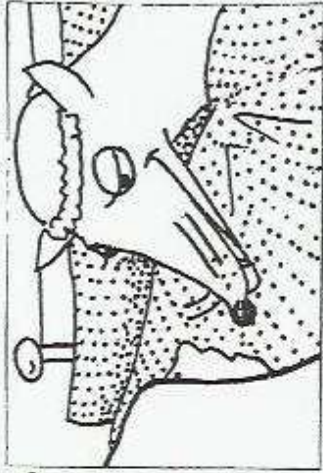


4

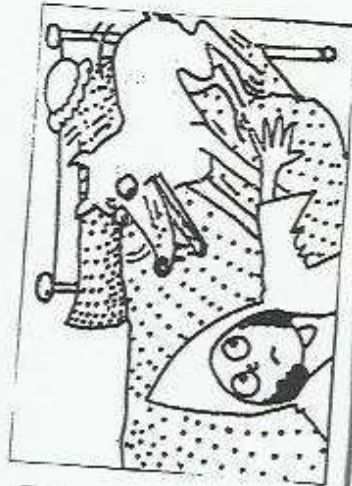
The wolf got into bed



Little Red Riding Hood came to her  
Grandmother's cottage



She looked at the wolf in the bed



A man came and killed the wolf



The wolf jumped out of bed and ate  
Little Red Riding Hood

6

8

5

7









2





X

8

X

## KIKO AND MR. AARDVARK

|   |  |   |   |
|---|--|---|---|
| 1 |  <p>One shiny Sunday morning, Mother Rabbit was preparing breakfast. "Kiki, Kiko, Mommy cooked something special for you!" said Mother Rabbit to her twin children.</p> | 2 |  <p>"Wow, carrot soup and delicious cheese bread," said Kiko, Kiki, and Mr. Rabbit at the same time.</p>  |
| 3 |  <p>After breakfast, Father and Mother Rabbit prepared everything to go to the garden. They were going to harvest corns and peanuts there.</p>                          | 4 |  <p>"Today, both of you may join us to the garden," said Mr. Rabbit while preparing his cart. "Hurray" said Kiki and Kiko.</p>  |
| 5 |  <p>After that, they went to the garden. The corns and the peanuts ready to be harvested.</p>   | 6 |  <p>Kiki and Kiko started to pick the corns excitedly. This was their first harvest experience. Mr. and Mrs. Rabbit were responsible of picking and cleaning the peanuts.</p> |
| 7 |  <p>Suddenly Kiko heard sounds like falling objects. Then he ran toward where the sound came from. "Wow! Pine fruits. He collected and put them into his pocket.</p>  | 8 |  <p>Unaware, Kiko has entered into a garden owned by a farmer.</p>  |

|    |  |    |   |
|----|--|----|---|
| 9  |  <p>Mr. Rabbit panicked. Mr. Rabbit was unable to help Kiko because the trap hole was too deep. Suddenly, he remembered his friend, Mr. Aardvark.</p> | 10 |  <p>Then he made a hole quite far from the hole where Kiko was trapped.</p> |
| 11 |  <p><b>"Come on Kiko. Give me your hands and hold my hands tight!"</b> shouted Mr. Aardvark. Kiko was pulled slowly out of the trap hole.</p>         | 12 |  <p>The rabbit family was very happy. They thanked Mr. Aardvark.</p>        |

Name : ayana.....

80

Number : 6.....

Choose 'T' for the true statement, and choose 'F' for the false statement about the story of "Kiko and Mr. Aardvark"

1. The taste of carrot soup and cheese bread was not delicious.
2. The Rabbit's family went to the garden.
3. They were going to harvest cucumber and watermelon there.
4. Kiko slipped into a hole made by the farmer to trap thieves.
5. Mr. Aardvark did not help Kiko to come out of the hole.

T  F  2,  
F  F  3,  
F  F  4,  
T  F  5,  
F  F  5



## **RENCANA PELAKSANAAN PEMBELAJARAN 4**

Nama Sekolah : SD N Delegan 3 Prambanan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : 6/2

### **Standar Kompetensi**

7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik.

### **Kompetensi Dasar**

7. 3 Memahami teks naratif bergambar sangat sederhana.

### **Indikator:**

- Siswa mampu menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif berjudul '*Troni, the Bear Cub*'

Aspek/skill: Membaca

Alokasi waktu: 2x35 menit

### **S. Tujuan:**

Pada akhir pembelajaran siswa dapat mengidentifikasi gagasan umum dan menjawab pertanyaan tentang tokoh-tokoh, urutan peristiwa, dan masalah dalam teks naratif.

### **T. Materi Pembelajaran**

Teks naratif sangat sederhana

### **U. Teknik Pembelajaran**

Text-based syllabus design

### **V. Langkah-Langkah Kegiatan**

#### **10. Kegiatan Pendahuluan**

- Guru menyapa siswa
- Guru menanyakan kondisi siswa
- Guru mengadakan presensi siswa

#### **11. Kegiatan Inti**

**Phase 1: Building the Context**

- Guru menunjukkan buku cerita bergambar berjudul '*The Arrogant Porcupine*'
- Guru membuat 3 atau 4 pertanyaan berdasarkan sampul buku bacaan secara lisan kepada siswa.

#### **Phase 2: Modeling and Deconstructing the Text**

- Guru menunjukkan cerita bergambar '*The Arrogant Porcupine*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas tentang cerita bergambar tersebut.
- Guru menanyakan kepada siswa tentang fitur kebahasaan, orientasi, masalah, dan urutan kejadian cerita bergambar tersebut.

#### **Phase 3: Joint Construction of the Text**

- Guru menunjukkan cerita bergambar berjudul '*Nessy*' dan memberikan teks kepada siswa.
- Guru dan siswa membahas cerita bergambar tersebut.
- Guru meminta siswa untuk berkelompok untuk mengerjakan tugas.
- Guru membagikan worksheet yang berisi tentang orientasi, masalah dan urutan kejadian di cerita bergambar.
- Siswa mengerjakan tugas kelompok dengan cara menyusun kalimat menjadi berurutan berdasarkan cerita bergambar.

#### **Phase 4: Independent Construction of the Text**

- Guru membagikan cerita bergambar berjudul '*Troni, A Bear Cub*' kepada siswa beserta teksnya.
- Guru dan siswa membahas cerita bergambar tersebut secara klasikal.
- Guru memberikan worksheet kepada siswa yang berisi tentang pertanyaan berdasarkan bacaan.
- Siswa mengerjakan tugas individu tersebut dengan cara melingkari jawaban yang benar berdasarkan teks bacaan.

### **12. Kegiatan Penutup**

- Guru memberikan reward untuk kelompok yang mendapat nilai paling tinggi.

- Guru memberi kesempatan siswa untuk bertanya
- Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini.
- Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.
- Guru menutup kegiatan belajar mengajar.

#### **W. Sumber Belajar**

- Story book: 'The Arrogant Porcupine' publisher: Pustaka Pembangunan Swadaya Nusantara, Jakarta.
- Story book: 'Nessy' (Storytelling with Children) publisher: Oxford University Press, Oxford.
- Story book: 'Troni, A Bear Cub' publisher: PT. Mandira, Semarang.

#### **X. Penilaian**

10. Teknik: menulis
11. Bentuk: individual dan group work
12. Instrument: teks naratif bergambar.

Rubrik penilaian:

Task A

Tiap jawaban benar di beri skor 1

Skor maksimal: 10

Guru mata pelajaran

Prambanan, Maret 2011

Bahasa Inggris SD N Delegan 3









Mahasiswa,

Andriyani Dwi Puspitahadi, S. Pd

Elita Meidyawati Ken Utami

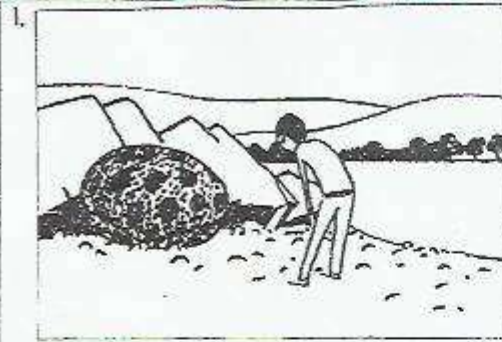
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## THE ARROGANT PORCUPINE

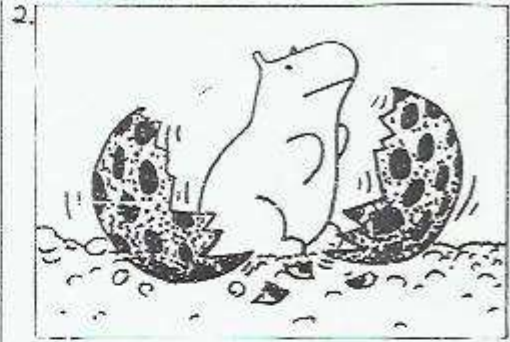
|   |   |   |  |
|---|---|---|--|
| 1 |  <p>It was a bright shiny day in the jungle. The rabbit, the donkey, and the bear were playing merrily.</p>  | 2 |  <p>Then, there came a porcupine. "Hello porcupine! Come and play with us!" said the rabbit. "I don't want to play with you all. All of you don't have sharp and strong thorns as I have," said the porcupine arrogantly as he left the three animals.</p> |
| 3 |  <p>On the way, the porcupine met the wolf. The wolf greeted the porcupine. But, the porcupine also answered wolf's greeting in an unfriendly way.</p>                                  | 4 |  <p>The porcupine kept walking and left all his friends.</p>  |
| 5 |  <p>The porcupine passed under a papaya tree. One of the papayas was already ripe. Suddenly, the wind blew hard and made the ripe papaya fall. It stuck on the porcupine's thorns.</p> | 6 |  <p>He couldn't get the papaya off his thorns. Then, he decided not to continue his journey and went back home.</p>  |
| 7 |  <p>Help me my friends," said the porcupine. "Don't worry. We will help you," said the rabbit while trying to get the papaya off the porcupine's back.</p>                             | 8 |  <p>The porcupine didn't think that his friends would be so nice to him. "Please, forgive me, my friends," said the porcupine.</p>   |

|   |  |   |
|---|--|---|
| 9 |  An illustration from a children's book showing a porcupine and a bear in a forest. The porcupine is on the left, and the bear is on the right. They are standing near a tree. A small sign is visible in the background. | <p>.After that, the porcupine was no longer arrogant.</p> |
|---|--|---|

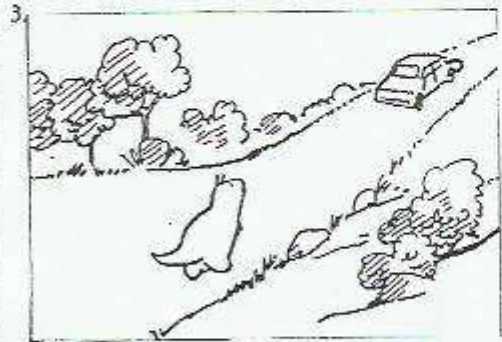
## NESSY



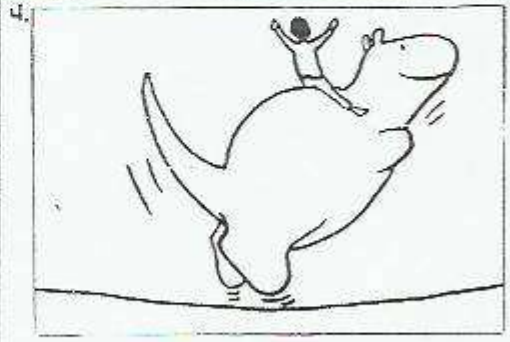
Mr. and Mrs. Popleton and their son Paul were on holiday in Scotland. Paul wanted to go to Loch Ness to see Loch Ness monster. Paul walked along the side of the Loch. Suddenly, he saw a large green rock. It was very round and smooth.



It began to move. Then it opened. It was an egg. A small monster was sitting in the egg. The little monster saw Paul and thought, "That's my daddy!" Paul ran to his parents. They saw the little monster coming.

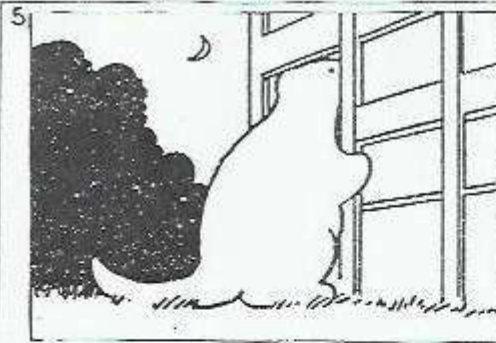


They all got in the car and they drove away. The little monster tried to follow the car. At last Mr. Popleton stopped the car. They waited for the little monster and then Paul picked it up.

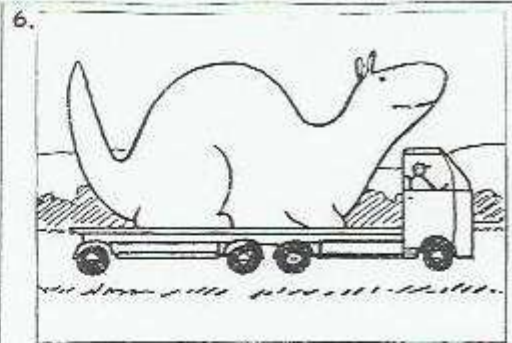


Paul kept the little monster in his bedroom. He called her Nessy. She grew bigger and strong. She could jump up and down. Paul could ride on her back.

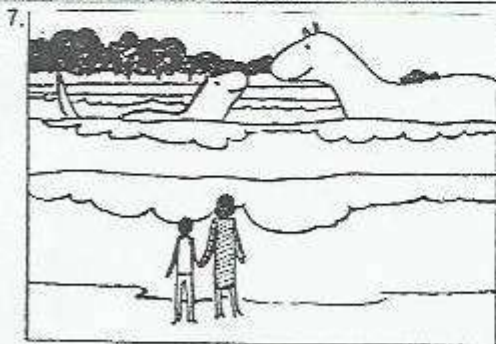




Nessy grew bigger and bigger and she became hungrier and hungrier and hungrier. Then, Nessy lived in the garage. One night, Nessy was very hungry. She got out of the garage and went to a chocolate factory and ate all the chocolate. The police came and then everybody in the town knew: the Popleton's family had a monster!



Popleton's family decided to take Nessy back to Scotland. They got a big lorry and put Nessy on it and went to Loch Ness.



Nessy's mum was there. They Nessy and her mum swam in the water and then they dived.



Paul said, "Mum, Let's come back next year. Perhaps Nessy will come to see us."

Group members :.....  
Irma.....  
Nina.....  
Vira.....









Rearrange these jumbled sentences into a good order based on the pictured-story entitled "Nessy"






- a. A little monster was sitting in the egg.
- b. Nessy grew bigger and bigger and hungrier and hungrier.
- c. Poppleton's family decided to take Nessy back to Scotland.
- d. The Poppleton's picked up the little monster and drove home.
- e. Poppleton's family went to Loch Ness to see Loch Ness Monster.
- f. The little monster tried to follow the Poppleton's car.

e . a . f . d . b . c    S (100)



## TRONI , A BEAR CUB

|   |  |   |   |
|---|--|---|---|
| 1 |  <p>Troni was a cute and handsome bear cub. One day, he looked sad. He felt that his parents no longer loved him.</p>                                   | 2 |  <p><b>Troni's parents given him only a little food</b> that day. He was not aware that his parents were teaching him to be independent. So far, Troni only knew how to play, he did not want to look for his own food.</p> |
| 3 |  <p>A few days later, Troni got up but he did not see his parents. He was shocked and for his parents but he could not find them. He kept walking.</p> | 4 |  <p>He rested in a cave when he was tired. Troni turned around because he felt that something was moving.</p>  |
| 5 |  <p>Suddenly, a black snake came out from the cave.</p>   | 6 |  <p><b>Troni's paws wounded the eyes of the snake.</b></p>  |
| 7 |  <p>And Troni ran away quickly.</p>   | 8 |  <p>He stopped by a river bank. He leant against a tree. He was very exhausted and hungry and thirsty.</p>  |

|    |   |    |   |
|----|---|----|---|
| 9  |  <p>He walked slowly to the river and drank the clear crystal water.</p>   | 10 |  <p>But he was hungry. Troni walked deeper to the river. He saw many fish swimming in it.</p>               |
| 11 |  <p>He made fast movement of his teeth and claws but all the fish swam away. At last, Troni succeeded in biting a big fish.</p>                      | 12 |  <p>He walked out of the river slowly. He was very happy because he could catch many fish. He ate them.</p> |
| 13 |  <p>Suddenly, his parents came. Troni proudly showed his fresh fish to his parents. They were very happy because Troni looked for his own food.</p> |    |   |

Name : Eka Rosakinda  
 Number : 14.1600

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Circle the best answer!

1. Troni was a/an ..... bear cub.

- a. ugly                      c. lazy  
 b. cute                      d. diligent

8

2. Troni felt ..... because he only had a little food that day.

- a. happy                      c. angry  
 b. sad                      d. sorry

8

3. His parents were teaching him to be .....

- a. dependent               c. independent  
 b. free                      d. safe

8

4. One day he rested in a cave. There was a .....

- a. black snake              c. white snake  
 b. yellow snake              d. green snake

8

5. Troni's paws hurt the ..... of the snake.

- a. teeth                      c. body  
 b. mouth                      d. eyes

8

6. When Troni was heading to the forest, he stopped by a .....

- a. river bank              c. big hole  
 b. big stone              d. big trees

8

7. His tummy was very .....

- a. angry                      c. thirsty  
 b. hungry                      d. sad

8

8. Troni tried to ..... fish in the river.

- a. see                      c. look  
 b. find                      d. catch

8

9. He used his teeth and ..... to catch the fish.

- a. eyes                       c. claws  
 b. foot                      d. nose

8

10. Troni's parents were very ..... because Troni could look for his own food.

- a. hungry                      c. sad  
 b. angry                      d. happy

8

Name: .....

Number: .....

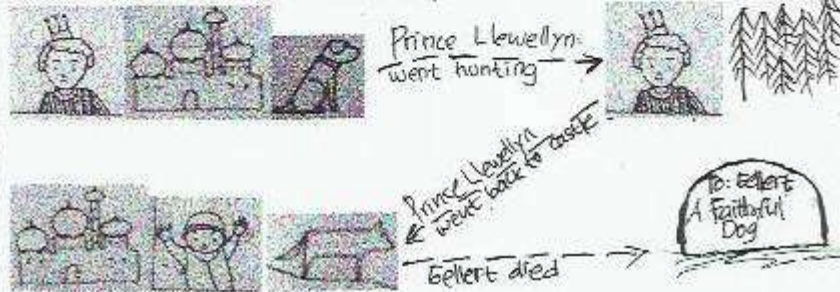
## A. Read the text.

## Gellert

There was a prince; his name was Llewellyn. His uncle, King John, gave him a dog, a hunting dog. The dog's name was Gellert. When he left the castle he could smell a deer one kilometer away. He could run faster than a deer. He was so strong.

One day Prince Llewellyn went hunting with his friends. He called all his dogs. But Gellert wouldn't go. So Llewellyn and his friends went hunting with the other dogs.

Llewellyn and his friends caught nothing. When they came back, Prince Llewellyn saw Gellert bounded out toward him, wagging his tail. As prince came closer, he saw there was blood on Gellert's face and body.



"How could that be?" Llewellyn thought. "Gellert sometimes plays with my child. Gellert is half wolf, half wild. Perhaps he has killed my child!" And Llewellyn ran to the child's room. All the furniture was turned over. There was blood everywhere. Llewellyn couldn't see his child.

Prince Llewellyn took his sword and drove it into the side of Gellert. With the last gasp for life of Gellert, Llewellyn heard the cry of his child from beneath the overturned bed. Llewellyn ran to the bed, turned it over, and there was the child, perfectly safe, perfectly well. But behind the bed was a dead wolf.

Llewellyn was very sad. He couldn't bring Gellert back to life. He dug a hole outside the castle. He put Gellert in the hole and covered him with stones, a great pile of stones. He put a plaque on the stones: 'To Gellert, A Faithful Dog.'



B. Answer these questions according to the text.

1. Write down the people in the story.  
> \_\_\_\_\_
2. Who was Gellert?  
> \_\_\_\_\_
3. What could Gellert do in hunting?  
> \_\_\_\_\_
4. Where did Prince Llewellyn live?  
> \_\_\_\_\_
5. Did Gellert leave the castle with Prince Llewellyn?  
> \_\_\_\_\_
6. What made Prince Llewellyn angry?  
> \_\_\_\_\_
7. What did Prince Llewellyn do to Gellert?  
> \_\_\_\_\_
8. When did Gellert fight with the wolf?  
> \_\_\_\_\_
9. Did Prince Llewellyn feel sorry after Gellert died?  
> \_\_\_\_\_
10. What did Prince Llewellyn do to the dead Gellert?  
> \_\_\_\_\_

Name : .....

Number : .....

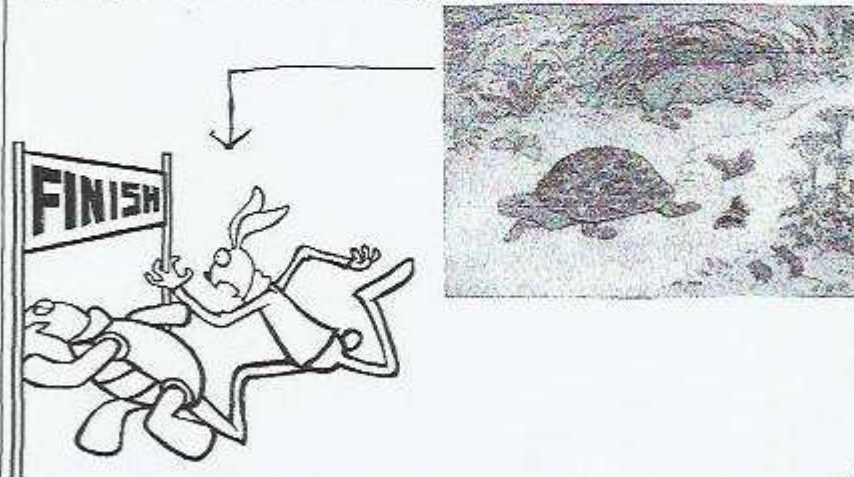
## A. Read the text.

Once upon a time, the hare met the tortoise in the forest. "Hi, tortoise. You are very slow" said the hare arrogantly. "I am faster than you think," said the tortoise modestly. "How about a race?" he asked. "Ha, ha, ha, ha! A race? Ha, ha, ha, ha!" the hare laughed at the tortoise. "OK, let's do the race tomorrow" the hare challenge the tortoise.

The next day, the tortoise and the hare met in the middle of the forest. They did the race. The kangaroo was the judge. "Begin here," he said. "Race to the hill. The first to reach the top of the hill will be the winner. Get set! Go!"

The tortoise walked slowly. The hare ran quickly. Then, the hare decided to rest in the middle of the race because he was very tired. The tortoise slowly and quietly passed the hare.

Some time later, the hare woke up. He quickly ran to the hill. He was very surprised. The tortoise was already there!



B. Answer these questions according to the text.

1. Write down the people in the story.

> \_\_\_\_\_

2. What were the characteristics of the hare?

> \_\_\_\_\_

3. What were the characteristics of the tortoise?

> \_\_\_\_\_

4. Why did the hare challenge the tortoise to race?

> \_\_\_\_\_

5. Where did they have a race?

> \_\_\_\_\_

6. Who was the judge?

> \_\_\_\_\_

7. How did the hare run?

> \_\_\_\_\_

8. How did the tortoise walk?

> \_\_\_\_\_

9. What did the hare do in the middle of the race?

> \_\_\_\_\_

10. Who was the winner?

> \_\_\_\_\_

## PHOTOGRAPHS



SD N DELEGAN 3 PRAMBANAN



The teacher is showing the pictured-stories in chorus.



The students are doing the task in group.



The student is sticking the pictures to the worksheet with adhesive.



The students are working with Tack-It removable adhesive.





**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SEKOLAH DASAR NEGERI DELEGAN 3**  
 Alamat: Polangan, Sumberharjo, Prambanan, Sleman, DIY 55572  
 Telp. (0274) 693 6 852; E-mail: sdn.dlg3@gmail.com

### SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

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 NIP : 19690314 198804 2 001  
 Pangkat/Gol. : Gr. Pembina/ IV/a  
 Jabatan : Kepala Sekolah

menerangkan dengan sesungguhnya bahwa:

Nama : Elita Meidyawati Ken Utami  
 NIM : 06202244035  
 Prodi : Pendidikan Bahasa Inggris  
 Fakultas : Bahasa dan Seni

pada tanggal 25 Januari 2011 s.d. 15 Maret 2011, benar-benar telah melaksanakan penelitian dengan siswa kelas VI SD N Delegan 3 dengan judul skripsi "*IMPROVING STUDENTS' READING COMPREHENSION THROUGH PICTURED STORIES FOR SIXTH GRADE IN SD N DELEGAN 3 PRAMBANAN IN THE ACADEMIC YEAR OF 2010/2011.*"

Demikian surat ini dibuat agar dapat digunakan sebagaimana mestinya.

Prambanan, Maret 2011  
 Kepala SD N Delegan 3,  
  
 Acata Petra Arimbi W, S.Pd.  
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