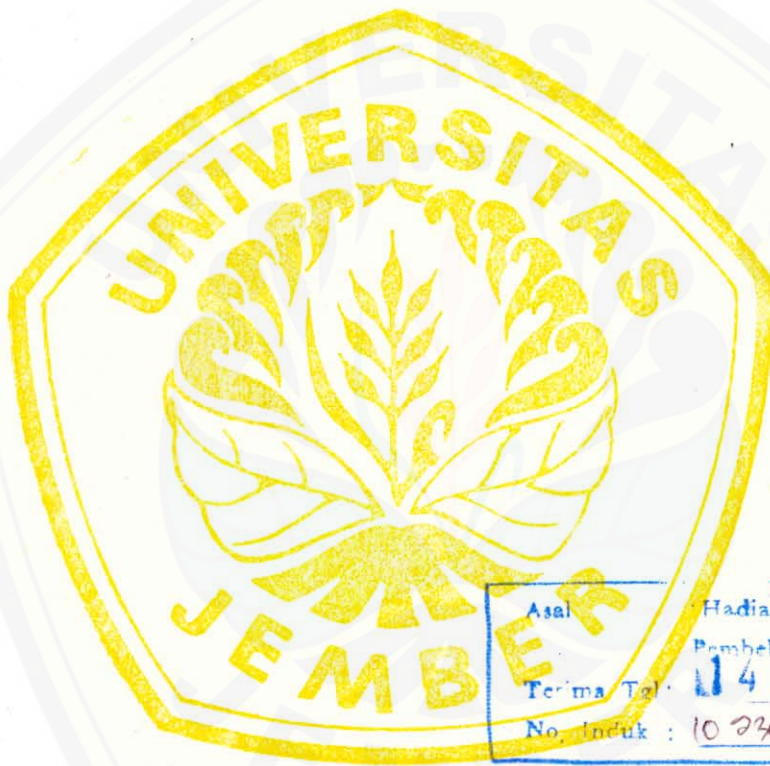


THE USE OF PICTURE CARDS
TO IMPROVE THE STUDENTS' MASTERY
ON VOCABULARY

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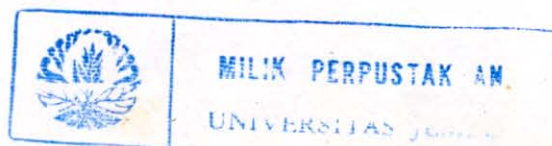
Written By

Lilik Sumiati

990210401408

FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

2000



MOTTO

The great aim of education is not knowledge but action
(Herbert Spencer)



THE USE OF PICTURE CARDS TO IMPROVE THE STUDENTS' MASTERY
ON VOCABULARY OF THE FIRST YEAR STUDENTS
OF SLTP NEGERI 1 RANDUAGUNG

REPORT WRITING

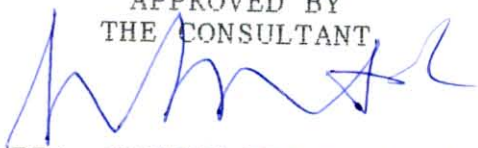
Proposed as one of the
requirements to get S-1 degree in English
Education at The Faculty of Teacher
Training and Education
Jember University

by

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The writer



ABSTRACT

Sumiati, Lilik. 1999. A classroom action research on The Use of Picture Cards to Improve the Students' Mastery on Vocabulary at the First Year Students at SLTP Negeri 1 Randuagung. Final project, English Education Program, Faculty of Teacher Training and Education Jember University.

Supervisor : Dra. Wiwiek Eko B, M.Pd

Key words : Picture cards, Vocabulary mastery

This classroom action research was aimed to motivate the students in learning vocabulary and to improve their vocabulary mastery by using picture cards as the teaching media.

This research was carried out in the first year students of the third Cawu at SLTPN 1 Randuagung which took one month to implement the two cycles.

This research was conducted in collaboration in which the writer was helped by the collaborator both in collecting the data and in implementing the actions.

The data about the students' motivation were collected from the results of the written field notes and the data about the improvement of the students' vocabulary mastery were collected from the vocabulary test. The collected data were analyzed by using descriptive quantilative methods.

The results show that there was better improvement of vocabulary mastery obtained by the students at the end of action cycle 2. The mean score increased from 65.83 in the first cycle to 68.69 in the second cycle, which was categorized as good enough. From the improvement of the students' vocabulary scores, it can be concluded that the use of picture cards can improve the students' vocabulary mastery.

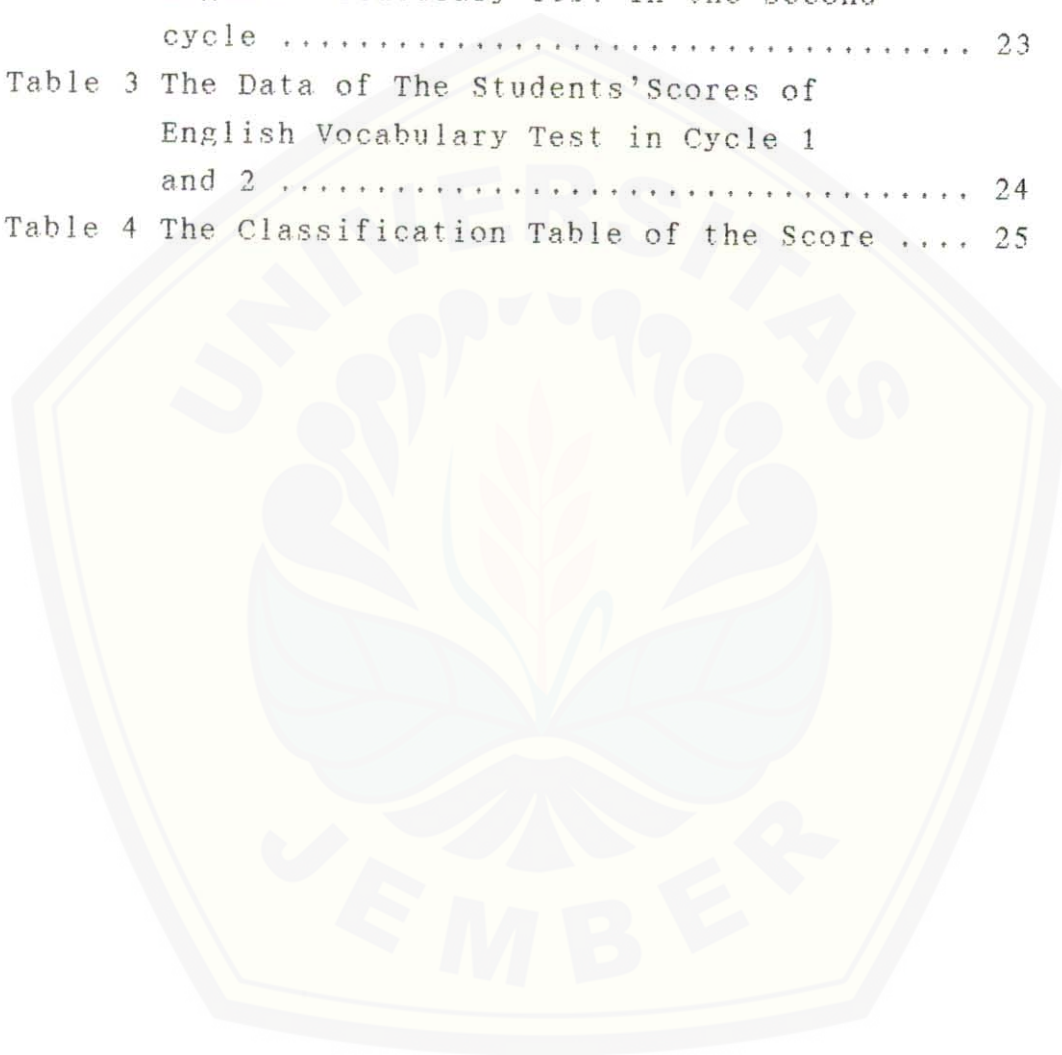
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CHAPTER. I
INTRODUCTION

1.1 Background of the Research

English as an International language is used by people all over the world not only as a means of communication but also as a tool to develop knowledge, science, technology, art and International relationship with other countries. That's why English is taught as a compulsory subject at junior and senior high schools. As the first foreign language, English plays an important role in the field of education in Indonesia. However the fact says that English cannot be understood easily by the students.

Learning a language is intended to be able to use it in communication. It is suitable with the function of the language as a means of communication. Talking about learning a language, automatically we refer to the four language skills, they are listening, speaking, reading, and writing (SMP curriculum 1994:2). However there is still another important thing in learning a language, that is, learning the language components. One of them is vocabulary. Vocabulary is an important component of a language, simply because vocabulary or words are the tools of thought they can help person understand thought of others and express ideas more clearly and effectively (Fardhani, 1994:1). This means that vocabulary mastery will support the success in teaching the four language skills. Without mastering vocabulary the students will get difficulties in listening, in expressing their ideas both in oral and written language and in comprehending a reading text. Matthews et al (1985:65) say that the main reading skill required by general EFL students is understanding the meaning of vocabulary items.



Based on the writer's personal experience, and the results of tests on vocabulary, the vocabulary mastery of the students at SLTP Negeri I Randuagung is very low and they find difficulties in improving their vocabulary. The reasons are the previous techniques used such as word hunt, cluster, puzzle word, clines, and jumbled letters cannot arouse the students' interest and the techniques are too difficult for them as the beginners. Besides they make the students think too seriously and give lack of impression. This situation makes the students feel bored so they cannot memorize the vocabulary well.

As stated in the SMP Curriculum (1994:1) that to reach the objectives of teaching English in Indonesia, it is suggested to apply the meaningfulness approach. One of the concepts of this approach is that motivation is an important factor in learning. Therefore, English teachers should be able to motivate and stimulate the students. One of many ways to stimulate the students' interest is by using the instructional media which are interesting. One of the examples of the media is picture cards.

Picture cards as one of the media that can be used to present materials is used to develop students' interest in learning English. As Wright (1989:2) says that it is important to have as wide range of resources as possible in the classroom so that the students will have stimulus for this development and the resources must include pictures.

Concerning with the reasons above, this classroom action research was conducted to know whether the use of

picture cards in teaching learning process at SLTP Negeri 1 Randuagung can improve the students' mastery on vocabulary.

1.2 Problem of the Research

Based on the background of the research, the problem can be formulated as follows :

- 1) Is the use of picture cards quite effective to motivate the students in learning vocabulary?
- 2) Is the use of picture cards quite effective to improve the students' vocabulary mastery?

1.3 Scope of the Research

This classroom action research was conducted in the first year students of the third caturwulan at SLTP Negeri 1 Randuagung in the academic year 1999/2000.

The focus of this research is teaching vocabulary by using picture cards. There are many topics of vocabularies that must be taught in the third cawu of the first year students. The research focused on the teaching of vocabularies as follows:

theme : hobby

sub-theme : children's hobby (pet and sport)

1.4 Purpose of the Research

The purposes of this research are in order to know whether :

- 1) the use of picture cards can motivate the students in learning vocabulary.
- 2) the use of picture cards enables the students to improve their vocabulary mastery.

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1.5 The Significance of the Research

Hopefully, the results of this classroom action research will be useful :

- 1) For English teachers to use picture cards in improving the students' vocabulary mastery, as picture cards can attract the students' interest and stimulus. Besides, they will be able to motivate students to learn and strengthen their memory on the words they have learned. Therefore the teachers are expected to use picture cards in the teaching vocabulary especially at the junior high schools.
- 2) As an input for the students in studying vocabulary.
- 3) As a reinforcement or motivation for other researchers to conduct further researches especially those relating to vocabulary teaching. Such as using picture files, stick figures, pocket charts, etc.

CHAPTER II
THEORETICAL FRAMEWORK

The discussion on this chapter will present the underlying theories related to the teaching of English using picture cards. there are five major points discussed, namely : (1) teaching and learning vocabulary in English, (2) vocabulary selection, (3) media, (4) picture cards as media for teaching vocabulary, and (5) action hypothesis.

2.1 Teaching and Learning Vocabulary in English

Learning English involves learning all of its skills such as listening, speaking, reading, and writing. It is suitable with the underlying motion of English which should develop pupil abilities to communicate effectively in speech, to write and to listen with understanding (Davies, 1996:48). Besides, learning English involves learning its aspects too such as phonology, grammar, and vocabulary. As stated previously that vocabulary is an important component in learning language. Without mastering vocabulary the students will not be able to comprehend a reading text because reading itself is a problem solving behavior that actively involves the reader in the process of deriving and assigning meaning (Rivers, 1981:70), they will find difficulties to listen with understanding, to express ideas in written language, and to communicate fluently. Teachers often find speaking as a difficult skill to teach because learners have to master several different elements of the language, one of them is vocabulary (Philips, 1993:2).

Further Spratt (1985:183) says that one of the tools to enable the students in learning language skills, function and grammar is the ability to recognise and produce a wide range of vocabulary items. Because of the importance of the vocabulary in learning a language, teacher as a motivator in teaching learning process should have a look on the strategy of teaching and learning vocabulary. Brown and Payne (1995:373) clarify the strategies into five essential steps, they are:

- 1) having sources for encountering new words,
- 2) getting a clear image, either visual or auditory,
- 3) learning the meaning of the words,
- 4) making a strong memory connection between the forms and meanings of the words, and
- 5) using the words

Further Matthews (1985:185) emphasizes that there are probably three main ways of teaching vocabulary:

- 1) showing the students the real object, action or a pictorial representation (denotation)
- 2) explaining the new word using word families, and
- 3) paraphrasing the word (explanation).

2.2 Vocabulary Selection

In teaching English vocabulary, not all the vocabulary materials must be presented. Teachers need to rely on certain criteria of vocabulary selection such as usefulness, regularity, and frequency of appearance in order to make students motivate and memorize the vocabulary easily. Teachers should select materials which will enable learners to master the desire objectives (Briggs, 1974:173). In line with that idea SMP Curriculum (1994:2) states that:

Bahan dan kegiatan pembelajaran menjadi lebih bermakna lagi bagi siswa jika hal itu berhubungan dengan kebutuhan siswa yang terkait dengan pengalaman, minat, tata nilai, dan masa depannya. Oleh karena itu pengalaman siswa dalam lingkungan, minat, tata nilai, dan masa depannya harus dijadikan pertimbangan dalam segala keputusan yang terkait dengan pengajaran.

It means that the students' background, their experience, their environment, and their future should be considered in selecting the materials that will be presented.

In fact there are many vocabularies that should be taught in the third cawu of the first year students in relation with the theme of hobby such as pet, sport, collecting stamp, camping, reading, correspondence etc. As we know that each school has different background and condition of the students. That's why a teacher who knows much about the students should select the useful and suitable materials based on the students' knowledge, experience and environment.

This research was be focused on teaching hobby which is emphasized on teaching pet and sport especially the pet and sport known well by the students, such as: cats, dogs, horses, monkeys, pigeons, and birds for teaching pet and football, basketball, badminton, boxing, volleyball, and tennis for teaching sport.

2.3 Media

Media play a very important role in the teaching and learning process including foreign language learning. It is very helpful that the English teachers can help the process of teaching learning run more effectively and efficiently because this instrument can arouse the students' motivation and desire to know more

about the learning materials learned. Rohani (1997:4) says that media as a means of communication in teaching learning process in the form of hardware as well as software used to make the teaching learning process run more effectively, efficiently. Besides, media can be used to gain the instructional objectives easily.

Gagne in Soekartawi (1995:72) says that media are learning source to motivate the students to learn. Further Soekartawi (1995:73) says that media can motivate the students, provide any different types of learning condition, help students to study easier, provide more systematic learning order, give the selective examples reinforce the learners' cognitions about the learning content and give the relax impression on studying.

His opinion is suitable with the six functions of teaching media expressed by Rowntree in Rohani (1997:7). They are:

- 1) to motivate the students,
- 2) to preview the previous lesson,
- 3) to provide the stimulus of study for the students,
- 4) to make the students respond actively,
- 5) to give feedback immediately, and
- 6) to develop appropriate practices.

Based on the opinions above, it can be concluded that media have an important role, that is, to arouse the students' interest and to help teachers relate to the ways that should be done in teaching learning process effectively. Because of the important role of media, it is better for teachers to use media, which in fact each has its strength and weaknesses. It is of course that the combination of several media will be more useful and helpful in gaining the instructional objectives as there are many kinds of media used by teachers as the learning sources in the process of



teaching and learning in the classroom.

According to Davies (1991:154) there are two kinds of media, they are audio and visual. Audio media refer to the media can be listened such as radio, tape recorder etc. while visual media refer to the media which are easily seen by bare eyes such as pictures, photographs, diagrams, etc.

Due to various kinds of media teachers should choose the best and appropriate media suitable with the topics that will be presented. Gerlach (1980:250) states that media of instruction must be selected on the basis of its potentiality for implementing a stated objective. There are six criteria in selecting media, the first criterion is the teaching objectives. The chosen media should be based on the instructional objectives. The second, media should support the content of the lessons. The third is the students' thinking stage must be considered, the following criterion is the availability of the media. The media chosen should be easy to prepare, easy to get and easy to conduct. The fifth is the quality of the media is good and the last is relating to the budget. The cheapest one is better (Rohani, 1997:28).

2.4 Picture Cards as Media for Teaching Vocabulary

It is necessary to explain what picture cards are Webster (1980 : 1711) defines them as cards bearing a picture typically of a scene, a place of interest, a painting, drawing, photograph, or other visual representation. Picture cards refer to representation of things made by printing or drawing real objects on the cards. As stated by Wright (1989 : 1) that pictures are not only as an aspect of method but through their representation of places, objects, and people are also

as an essential part of the overall experiences we must help our students to cope with.

Picture cards are very important in the teaching learning process, as picture cards can motivate, stimulate the students and can help teachers to present new materials easily. Moreover, by using picture cards in the teaching of English vocabulary, teachers can attract the students' interest and gain the instructional objectives easily (Rohani, 1997:76).

At the beginning, elementary and pre-intermediate levels, picture cards are used to drill structures, functions and to help children relate words to image (Philips, 1993:75). Further she says that vocabulary is best learned when the meaning of word is illustrated, for example by using a picture, an action or a real object.

The opinion above implies that picture cards are representative to replace the authentic ones especially when the objects cannot be brought into the classroom or shown to the students. Besides picture cards can motivate or stimulate the students and are appropriate for teaching vocabulary. In addition, Wright adds that the advantages of picture cards are as follows :

- 1) easy to prepare,
- 2) easy to organize
- 3) interesting
- 4) meaningful and authentic, and
- 5) sufficient amount of language (1989 : 2)

Besides, Gerlach expresses the other advantages of picture cards as follows :

- 1) pictures are inexpensive and widely available,
- 2) they provide common experiences for an entire group,
- 3) the visual detail makes it possible to study subjects which would otherwise be impossible,

- 4) Pictures can help students to prevent and correct misconceptions,
- 5) pictures offer a stimulus to further study, reading, and research. Visual evidence is a powerful tool,
- 6) they help to focus attention and to develop critical judgement, and
- 7) they are easily manipulated (1981:277)

2.5 Action Hypothesis

Related to the above statements the hypothesis of this study can be formulated as follows : the use of picture cards can motivate the students in learning vocabulary and can improve the students' vocabulary mastery.

CHAPTER III
RESEARCH METHOD

3.1 Research Setting

This classroom action research was carried out in SLTP Negeri 1 Randuagung which is located on Jln. Tunjung-Randuagung, Lumajang. The subjects of this research are all of the first year students of the third "caturwulan" SLTP Negeri 1 Randuagung in the academic year 1999/2000, mainly the IA class. The reasons of focussing the research in the class of IA are:

- 1) Most of the students in IA class have difficulty in learning vocabulary and increasing their vocabulary mastery. Besides, in the teaching learning process especially when students gave responses hoped by the teacher were dissappointing. The followings are their difficulties:
 - a) they were not able to express their ideas both in oral and written language. They could not speak and write well although the sentences are very simple,
 - b) They could not understand what the text is about because they just know a few words in the given text, and
 - c) They seemed very confused in listening although it is in a simple one.
- 2) The characteristics of the students in IA class are noisy, passive, slow, and unmotivated. The total number of students in that class is fourty two students, concisting of twenty one males and twenty one females. By conducting this classroom action research, it is expected that the writer will be able to arouse the students' interest in learning vocabulary and to increase their vocabulary mastery

with the help of the use of media, especially picture cards.

This classroom action research conducted in a collaboration with Imam Suhardi, who also teaches at SLTP Negeri 1 Randuagung. He graduated from Diploma Program (D2) of English departement Jember university in 1984 and he has finished his study from Diploma program D3 by following the equivalent program conducted by Depdikbud Kabupaten Lumajang in 1999. He has been teaching English for sixteen years.

3.2 Research Procedure

3.2.1 General description on the Research

This research was implemented by means of a cyclical model, which has four activities beginning with:

- 1) planning action (preparation),
- 2) implementing action,
- 3) observation, and
- 4) analysis and reflection.

(Kemmis and Mac Taggart in Hopkin, 1983)

3.2.2 Details of the Research Procedure

a. Preparation

This preparation concists of all of the steps that should be done in relation to the problem formulated in this study, the causes of problem and the ways to solve the problem itself in order to gain the objectives of conducting the research to help the students master the vocabulary that has been learned and to enable them to improve their vocabulary mastery.

The followings are the important steps to be done before conducting the action:

- 1) preparing the themes and sub-themes to be presented,
- 2) preparing the picture cards used as the teaching media,

- 3) preparing the vocabulary test dealing with the selected themes or sub-themes,
- 4) designing the main procedures how to present picture cards as teaching media,
- 5) preparing the monitoring instruments as well as instrument for evaluation, and
- 6) preparing the formula to score the students' test.

b. Implementation

The implementation of this research was carried out during the school hours. The action was implemented for about one month. The writer carried of this class-room action in collaboration with Imam Suhardi as the writer is not the only teacher who teaches in the first year students of SLTP Negeri 1 Randuagung. So that it is reasonable to conduct the actions collaboratively in order to conduct the actions and to collect the data easier. Hopefully, the collaboration will make the process of getting the data of the research more completely and accurately and also in order to get some inputs from the collaborator especially the ideas to conduct the activities in the action research from planning the action, implementing action, observation, up to the reflection as the final activity so that the activities could be carried out effectively and efficiently.

In order to gain the objectives hoped, the writer and the collaborator planned to hold this research based on the planned programs which had been proposed. The writer believed that she would be able to improve the phenomena, and the conditions existing in the classroom by using the available media or the facili-

ties as well as the support from the other teachers and the headmaster.

c. Monitoring and Evaluation

The monitoring was held by the writer and the collaborator as long as the school hours were going on. In this case the writer and the collaborator recorded:

- 1) the students' motivation in teaching learning process,
- 2) the problems or events happening in the class,
- 3) the record on both the students' progress in learning English and the progress of the students' vocabulary mastery.

Thus, the monitoring was focused on the use of picture cards as the teaching media toward the progress of the students' vocabulary mastery targeted, and their motivation as well.

The instrument used to collect the data is vocabulary tests, conducted in line with the themes and sub-themes required by the 1994 English curriculum. The test was constructed in the form of multiple choice test.

The stem was replaced by a picture. The testees saw the picture and had to select the most appropriate word related to the picture from four options. This form is used because its form is quite simple and the words used are not complicated. So that the students can really concentrate only on the words asked, not on other unrelated ones.

The test instrument was a teacher-made test as the test administered was used as the learning result test which focused on the achievement of the instructional objectives relating to a certain sub-theme. So that evaluation was carried out to know whether the applied

action especially the use of picture cards as teaching media is quite effective to motivate the students in learning vocabulary and to improve their vocabulary mastery. The consideration is that if the students are able to minimize the difficulties found in learning the four language skills especially on their vocabulary, it means that the use of picture cards can motivate the students in learning vocabulary and help the students to improve their vocabulary mastery.

d. Analysis and Reflection

The method used to analyze the data about the students' vocabulary is a descriptive-quantitative method. It means that the writer used both a descriptive-qualitative method to describe the students' motivation and the classroom atmosphere when the research is conducted, and she also used a descriptive-quantitative method to express the improvement of the students' vocabulary mastery by looking at the improvement of the average score achieved by the students.

To know whether the students have achieved better progress in their learning, the data to be analyzed are recorded in the field notes made by the writer and her collaborator based on the cycles.

The following cycle needs to be implemented if most of the students have not achieved the target of vocabulary with the average score 65. Therefore the performance of the action should be modified in order to help them improve their vocabulary mastery. Briefly, the remedial program in the second cycle has to be done if the progress of their English is insufficient and if the average scores are less than sixty five.

CHAPTER V
CONCLUSION AND SUGGESTIONS

The last chapter of this classroom action research presents the conclusion from the research and offers some suggestions based on the results previously mentioned.

5.1 Conclusion

Based on the results of this action research, conclusions can be drawn as follows:

1. The use of picture cards is very important in the teaching and learning of vocabulary.
2. The students' vocabulary mastery can be developed by the use of picture cards as the teaching media in teaching and learning process conducted in both the first and the second cycles. The mean score of the students' vocabulary tests has increased from 65.83 in the first cycle up to 68.69 in the second cycle.

The above conclusion shows that the applied action, that is, the use of picture cards as the teaching media in teaching learning process can improve the students' vocabulary mastery.

5.2 Suggestions

In line with the above conclusion of this action research, some suggestions are intended both to the English teachers and further researchers. The suggestions given are as follows :

5.2.1 For the English Teachers

1. It is suggested that picture cards should be used in the teaching learning English especially on vocabulary at the Junior High School level because they are proved to be effective. Moreover, picture cards

can attract and activate the students' attention to learn and to develop their capacities of memory as well.

2. It is also suggested for the teachers to use the most interesting model of picture cards which are colourful and bigger so that the picture cards will help the students see them more easily and clearly.

5.2.2 For Further Researchers

1. The action research was done only one month. So it is suggested that the future researchers conduct the research in longer period of time in order to get better results.
2. The instrument used in this action research is multiple choice type. This instrument may have different results from the other types of tests for the same purposes. So, for further researchers, it is suggested to use other types of tests such as matching, completion or essay types.
3. This research was only focussed on the first year students. It is suggested for further researchers to study the effectiveness of the picture cards for other level of students at either Junior High School or Senior High School.

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APPENDICES

TEST OF VOCABULARY

Theme : Hobby
Sub-Theme : Pet
Level : The First Level of SLTP
Time : 45 Minutes
Cawu : 3 (Three)

TEST ITEMS FOR THE FIRST CYCLE

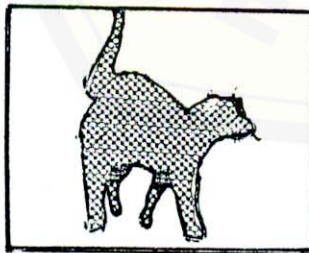
CHOOSE THE CORRECT ANSWER!

1. It is a...



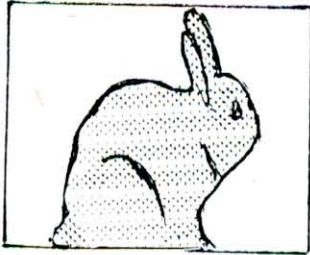
- a. Bird
- b. Cat
- c. Monkey
- d. Cow

2. What animal is it? It is a...



- a. Horse
- b. Tiger
- c. Cat
- d. Frog

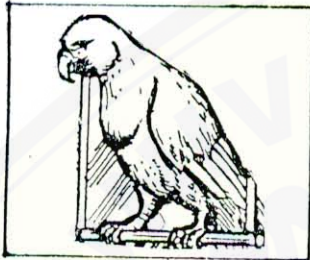
3. I have a...



- a. Turtle
- b. Rabbit
- c. Crocodile
- d. Parrot

4. Ani : Is it a donkey?

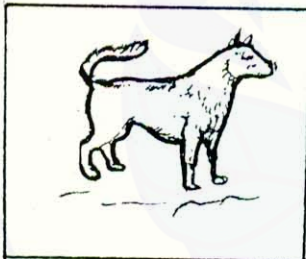
Ria : No, it isn't. It is a...



- a. Parrot
- b. duck
- c. Swan
- d. Pigeon

5. Dina : Do you know this animal

Tino : Of course, it is a...



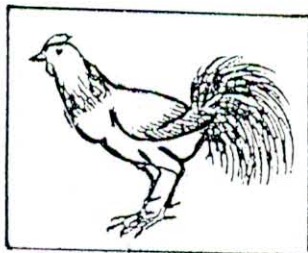
- a. Dog
- b. Goat
- c. Elephant
- d. Giraffe

6. I have a...



- a. Rhinoceros
- b. Bull
- c. Lion
- d. Horse

7. A... is a tame animal.



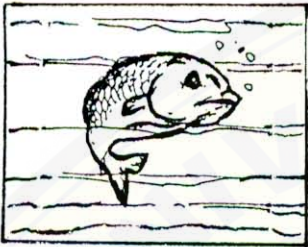
- a. Goose
- b. Monkey
- c. Bird
- d. Cock

8. It is a...



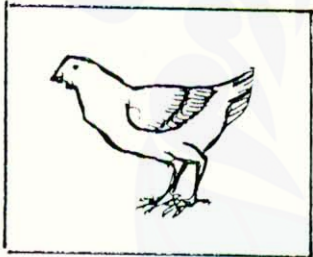
- a. Peacock
- b. Parrot
- c. Pigeon
- d. Rooster

9. I like a...



- a. Turtle
- b. Eel
- c. Shell
- d. Fish

10. It isn't a rooster but it is a...



- a. Hen
- b. Cock
- c. Heron
- d. Parrot

11. It looks like a donkey, it eats grass. It is a...

- a. Goat
- b. Parrot
- c. Rabbit
- d. Horse

12. It has a long tail. It can climb up the tree. It likes banana very much. It is a...

- a. Snake
- b. Bird
- c. Monkey
- d. Dog

13. It has two wings and a beak. It is colourful. It can fly. It must be a...
- a. Fish
 - b. Butterfly
 - c. Bird
 - d. Sheep
14. This animal has won places in the home and hearts of people. It must be a...
- a. Cow
 - b. Mouse
 - c. Bee
 - d. Cat
15. It lives in water. It is colourful. It is a...
- a. Eel
 - b. Fish
 - c. Duck
 - d. Swan
16. It can bark and help police to catch a thief. It is a...
- a. Goat
 - b. Tiger
 - c. Monkey
 - d. Dog

17. It is a bird. It can imitate people's words. The bird is...
- a. Peacock
 - b. Parrot
 - c. Pigeon
 - d. Rooster
18. It looks like a bird. It can walk and fly. It likes corn very much. It has a nice voice. It must be a...
- a. Pigeon
 - b. Heron
 - c. Lizard
 - d. Swan
19. It looks like a mouse but it has long ears. It is a...
- a. Cat
 - b. Mouse
 - c. Rabbit
 - d. Lizard
20. It usually crows in the morning. It is a...
- a. Swan
 - b. Duck
 - c. Cock
 - d. Peacock

TEST OF VOCABULARY

Theme : Hobby
Sub-Theme : Sport
Level : The First Level of SLTP
Time : 45 Minutes
Cawu : 3 (Three)

TEST ITEMS FOR THE SECOND CYCLE

1. The man is playing...



- a. Football
- b. Basketball
- c. Tennis
- d. Squash

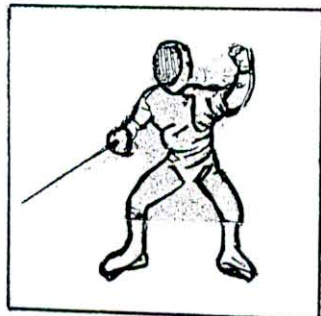
2. The woman is playing...



- a. Volleyball
- b. Bowling
- c. Archery
- d. Boxing

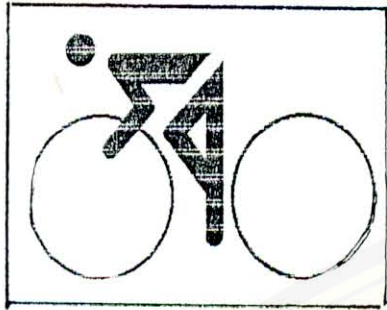
3. Dela : What sport is it?

Galuh : It is...



- a. Fencing
- b. Cycling
- c. Boxing
- d. Archery

4. My hobby is...



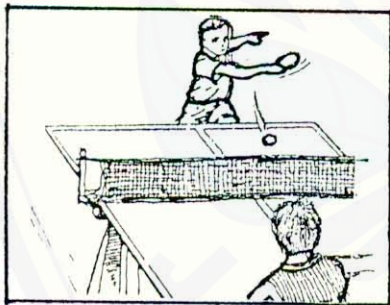
- a. Tennis
- b. Gymnastics
- c. Badminton
- d. Cycling

5. The boys are playing...



- a. Bowling
- b. Football
- c. Rowing
- d. Javelin Throwing

6. The students are playing...



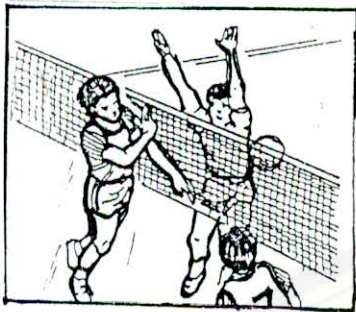
- a. Badminton
- b. Diving
- c. Jogging
- d. Table tennis

7. Ani's hobby is jogging and John's is...



- a. Cycling
- b. Swimming
- c. Mountainering
- d. Sprinting

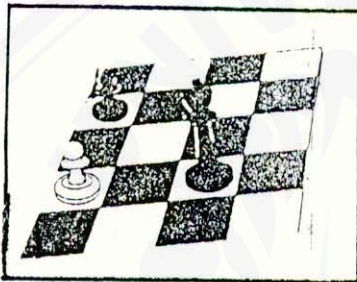
8. They are playing...in the yard.



- a. Pole vaulting
- b. Volleyball
- c. Archery
- d. Chess

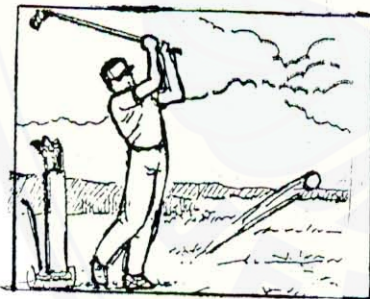
9. Ena : What are they doing?

Rio : They are playing...



- a. Chess
- b. Swimming
- c. Squash
- d. Jumping

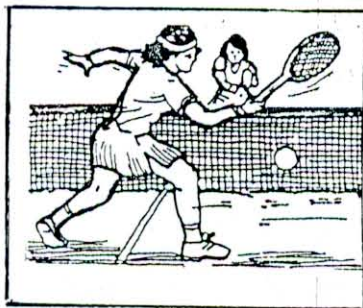
10. He is playing...



- a. Volleyball
- b. Football
- c. Basketball
- d. Golf

11. Dita : Are they playing badminton?

Tina : No, they aren't. They are playing...



- a. Shooting
- b. Tennis
- c. Bowling
- d. Squash

12. I like...



- a. Archery
- b. Shooting
- c. Boxing
- d. Fencing

13. This sport is...



- a. Judo
- b. Weight lifting
- c. Fencing
- d. Sprint

14. It is the cheapest sport. It is...

- a. Golf
- b. Bowling
- c. Walking
- d. Chess

15. We need a stick and a ball to play it. It is outdoor sport. It is...

- a. Football
- b. Golf
- c. Bowling
- d. Fencing

16. There are eleven players to play it. We find the term "corner kick" in this sport. It is...

- a. Basketball
- b. Boxing
- c. Football
- d. Volleyball

17. The winner will get Thomas cup or Uber cup in this sport. The name of the sport is...
- a. Tennis
 - b. Table tennis
 - c. Long jumping
 - d. Badminton
18. Yayuk Basuki is the best player of this sport in Indonesia. It is...
- a. Badminton
 - b. Basketball
 - c. Squash
 - d. Tennis
19. We need a net, a racket and a ball to play it. It is...
- a. Volleyball
 - b. Tennis
 - c. Judo
 - d. Badminton
20. We need an arrow and a bow to do my hobby. My hobby is...
- a. Fencing
 - b. Shooting
 - c. Archery
 - d. Bowling



TEACHER'S FIELD NOTE
ON THE FIRST CYCLE

I Kesiapan Menerima Pelajaran

NO	Aspek Yang diamati	ya	tidak
1	Membawa buku paket	V	-
2	Membawa buku referensi lain	V	-
3	Membawa buku catatan	V	-
4	Membawa alat tulis menulis sendiri	V	-
Jumlah		4	-
Prosentase		100%	-

II

1. Keaktifan Siswa dalam KBM

NO	Aspek Yang diamati	AK	CA	KA
1	Melaksanakan diskusi kelompok	V	-	-
2	Interaksi antar siswa dalam diskusi kelompok	-	V	-
3	Bekerja sama dalam kelompok	-	V	-
4	Menyelesaikan tugas mandiri	V	-	-
5	Menjawab pertanyaan guru	V	-	-
6	Mengajukan pertanyayan	-	V	-
7	Mencatat hasil rangkuman pembelajaran	V	-	-
Jumlah		4	3	-
Prosentase		57,1	42,9	-

Keterangan: AK = Aktif
CA = Cukup Aktif
KA = Kurang Aktif

II

2. Motivasi dan Penguasaan Materi

NO	Aspek Yang diamati	ya	tidak	Ket.
1	Siswa antusias dalam mengikuti pelajaran	V	-	-
2	Perhatian terpusat pada pelajaran	V	-	-
3	Situasi di kelas sangat mendukung terhadap kelancaran PBM	V	-	-
4	Memahami materi yang disajikan	V	-	-
J u m i a h		4	-	-
Prosentase		100%	-	-



TEACHER'S FIELD NOTE ON THE SECOND CYCLE

I Kesiapan Menerima Pelajaran

NO	Aspek Yang diamati	ya	tidak
1	Membawa buku paket	V	-
2	Membawa buku referensi lain	V	-
3	Membawa buku catatan	V	-
4	Membawa alat tulis menulis sendiri	V	-
Jumlah		4	-
Prosentase		100%	-

II

1. Keaktifan Siswa dalam KBM

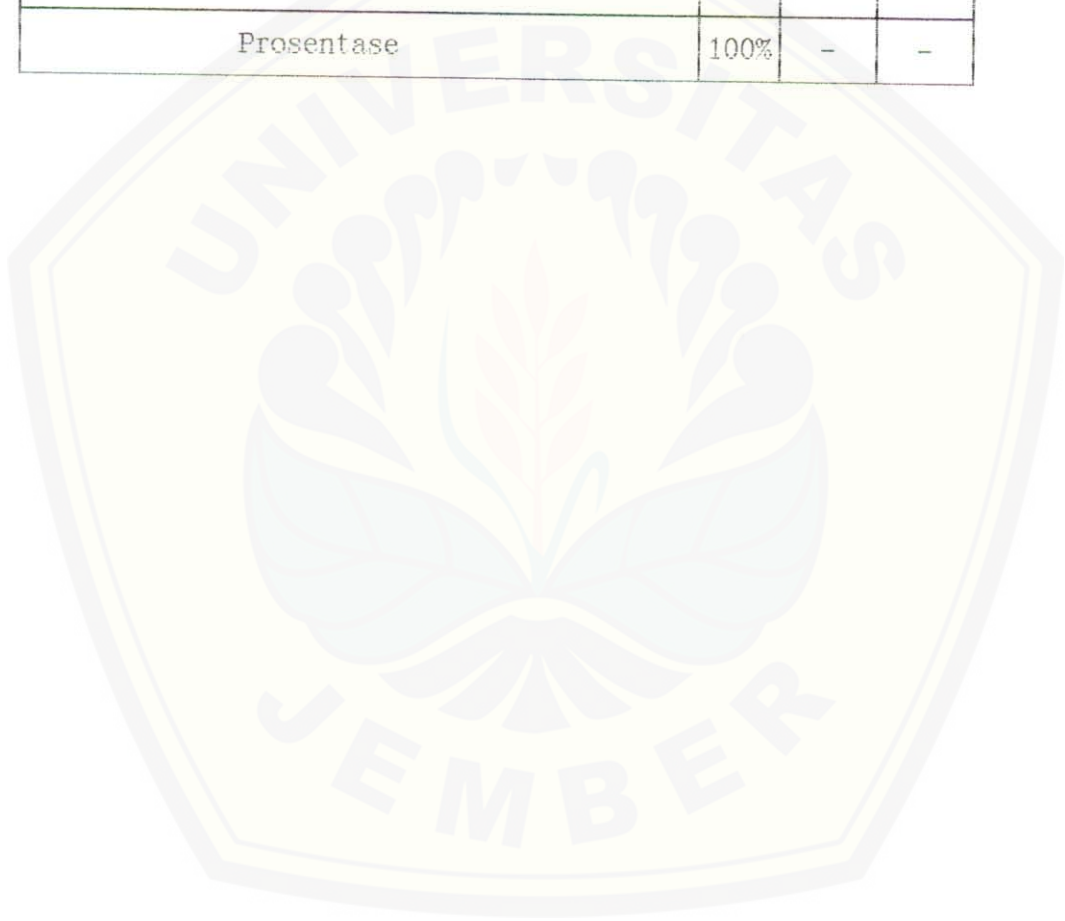
NO	Aspek Yang diamati	AK	CA	KA
1	Melaksanakan diskusi kelompok	V	-	-
2	Interaksi antar siswa dalam diskusi kelompok	-	V	-
3	Bekerja sama dalam kelompok	-	V	-
4	Menyelesaikan tugas mandiri	V	-	-
5	Menjawab pertanyaan guru	V	-	-
6	Mengajukan pertanyayan	-	V	-
7	Mencatat hasil rangkuman pembelajaran	V	-	-
Jumlah		4	3	-
Prosentase		57,1	42,9	-

Keterangan: AK = Aktif
CA = Cukup Aktif
KA = Kurang Aktif

II

2. Motivasi dan Penguasaan Materi

NO	Aspek Yang diamati	ya	tidak	Ket.
1	Siswa antusias dalam mengikuti pelajaran	V	-	-
2	Perhatian terpusat pada pelajaran	V	-	-
3	Situasi di kelas sangat mendukung terhadap kelancaran PBM	V	-	-
4	Memahami materi yang disajikan	V	-	-
J u m i a h		4	-	-
Prosentase		100%	-	-



SURAT KETERANGAN

NOMOR : 615/I04.29/SLTP.10/LL/2000

Yang bertanda tangan dibawah ini menerangkan bahwa :

Nama : Lilik Sumiati
Nim : 990210401408
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Jember

Telah melaksanakan Penelitian di SLTP Negeri 1 Randuagung mulai tanggal 10 April sampai dengan tanggal 10 Mei 2000, untuk melengkapi syarat-syarat skripsi yang berjudul "The Use of Picture Cards to Improve the Students' Mastery on Vocabulary of the First Year Students of SLTP Negeri 1 Randuagung in Academic Year 1999/2000"

Randuagung, 8 April 2000

Kepala SLTP Negeri 1 Randuagung




DIS. B O E J A D I
NIP 130355199

CURRICULUM VITAE

Lilik Sumiati was born in Lumajang, East Java, Indonesia, on February 20, 1968. She is the first daughter of Noorchotimah and Sri Wahyuni. She started studying at SD Negeri Tunjung 1, Kecamatan Randuagung, Kabupaten Lumajang since 1975 until 1981. She continued her study at SMP Muhammadiyah Jatiroto, Lumajang from 1984 to 1987. After that she studied at SMA Negeri 2 Lumajang from 1981 to 1987.

In 1987 she was admitted at Jember University as a student of the English program at Diploma 3. She finished the D3 program three years later, that is, in 1991. Since 1991 she has been teaching English at SLTP Negeri 1 Randuagung. In 1999 she continued her studies at Jember University to get Sarjana degree sponsored by PGSM project.