



**IMPROVING VIII-A STUDENTS' VOCABULARY ACHIEVEMENT BY
USING STICK FIGURES AT SMP NEGERI 1 JELBUK JEMBER**

THESIS

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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DEDICATION

This thesis is proudly dedicated to:

My late lovely father, Ugik Sugianto. Thank you so much for the sweetest memories. You always be in my heart, I love you so much;

My incredible beloved mother, Muryati Lucky Erawati. Thank you so much for lot of love, pray, support, and effort. I can do nothing without you, I love you so much.

My one and only dearest brother, Gilang Gagas Hutama. Thank you so much for your love and support.

My late grandfather, Tarni, my grandmother, Sumiyati, and my amazing family. Thank you so much for your love, support, and patient of me. I love you so much.

MOTTO

There are two words that I believe could be completely eradicated from our vocabulary, “I can’t”. These two words are so definite that they leave absolutely no room for hope. Instead, I suggest we use the phrase, “How can I?”.¹

(Daniel Willey)



¹ <http://www.goodreads.com/quotes/tag/vocabulary>

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by my own. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, April 17th, 2015

Gita Ayu Mareta

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SUMMARY

Improving VIII-A Students' Vocabulary Achievement by Using Stick Figures at SMP Negeri 1 Jelbuk; Gita Ayu Mareta, 100210401076; 2015; 63 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research focused on the use of stick figures to improve VIII-A students' participation and their vocabulary achievement. The research was conducted from February 27th until March 16th, 2015 at SMP Negeri 1 Jelbuk in the 2014/2015 academic year. VIII-A students were chosen as the research subject because based on the interview results with the English teacher of the eighth grade, they lacked of vocabulary. Additionally, based on the documentation which had been collected by the researcher, it was known that VIII-A students had the lowest mean score among the eighth grade classes of the English semester test. Besides, based on the observation results which were conducted by the researcher, there were some students of VIII-A who did not participate actively in the teaching learning process.

The research was held into two cycles. Each cycle consisted of three meetings. Meeting I and Meeting II were used to conduct a teaching learning process of vocabulary achievement by using stick figures. Meanwhile, Meeting III was carried out to conduct vocabulary achievement test to the students. In this classroom action researcher, the researcher taught the students collaboratively with the English teacher. When the researcher taught the students, the English teacher would observe the students' participation with the help of a colleague. Moreover, the researcher and a colleague would observe the students' participation if the English teacher taught the students in a class.

There were two kinds of data which were collected by the researcher to conduct this research, they were primary data and secondary data. As explained in the previous paragraph that supporting data were taken by using interview, documentation, and observation. Meanwhile, the main data were gotten by using the observation of the students' participation during the teaching learning process of vocabulary achievement and the students' scores of vocabulary achievement test.

To know the research results met the research target, the researcher made the criteria success. Those were 1) at least 70% of students actively participated in the teaching learning process, this criteria aimed to know the improvement of students' participation during the teaching learning process, 2) the students' means score was at least 70, because it was the minimum requirement standard score of the English subject in the school being researched, and 3) at least 70% of students got the standard score, those two criteria aimed to measure the improvement of the students' vocabulary achievement.

After doing the implementation of Cycle 1, it was known that based on the observation result of the students' participation in Meeting I and Meeting, the average percentage of the students who actively participated during the teaching learning process of vocabulary achievement was only 65.03% and it could not achieve the criteria success yet. The students mean score and the number of students who got standard score of vocabulary achievement test which was done in Meeting III also could not meet the target. The students' mean score was only 69.47 with 50% students got score 70 or higher. Based on the research results of Cycle 1, the researcher decided to conduct Cycle 2 by revising some needed aspects.

Further, the research results of Cycle 2 showed the positive effect. Both the observation results and the students' score of vocabulary achievement test achieved the target of criteria success. The average percentage of the students who participated actively was 89.65%. Moreover, the students' mean score was 76.14 with 86.21% students got the score 70 or higher.

Based on the explanation above, it could be concluded that the research hypothesis were accepted. They were the use of stick figures could improve VIII-A students' participation during the teaching learning of vocabulary achievement and it also could improve VIII-A students vocabulary achievement at SMP Negeri 1 Jelbuk in the 2014/2015 academic year.

CHAPTER 1. INTRODUCTION

This classroom action research focuses on the students' vocabulary learning. It is used to improve the students' vocabulary achievement by using stick figures. This first chapter discusses the background of the research, the problem of the research, the objective of the research, and the significance of the research.

1.1 The Background of the Research

There are so many languages which are used to keep the communication among the people in this world. Every country has their own languages, so we need a language which can connect all of those differences to be in common. English is an important language used in many countries as an additional language to support our life in every aspect (Thirumalai, 2002:2). Additionally, Barber *et al* (2011:239) confirm that English is the language used by almost all countries in the world, it is certain that English is very important to be learnt by people in the world.

In the Indonesian context, English plays an important role as a foreign language (Sidek in Shafaei, 2010:356), hence it has been taught as a compulsory subject since in the junior high school level until the university level. The Indonesian government sets the objectives of English subject in the curriculum. Furthermore, there have been some curriculums used in Indonesia, the current curriculum is the 2013 curriculum and the old one is school based curriculum (SBC/ KTSP) 2006.

Although the 2013 curriculum began to be applied in almost all the schools in Indonesia, but a few schools still use SBC 2006. As in SMP Negeri 1 Jelbuk, the school where the research was conducted, every grade of this school still used SBC 2006.

Since this research focused on the VIII grade, the following part will describe the objectives of teaching English in the junior high school based on SBC 2006:

1. The students will be able to develop communication competence in oral and written form to reach the level of functional literacy.
2. The students will be able to have an awareness of the essence and importance of English to improve the nation's competitiveness in the global community.
3. The students will be able to develop an understanding of interrelationships between language and culture.

(Depdiknas, 2006:277)

It is also stated that there are four language skills and some language components that should be mastered in the scope of English subject in junior high school. Those four language skills are *Reading, Listening, Speaking, and Writing*, whereas four language components are *Grammar, Pronunciation, Spelling and Vocabulary*. Both the language skills and the language components need to be mastered by the students. Limbong (2012:224) states the same thing, “To be proficient in English, the learner has to master the four basic language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, spelling, and vocabulary)”.

Vocabulary is very important for the students to be learnt as one of the language components in learning English. Zimmerman in Coady and Huckin (1997:5) says that, “Vocabulary is central to language and of critical importance to the typical language learner”. Furthermore, William (1970:17) defines vocabulary as a word provided from the compilation of some letters which has certain meaning in the language. In line with it, Hornby (1987:959) adds its definition that vocabulary is a list of words having significance sense. As Thornbury (2002:1) states that, “All languages have words”, we can say as a foreign learner, the students should know first about the English words and its meaning in learning English language. This is why vocabulary achievement is the basic thing which the students should reach to start in learning English. By having

a large reserve of words, the students will be able to master other English language skills. It is similar with Tarigan's (1993:2) statement who says that, the quality of language skill depends on the quantity and quality of vocabulary which someone has.

However, it is still difficult for the students to get the vocabulary achievement because of some problems (Siddiqa and Saragih, 2012:2). One of them is that they face the English words which are totally unfamiliar; the students have no idea about its meaning at all (Thornbury, 2002:2). Besides, the technique used by teachers in teaching English is not quite interesting (Zahro, 2010:2). Teacher often asks students to write a list of words as a note and asks them to memorize those words in order to enrich their vocabulary. In fact, it is not an effective activity because by asking the students to write a list of words and memorize them, it will make them get bored in learning English.

"The desire to learn can come from many causes" (Harmer, 2004:8), one of those causes is the way the teacher teaches the students. The English teacher needs to use an attractive way to guide the students to achieve their vocabulary to be more enthusiastic and meaningful rather than only write the list of words and then memorize them. There are many interesting ways which can be used to catch the students' interest. Suyanto (2010:48) points out that flashcards, pictures, or realia are the most recommended media to get the students' attention. While Wright *et al* (1996:1) state that games are useful to motivate the learners to be involved and active in the teaching learning process. In fact, some of those media and games need uneasy things to be prepared, so the English teachers rather choose the simple one without bringing down the effectiveness of the teaching learning process. Karim and Hasbullah (1986:1.18) think that the simplest tool which requires almost no cost to be provided is stick figure. Thus, we can make a line that stick figures is the best answer of what the English teachers' needs.

Simpson (2000:2) says, "A reasonable stick figure at this point should contain a midline for the spine, two arms, two legs, and a circle for the head". It can be identified that stick figure is a simple picture or a crude drawing of person or animal with some lines for the torso, arms, legs and a circle for the head. It is a

kind of a simple drawing that everyone can try to achieve the vocabulary easily and in the same time, it can get the students' attention. As Doff (2000:17) states that drawing stick figures is a good way to teach the vocabulary to the students, it is easy to be drawn on the blackboard without taking too much time. Therefore, we can conclude that stick figures are the most suitable media to help the students to improve their vocabulary achievement to be better.

Stick figures could improve the students' vocabulary achievement; it had been proved by the previous research which was conducted by Sari entitled "Improving the Fifth Grade Students' Vocabulary Achievement by Using Stick Figures at SDN Dawuhan Lor 5 Lumajang in the 2013/2014 Academic Year". Sari (2013:63) found that teaching vocabulary to the fifth grade students at SDN Dawuhan Lor 5 Lumajang in the 2013/2014 academic year through stick figures could improve the students' active participation and their vocabulary achievement. It could be seen from the results of the students' active participation during the vocabulary learning process and the students' vocabulary achievement test results. In line with the previous research result, the other research entitled "The Effect of Using Stick Figures on Listening Comprehension Achievement of the Eighth Grade Students of SMPN 13 Jember in 2012/2013 Academic Year" by Astuti (2013:47) also proved that by using stick figures, there were a significant effect on the listening comprehension of the eighth grade students of SMPN 13 Jember in 2012/2013 academic year, it showed that the students who were taught by using stick figures on the experimental group had better achievement than the students in the control group who did not get stick figures on listening comprehension.

To make the research problem clearer, the researcher interviewed the English teacher of eighth grade at SMP Negeri 1 Jelbuk at January 10th, 2015. Based on the interview results, the researcher knew that VIII-A students had the lowest mean score of English subject in the semester test among the other VIII grade classes. The students of VIII-A had the lowest mean score, it was 63.65, which could not reach the minimum requirement standard score of the English subject, it was 70. There were only 8 students who got ≥ 70 while the rest 23

students got < 70 . The English teacher said that it happened because the students of VIII-A mostly lacked of vocabulary. It could be caused by some factors; (1) they were not motivated to learn English because there was no interesting media which was used in the teaching learning process, (2) they were usually taught by using the book (BSE) or the students' worksheets (LKS), so when they did not know about some words, (3) they felt lazy to find its meaning by themselves. Then, the researcher observed the VIII-A students' condition while they were in teaching learning process of English subject at January 12th, 2015. The observation's result showed that (1) most students of VIII-A did not know the meaning of simple words like goat, said, ill, and bedroom, (2) there were some students who did not follow the teaching learning process properly, they were often busy with their friends rather than paid attention to the teacher's explanation. The researcher identified their acts as a reaction because they were bored in the class when the teacher taught them by using an old and ordinary way in teaching English, that was the lecturing technique.

Based on the interview and the class observation results in the previous paragraph, the researcher thought that the students need something new and attractive in the English class, so they would be more motivated to follow the teaching learning process and they could improve their knowledge in English especially for their vocabulary achievement. The explanations above were the reasons why the researcher was interested to conduct a classroom activity research entitled "IMPROVING VIII-A STUDENTS' VOCABULARY ACHIEVEMENT BY USING STICK FIGURES AT SMP NEGERI 1 JELBUK JEMBER".

1.2 The Problems of the Research

Based on the background of the research, the problems could be formulated as follow:

- 1.2.1 How can the use of stick figures improve the VIII-A students' participation at SMP Negeri 1 Jelbuk Jember?
- 1.2.2 How can the use of stick figures improve the VIII-A students' vocabulary achievement at SMP Negeri 1 Jelbuk Jember?

1.3 The Objectives of the Research

Based on the problems of the research, the objectives of the research as follow:

- 1.3.1 To improve the VIII-A students' participation by using stick figures at SMP Negeri 1 Jelbuk Jember.
- 1.3.2 To improve the VIII-A students' vocabulary achievement by using stick figures at SMP Negeri 1 Jelbuk.

1.4 The Significances of the Research

The results of the research are expected to give significance to the following people:

1.4.1 The English Teacher

Hopefully, this research results can be an input to improve the quality of English teaching learning process, especially for the English teacher at SMP Negeri 1 Jelbuk Jember to improve the students' participation and their vocabulary achievement by using stick figures.

1.4.2 The Students

Hopefully, the action of this research can give the students a new way in learning vocabulary by using stick figures, so it can make the students' participation and their vocabulary achievement by using stick figures improve.

1.4.3 The Future Researcher

Hopefully, this research results can be useful for the future researcher to be an information or reference to do another research dealing with stick figures to the vocabulary achievement or another skills.

CHAPTER 2. THE LITERATURE REVIEW

This chapter discusses about the definition of vocabulary, the students' vocabulary achievement, large vocabulary, teaching vocabulary in junior high school, stick figures, the procedure of using stick figures in teaching learning process, and the hypothesis of the research.

2.1 The Definition of Vocabulary

Vocabulary is the total number of words in a language (Crowther, 1995:1331). Moreover, Cameron (2001:34) claims that the first step to learn about a language is learning its words. Thus, vocabulary is closely related to the language itself. The basic thing we have to do when we want to learn about a language is to know about the words and its meaning. In line with this, Napa states (1991:6) that vocabulary is one of the language components and there is no language existing without words.

Fardhani (1994:3) states that vocabulary is a vital part of a language because it is used as a medium of thought. Additionally, Hatch and Brown (1995:1) affirm that vocabulary refers to the words collection as a main part of a language which is used by an individual speaker. It means that vocabulary not only helps us learn about the language, it also gives us a chance to convey our idea or share the information to the others through the language. In conclusion, vocabulary is a number of words and its meaning in a language used to express our thought to others.

2.2 The Students' Vocabulary Achievement

Wilkins in Thornbury (2002:13) states that, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that without vocabulary, we do not know how to share what we feel and we do not

know the way to deliver what we thought. In conclusion, knowing the students' vocabulary achievement is very important in learning a language.

The definition of achievement itself is something achieved or done successfully with effort or skill (Hornby, 1987:3). Thus, we can conclude the definition of the students' vocabulary achievement is the level of the students' comprehension after their effort in learning a number of words in a language.

Vocabulary achievement is needed to master other language skills. This is similar to what is stated by Seashore (1948: 138) that the size of vocabulary which someone knows, can affect his or her language skills mastery, such as listening, speaking, reading, and listening. We can say that vocabulary achievement has the dominant place in language learning. This is further confirmed by Djiwandono (1996:43) who says that vocabulary is the dominant component in the language use.

Hughes (2003:12) states that to know the students' achievement of something can be reached by doing a test. It is done to measure of how successful students achieve the object of a study. This research mostly concerned with the improvement of the students' vocabulary focusing on large vocabulary (*nouns, verbs, adjectives, and adverbs*). Hence, to know the students' improvement, vocabulary achievement test was applied.

2.3 Large Vocabulary

William (1970:41) classifies vocabulary based on its size into two groups; large vocabulary and small vocabulary. Large vocabulary covers nouns, verbs, adjectives, and adverbs, whereas small vocabulary covers pronouns, prepositions, articles, auxiliary verb, conjunctions, and interjections. Thornbury (2002:3) divides eight different word classes; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiner. Then he makes a crude division into two groups. The first one is grammatical words (or function words) which consist of prepositions, conjunctions, determiners, and pronouns. The second one is content words which consist of nouns, verbs, adjectives, and adverbs.

This classroom action research focused on large vocabulary or content words covering nouns, verbs, adjectives, and adverbs. The researcher focused on the large vocabulary because as Bromley (2004:4) says, “Large vocabulary is the students’ asset of conceptual knowledge which makes academic learning easier”. It carries a high information load which the sense of a text can be expressed through these words (Thornbury, 2002:4). Details about large vocabulary used in this research are as follows.

2.3.1 Nouns

Harmer (2004:37) defines noun as a word which deals with the name of a person, a place, a thing, or activity or a quality or idea. According to Thomson and Martinet (1986:16), nouns are classified into four types. These following part are the explanation of those types.

- a. Common nouns: *dog, man, table.*
- b. Proper nouns: *France, Madrid, Mrs. Smith, Tom.*
- c. Abstract nouns: *beauty, courage, fear, joy.*
- d. Collective nouns: *crowd, flock, group, swarm, team.*

(Thomson and Martinet, 1986:16)

Common noun was a type used in this research.

2.3.2 Verbs

Hatch and Brown (1995:222) state that verb is a word showing an action. While Harmer (2004:37) defines, “Verb is a word which is used in describing an action, experience, or state”. Harmer (2004:38) divided verbs into three types, they are:

- a. Auxiliary verbs, they are used with main verbs in affirmative sentences, negative sentences, and question formation. The example: *be, have, will.*
- b. Main verbs, these carry the main meaning. The example: *arrived, say, believe.*
- c. Phrasal verbs, these are formed by adding an adverb or preposition (or an adverb and a preposition) to a verb to create new meanings. The example: *set out, put off, ran over.*

(Harmer, 2004:38)

The type of verbs in this research was only focused on the main verbs.

2.3.3 Adjective

Harmer (2004:37) describes, “Adjective is a word that gives more information about a noun or a pronoun”.

Based on Thomson and Martinet (1986:33), adjective is divided into 6 types:

- a. Demonstrative : *this, that, these, those.*
 - b. Distributive : *each, every, either, neither.*
 - c. Quantitative : *some, any, no, little/few, many, much, one.*
 - d. Interrogative : *which, what, whose.*
 - e. Possessive : *my, your, his, her, its, our, your, their.*
 - f. Qualitative : *clever, dry, fat, golden, good, heavy.*
- (Thomson and Martinet, 1986:33)

This research only focused on one type of adjective. It was qualitative.

2.3.4 Adverb

Harmer (2004:37) defines that adverb is a word which explains more detail about the meaning of a word belongs to verb or other words in a sentence.

This following part will discuss about six types of adverbs which are divided by Khea (2009:1):

- a. Adverb of Time, it is used to tell the time that an action happens or someone does something. The example: *today, last night, yesterday.*
- b. Adverb of Place, it is used to tell the place where an action occurs or where someone does something. The example: *here, there, outside.*
- c. Adverb of Manner, it is used to tell how an action happens. The example: *beautifully, fast, quickly.*
- d. Adverb of Frequency, it is used to expresses how often something happens or someone does something. The example: *always, often, never.*
- e. Adverb of Probability, it is used to show how sure when someone does something. The example: *probably, perhaps, certainly.*
- f. Adverb of Degree, it is used to give information about the extent or degree of something. The example: *very, almost, enough.*

(Khea, 2009:1)

The types of adjectives used in this research were adverb of place, and adverb of manner.

2.4 Teaching Vocabulary in Junior High School

Vocabulary has an important role which gives a big impact to the students' ability in the language skills (Kinsella, 2005:2). According to the Depdiknas (2006:277), English as a foreign language is taught as a compulsory subject in Junior High School. It taught for two meetings with the total of 160 minutes in a week. Rivers in Thornbury (2002:144) says, "Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations". In line with this, vocabulary as one of the language components is always taught integrated with other language skills, namely listening, speaking, reading, and writing.

2.5 Stick Figures

The following parts discuss about the terms of stick figures, the classification of stick figures, the steps of creating stick figures, the advantages and disadvantages of using stick figures, and the procedure of using stick figures in the teaching vocabulary.

2.5.1 The Terms of Stick Figures

Redman and Gairns (1998:103) say that, "Visual aids are very useful basis for language practice and communicative practice can be achieved from clines, diagrams, and grids as well as picture". Additionally, Arsyad (2006:113) divides pictures into three categories; photograph, painting, and stick figure. In conclusion, stick figures are very useful media for language practice including the improvement of the students' vocabulary.

Wright (2004:205) names stick figure as a simple picture which can be made by drawing simple shapes from a complicated object. In addition, Rodriguez and Studio (2009:04) share the definition of stick figures as the simplification of an object (real person, animal, or thing) into lines, shapes and dots. Moreover, Munadi (2012:85) states the same thing that stick figure is not about the details, but it is about how to draw the object to be simpler. Thus, we can conclude that

stick figure is a simple drawing of an object without details which consists of lines, shapes, and dots.

In teaching a foreign language, stick figures can be used to encourage and stimulate the students to share their ideas in both oral and written form (Arsyad, 2006:118). He also suggests that stick figures are very suitable to teach vocabulary to the students. In line with this and since it has been stated before that stick figure is a part of picture, Baskharan (2013:1) conveys that picture speaks many words and a creative teacher can use this opportunity to add new vocabulary. Accordingly, stick figure has a good value which is very useful in the teaching learning process especially to improve the students' vocabulary achievement.

2.5.2 The Classification of Stick Figures

Stick figures can be classified differently from one expert to another. For example, Karim and Hasbullah classify the stick figures into four sections, while Baskharan classifies them into four other different parts. The details of the classifications are as follows.

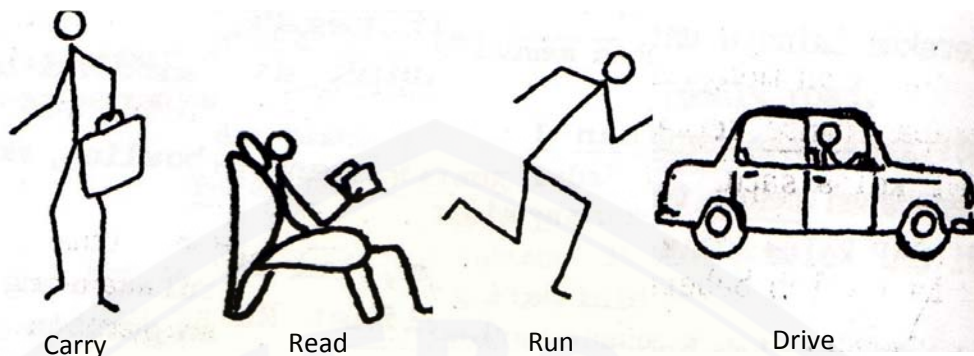
a. Karim and Hasbullah Classification (1986)

Stick figures are divided into four types based on Karim and Hasbullah; human's movement, simple things, facial expressions, and animals. Those types are explained below:

1. Human's Movement

Stick figure of human's movement can help students to learn about adjectives, and adverbs. It gives benefit to the students in practicing their grammar ability, especially for tenses.

The example is presented below:



Taken from Karim and Hasbullah (1986:1.3)

2. Simple Things

Stick figures about simple things can be applied by combining with the stick figures of human's movement. They could tell us about daily activities of a person. Furthermore, it could be used as a guide for the students to practice their language skills especially to construct the sentence structures.

The example of stick figures about simple things is shown as follows:

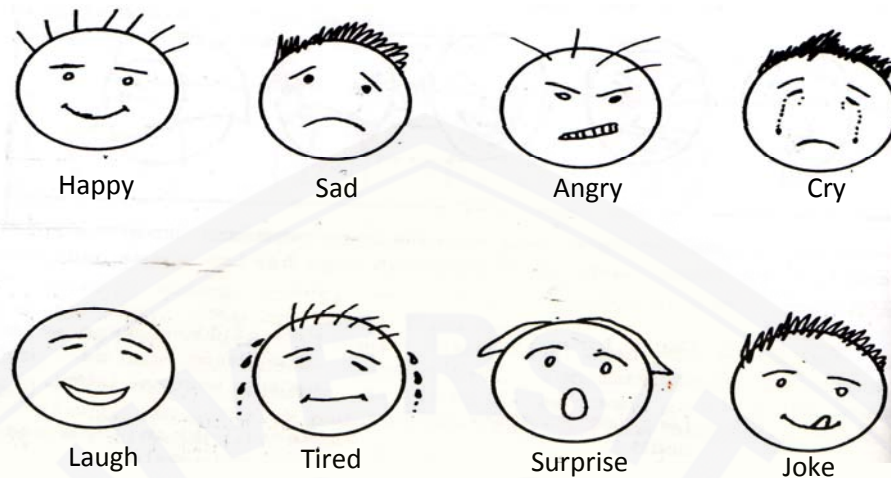


Taken from Karim and Hasbullah (1986:1.32)

3. Facial Expressions

Stick figures of facial expressions show the condition of someone's feeling which is hard to be explained with the words. It can also overcome the students from feeling bored in the teaching learning process.

The examples of facial expression in the stick figures are presented below:



Taken from Karim and Hasbullah (1986:1.32)

4. Animals

The stick figures of animals can get the students' attention because it is interesting not only for young learners, but also for the higher level. It can be taught in some subjects other than English.

The examples of stick figures about animals are as follows:



Taken from Karim and Hasbullah (1986:1.51-1.1.56)

b. Baskharan Classification (2013)

Bhaskaran finds out four kinds of stick figures which can be used to help English teachers in the teaching learning process of English. They are stick figure diagrams, humans, things around us, single or a series of figures. The more details will be explained below.

1. Stick Figure Diagrams

Stick figure diagrams are good media to teach the students about the concept of family. It can be used effectively when the picture shown earlier.

The example of stick figure diagram is as below:



Taken from Wright (2004:169)

2. Humans

This kind of stick figures can illustrate the human's activity in order to help the students in learning verbs, adjectives, etc. So, the stick figures will look better if they aren't static.

The examples of stick figures about humans are as follows:

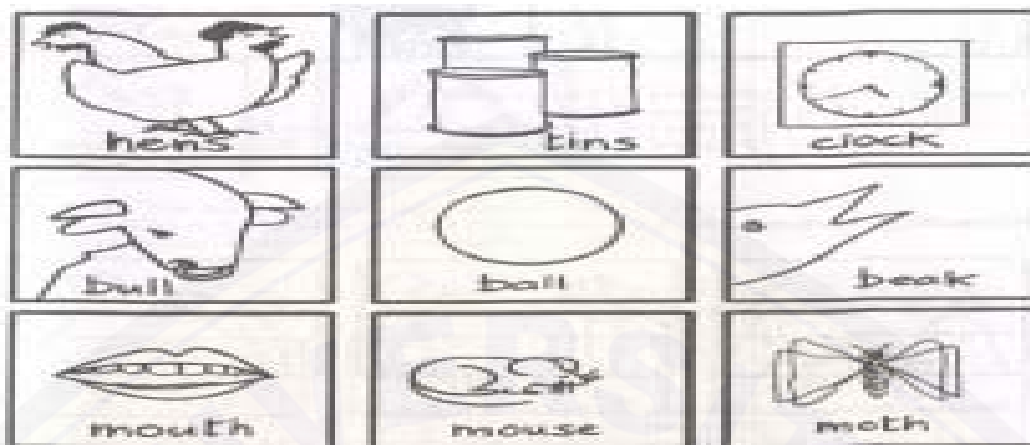


Taken from Wright (2004:140)

3. Things Around Us

There are so many things around us that can help us to add new vocabularies through its stick figures. We can simplify the picture as far as it can be understood by the students.

The example is presented below:



Taken from Wright (2004:141)

4. Single Figure or a Series of Figures

Stick figures can help the students to develop their skills in an English teaching learning process with the form of single figure or a series of figures. It can stimulate them to create or narrate stories based on the series of figures shown.

The example of stick figures about a series of figures is presented below:



Taken from Wright (2004:35)

2.5.3 The Steps of Creating Stick Figures

Karim and Hasbullah (1986:1.3) explain that the stick figure should consist of arm, shoulder, hip, leg, and neck. All of the arm lines, body line, and leg lines must have the same length, whereas the elbows and knees are half of arms and legs. It also has straight and thick lines.

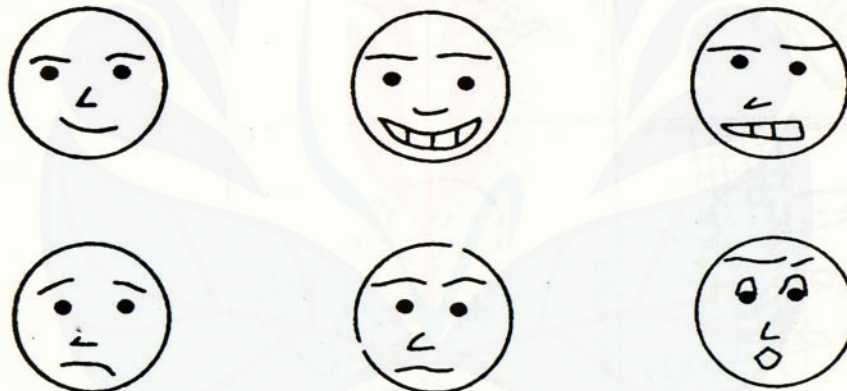
The example of picture is presented below:



Taken from Karim and Hasbullah (1986:1.3)

While Arsyad (2006:116) notices that the object, the action, or the situation of stick figures should be clearly visualized. For example, to make the stick figures showing face expressions, it can be shown by using the curve lines on the face.

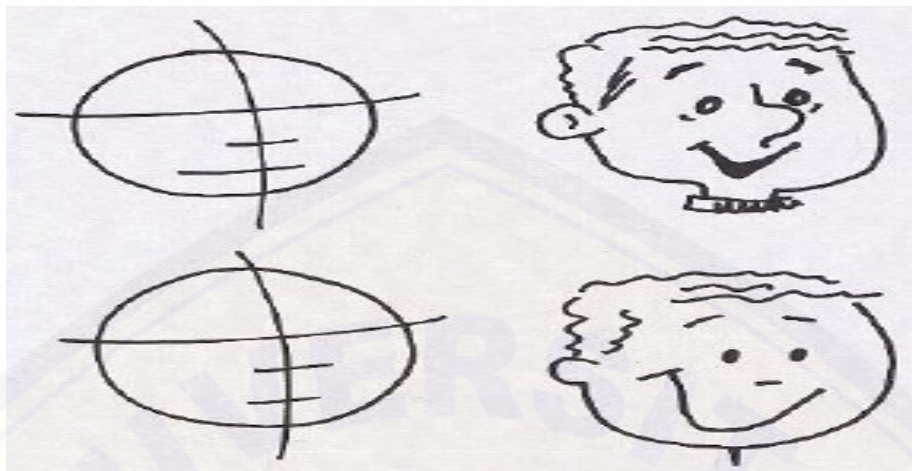
The examples of stick figures showing face expression are as follows:



Taken from Arsyad (2006:116)

Moreover, Rodriguez and Studio (2009:04) state that stick figure can be traced with lines and circles. They suggest to achieve the best image representation is we have to learn the structure of the head and body in the stick figures separately. They explain how to make a head; using a basic shape in circle or oval form. We only need dots or black small circle and lines to represent the stick figure's face, or we can add the details of its facial expressions by using letters to represent a nose and mouth.

The following is the process of creating stick figure's face:



Taken from Rodriguez and Studio (2009:07)

Further, Rodriguez and Studio (2009:04) also give three tips to draw the body of a stick figure so it will look more convincing. The tips are (1) the stick figures not have to be proportional, (2) the stick figures should be simple, and (3) the stick figures should be flexible.

The examples of stick figure are presented below:



Taken from Rodriguez and Studio (2009:11)

In conclusion, there are so many guidelines that we can use in making a good stick figure. We can draw a stick figure as well as we could try so it can be understood by the students.

2.5.4 The Advantages and Disadvantages of Using Stick Figures

Wright (2004:2) states that pictures including stick figures can help the students, not only for beginners or young people but also for the advanced

students to achieve the teaching learning purpose efficiently especially to reach their ability to use the foreign language. Additionally, Grady *et al* (1997:3) believe that any concepts of the material being learnt are much more likely to be remembered if they are presented in pictures rather than in words. Furthermore, Wright (2004:17) describes five advantages of using pictures in teaching English:

- a. Pictures can motivate students and make them active in the teaching learning process.
- b. Pictures contribute to the context in which the language is being used.
- c. Pictures can be described either in an objective way (this is a train) or interpreted (it is probably a local train) or in a subjective way (I like travelling by train).
- d. Pictures can cue possible responses to questions.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

More specifically, Baskharan (2013:1) adds some advantages of using stick figures in teaching learning process as follows:

- a. Stick figures are simple to be drawn.
- b. Stick figures can build the students' imagination so they will be more enthusiasm in the teaching learning process.
- c. Stick figures can be used to provide multi-sensory learning experience.
- d. Stick figures help the students to interpret difficult concepts with clear delineation.
- e. Stick figures make the students easier to understand and remember new words with a visual context.

Otherwise, Leny (2006:18) states three disadvantages of using pictures including stick figures, they are:

- a. The pictures which are not unique cannot get the students' attention.
- b. The interesting pictures may get the students' attention more than the material learned.
- c. The unclear pictures can make the students misunderstand about the pictures themselves.

2.6 The Procedures of Using Stick Figures in Teaching Learning Process

The main reason why the teachers do not use pictures in the teaching learning process is that they are not sure that they are good at drawing picture (Munadi, 2012:86). Whereas, this reason is used to cover their inability to find some creative ways in teaching the students, it is because they had enjoyed their old teaching method. Arsyad (2006:115) states that the use of simple stick figures positively affects students learning process. In conclusion, knowing how to teach by using stick figures are important for the teacher to avoid the students' boredom in the teaching learning process.

According to Karim and Hasbullah (1986: 1.9), the application of using stick figures in the teaching learning process is divided into 2 steps:

1. Teacher must be creative and imaginative to get the students' attention.

It is important to get the students' attention, because the teacher key success is that he/she has a good class management, for example he/she can get the students' attention, so they could follow the teaching learning process properly.

2. It must be suitable with the teaching purpose.

It means that stick figures must be set properly with the teaching purpose. For example in what skills stick figure is used in the teaching learning process, and in this research the answer is for the improvement of the students' vocabulary achievement.

Based on Rodriguez and Studio (2009:01), there are some guidelines in using stick figures in the classroom, they are:

1. Keep your images simple.
2. Feel free about the proportions.
3. Choose the shapes and other details that are easy for you to handle.
4. Let the students create their stick figures.
5. Utilize the stick figures in all aspects of language such as reading, grammar, vocabulary, and so on.
6. Make the stick figures expressive.

In addition, Bhaskaran (2013:1) states there are three basic rules to be followed when using stick figure in the classroom. The rules are:

1. Maintain consistency; try to draw the same figure while talking about the same object at different times.
2. Maintain a simple object; try to avoid unnecessary detail which may divert the attention from the main idea, simple is best.
3. Maintain connectivity in sequential pictures, it can avoid any sort of confusion in the learners' mind.

2.7 The Hypothesis of the Research

Relating to the research problem as presented in chapter 1, it was necessary to formulate the hypothesis of the research. The following were the hypothesis formulation of the research:

- 2.7.1 The use of stick figures can improve the VIII-A students' participation at SMP Negeri 1 Jelbuk Jember.
- 2.7.2 The use of stick figures can improve the VIII-A students' vocabulary achievement at SMP Negeri 1 Jelbuk Jember.

CHAPTER 3. RESEARCH METHODS

This chapter discusses about the research design, the area determination method, the subject determination method, the data collection method, the research procedures, and the operational definition.

3.1 The Research Design

Labaree (2013:1) states that, “The essentials of action research design follow a characteristic cycle whereby initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventionary strategy”. In a simple thought, the research design is used as guidelines for the researcher in conducting the actions which will be carried out in the research. As we know, this research was intended to improve the VIII-A students’ vocabulary achievement by using stick figures at SMP Negeri 1 Jelbuk in the 2014/2015 academic year. According to Hermida (2001:1), classroom action research is a research used to find the best way to improve the students learning. Sanjaya (2009:18) also confirms that classroom action research is conducted to apply some innovations for improving the quality and productivity of teaching learning process. Additionally, Koshy *et al* (2010:2) define that, “Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented”. Therefore, this research was called classroom action research since its purpose was to improve the students’ vocabulary by using stick figures.

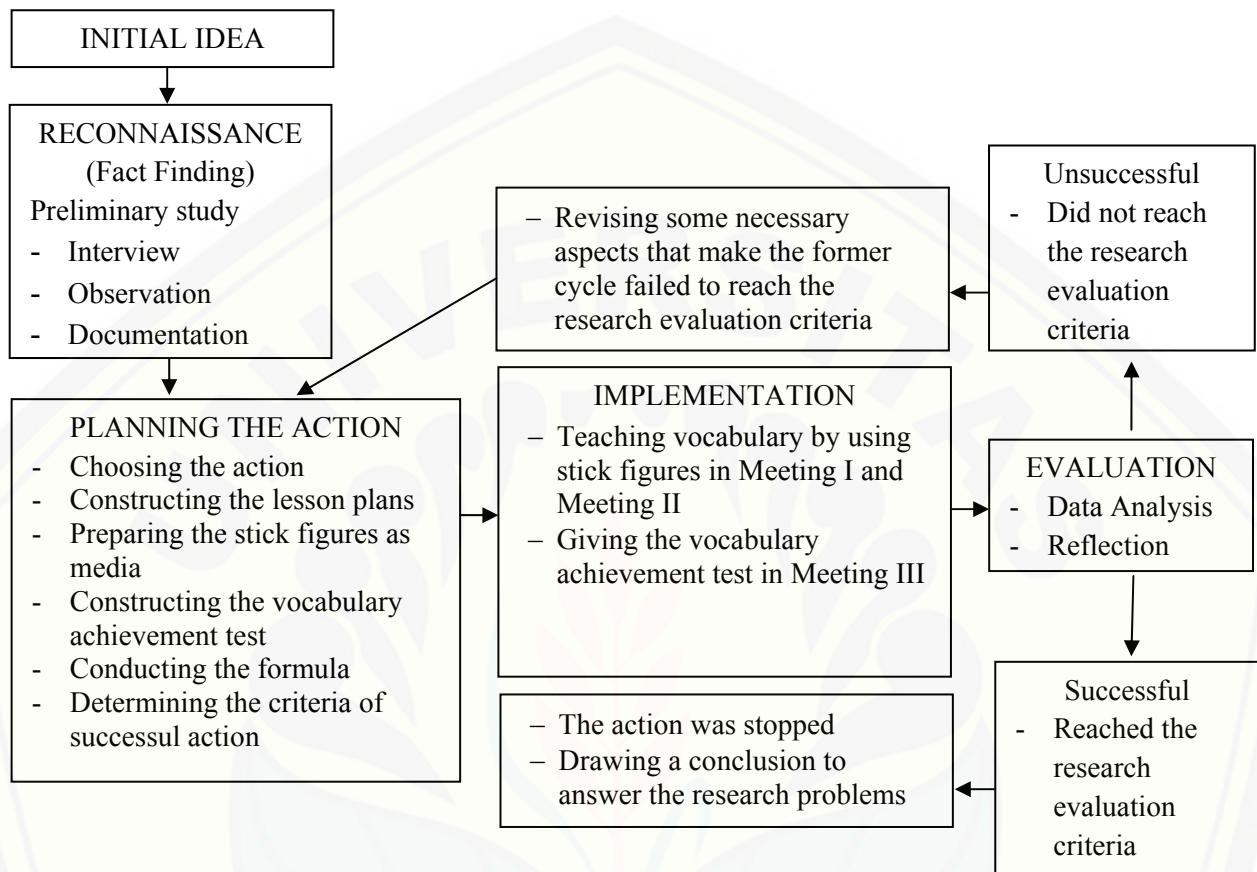
This classroom action research used a Lewin’s model with 4 basic stages conducted in a cycle, they were: (1) Reconnaissance (Fact finding), (2) Planning the action, (3) Implementation, and (4) Evaluation (Elliot, 1991:70).

The procedures of the research were as follows:

1. Finding the initial idea or the general idea of this research.
2. Doing the reconnaissance by conducting the preliminary study related to the research problems by using interview, observation, and documentation.
3. Planning the action of Cycle 1 by (1) choosing the action of this research, (2) constructing the lesson plans for Meeting I and Meeting II, (3) preparing the stick figures as media, (4) constructing the vocabulary achievement test for Meeting III, (5) conducting the formula to score the students' test results, and (6) determining the criteria of successful action.
4. Implementing Cycle 1 collaboratively with the English teacher by teaching vocabulary by using stick figures in Meeting I and Meeting II, and giving the vocabulary achievement test in Meeting III.
5. Evaluating the implementation of Cycle 1 by analyzing the students' results of vocabulary test given. Then, reflecting the result to know what action would be done after the implementation of Cycle 1. If the result of Cycle 1 did not achieve the research evaluation criteria, the action was continued to Cycle 2 and so on until it could achieve the research evaluation criteria. If the result of Cycle 1 achieved the research evaluation criteria, the action was stopped and the researcher would draw a conclusion to answer the research problems.

The procedures of the design could be illustrated in the following diagram:

Diagram 3.1 The Design of Classroom Action Research



(Adapted from Lewin's model in Elliot, 1991:71)

3.2 The Area Determination Method

The classroom action research was conducted at SMP Negeri 1 Jelbuk. It was chosen by using a purposive method. As Fraenkel *et al* (2011:94) says that, "Purposive method is method that uses the researcher's judgement to select a sample that they believe, based on prior information, will provide the data he needs". Thus, the researcher had some reasons to conduct the classroom action research at SMP Negeri 1 Jelbuk, those are:

1. SMP Negeri 1 Jelbuk Jember was a school where the researcher did a teaching practice for three months, so the researcher knew well about what problem and what was needed by the students in that school rather than the other schools.

2. The researcher interviewed the English teacher to make the research problem clearer. Based on the interview results, the researcher knew that the students mostly lacked vocabulary and stick figures as teaching media had never been used by the English teacher to improve the students' vocabulary achievement.
3. The principal and the English teacher gave support and permission to conduct a classroom action research at this school.

3.3 The Subject Determination Method

Arikunto says that research subject is a subject which is intended to be researched by the researcher (2006:145). It indicates that a research subject is a subject which is being a target or the central of attention of the researcher. In this case, the students of VIII-A were determined as the research subject. There were 31 students in this class. Based on the interview results, they were chosen because they had the lowest mean scores among the other Eighth grade classes in an English semester test. It meant that the VIII-A students need a classroom action research to increase their ability in English subject, especially improving the students' vocabulary. So, it used a purposive method to pick the research subject, because it is done by taking subject without caring the strata, random, or area but it is based on the purpose (Arikunto, 2006:139).

3.4 The Data Collection Method

Data collection method is a phase which determines the research process. Since the data quality which is collected in a research determines the quality of research results done (Masyhud, 2012:201), it was needed for the researcher to prepare the instrument of collecting data properly. Thus, the research results would have a good quality as it had been well prepared. According to Arikunto (2006:149), instrument is a tool which is used to apply the method in the research.

There were two kinds of data used in this research: primary data and supporting data. The primary data were collected by using observation and test. Furthermore, the supporting data were collected by using three methods:

interview, observation, and documentation. The details of those data collection method will be explained in this following part.

3.4.1 Vocabulary Achievement Test

Test is an instrument to measure someone's skill or knowledge of a certain subject (McMillan, 1992:114). Djiwandono (1996:1) adds its explanation that from the results of the test, we will get some information about how far and how deep each student's achievement in a certain subject. Furthermore, Sukardi (2011:138) defines that test is a set of stimuli given to the subject or object to be studied. So, in this research, test could be defined as a teacher's tool to measure how deep the students' mastery level of a subject matter.

There are four types of test based on Hughes (2003:11), they are proficiency tests, achievement tests, diagnostic tests, and placement tests. In this classroom action research, the researcher used achievement test to obtain the main data to measure the students' vocabulary achievement. It had the same purpose as stated by Arikunto (2006:139) that the achievement tests generally measure the students' mastery and ability after they receive the teaching learning process by the teacher in a certain time. In addition, Hughes (2003:13) confirms that achievement test are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been achieving objectives. Hence, the vocabulary achievement test was given after the students had the vocabulary teaching learning process by using stick figures as media. The vocabulary achievement test only focused on the large vocabulary which consist nouns, verbs, adjectives, and adverbs.

Sukardi (2011:139) divides achievement tests into two forms namely standardized tests and teacher-made tests. In this research, the researcher used teacher-made tests, because they are more suitable with the purpose of teaching learning process (Sukardi, 2011:140). Harmer (2007:381) says that there are two characteristics of a good test, they are validity and reliability. Furthermore Arikunto (2006:211) also confirms that constructing test is not easy in teaching

learning process because a good test must have two important qualifications, the qualifications are validity and reliability.

According to O'Malley and Pierce (1996:25), content validity is the level of correspondence between curriculum objectives and the objectives being assessed. Since the instruments of teaching learning vocabulary in the classroom action research were conducted based on the curriculum based school (KTSP 2006) which was taught integrated with the language skills, it meant that the test was prepared in line with the course objectives that had been taught. In conclusion, the test made according to the curriculum used, so it had the content validity. Fraenkel and Wallen (2009:147) define that reliability is the consistency of the scores obtained. Additionally, Hughes (2003:42) states that the test is reliable if it has the same result whether it is done in different time. In conclusion, the test is considered to be reliable if the results are the same whoever and whenever the test is delivered.

Dealing with the scoring method, Hughes (2003:22) states that there are two kinds of test based on the scoring method: objective test and subjective test. If no judgment and interpretation is required on the part of the scorer, the scoring is objective. If judgement or interpretation is needed, then the scoring is said to be subjective. In this research, objective test was applied because scoring in the form of objective test is more practical and easier to do (Hughes, 2003:19). The vocabulary achievement test consisted of completion items and multiple choices.

In this research, the students were given 25 test items with the distribution as follows: completion 5 items and multiple choices 20 items. In scoring the test results, each correct item both in the completion items and in the multiple choices items was scored 4 points, and the wrong answer was scored zero. So, the total score was 100 points. The time allocation for the test was 60 minutes.

3.4.2 Interview

Interview according to Sanjaya (2009:96), can be interpreted as a data gathering method using spoken language either face to face or through certain media channels. He explains that interview method gives some advantages that

can help the researcher in the research. First, interview can be used to check the truth or the right information which is obtained from another source. Secondly, interview method enable to get the data larger, moreover it also could make the unknown information appears. Finally, the interview allows the interviewer to explain questions which are unclear for the informant. The informant itself is a person that gives the information (Arikunto, 2006:145).

Based on the benefits explained above, the researcher was interested to apply an interview method in this research. This interview method had been conducted on January 10th, 2015 with the English teacher of Eighth grade of SMP Negeri 1 Jelbuk as an informant. While, the instrument used in this method was an interview guide. Furthermore, the type of interview used in this research was free guided interview. It means that the interviewer only brings an outline of the questions will be asked (Arikunto, 2006:156). In this case, the researcher brought a list of questions which had been prepared and then developed them to get more information needed. The interview was applied to obtain the supporting data about the students' problem in learning English and other information related to the research subject which can be seen on Appendix 2.

3.4.3 Observation

According to Marshall and Rossman (1989:79), "Observation is the systematic description of events, behaviors, and artifacts in the social setting chosen for study". While Hannan (2006:1) states that, "Observational techniques are important aspect of many action research studies and of case studies whether undertaken by participants or outsiders". In conclusion, we can define the definition of observation according to this classroom action research as an important method to be applied to describe the events going on the teaching learning process in the class related to the research.

There are two kinds of observation namely non-systematic observation and systematic observation (Arikunto, 2006:157). Both of them were used in this research as follows:

1. Non-systematic observation which was done by the observer without using the observation instrument. In this research, non-systematic observation had been applied at January 12th, 2015 by the researcher without using the observation instrument while the English teacher taught the students. This observation was conducted to obtain the supporting data about the general condition of the VIII-A students in the teaching learning process of English subject.
2. Systematic observation which was conducted by the observer by using the guidelines as an observation instrument. This kind of observation was done collaboratively between the researcher, the English teacher, and a colleague. The observation was held in each meeting of each cycle to control the VIII-A students' participation in the vocabulary learning process. The guidelines used as an observation instrument was the students' checklist observation which had some indicators to be observed during the teaching learning process. They were:
 - (1) Paying attention to the teacher's explanation carefully.

This indicator was important because it showed the students' respectful to the teacher and classmates during the teaching learning process. Furthermore, Rak (2014:1) states that paying attention in the class means an effort to be an active participant in the classroom.
 - (2) Participating actively in doing Exercise I.

Exercise 1 consisted of classifying the words based on their classification and finding their meaning to make the students familiar with the stick figures would be given related with the text. The words used were large vocabulary because according to Thornbury (2002:4), large vocabulary carries a high information load which the sense of a text can be expressed through these words.
 - (3) Guessing the words curiously based on stick figures shown.

Baskharan (2013:1) explains that stick figures make the students easier to understand and remember new words with visual context. This indicator aimed to make the students more understand about the meaning of the words shown by stick figures.

- (4) Drawing stick figures interestingly based on the words given by the teacher in small group work.

This indicator was in line with what Rodriguez and Studio suggested in the procedures of using stick figures in the classroom. It was to let the students create their own stick figures (Rodriguez and Studio, 2009:01).

- (5) Working cooperatively in doing Small Group Exercises with their group related to the use of stick figures to the students' vocabulary achievement.

This indicator was made to make the students easier in doing the tasks with the help of stick figures in each question. It had the same idea with the description of the advantage of using pictures including stick figures in teaching English stated by Wright (2004:17) that was pictures can cue possible responses to questions.

The students were categorized as active participants if they did at least 4 indicators in teaching learning process. Then, the students were categorized as passive participants if they did less than 4 indicators in the teaching learning process.

3.4.4 Documentation

Arikunto (2006:158) states that documentation is derived from the word document, which means the written stuff. In addition, Sukardi (2011:81) says that in the documentation method, the researcher is possible to obtain the information from various written sources or a document which are gotten from the informant. The documentation method in this research was used to reach a supporting data; it was collected to know about the list of student names and the score of semester test of the VIII-A students at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year. Thus, the instrument of this documentation method was a list of students' names and the students' score of semester test in the VIII-A which can be seen on Appendix 3.

3.5 The Research Procedures

Carol (2012:1) defines that, “the research procedures are used to provide a brief overview of study procedures and/or interventions”. As stated in the research design, this classroom action research was done by using Lewin’s model which consisted of four basic stages: reconnaissance, planning the action, implementation and evaluation. The explanations of those basic stages are as follows:

3.5.1 Reconnaissance

Elliot (1991:70) states that, “Reconnaissance should involve analysis as well as fact finding and should constantly occur in the spiral of activities, rather than occur only at the beginning”. It means that reconnaissance not only used in the beginning of the action as fact finding in the preliminary study, but it is also used to “explain any failure to implement and effects” (Elliot, 1991:71).

Relating to this classroom action research, in the first stage of the action, the researcher revealed the general idea of the research by collecting some facts (Fact finding) which were used to make a plan of what actions would be done in this research. In shorter explanation, based on the initial idea found, the researcher planned the action needed in the research.

3.5.2 Planning the Action

Sanjaya (2009:57) defines that planning of the action is an activity which is set before the action starts. It is made in order to make the implementation of the action run properly. It referred to some preparations that were needed in all of steps in implementing the action of the research, they were as follows:

1. Conducting the preliminary study to obtain the information about the classroom condition and the students’ problem in learning vocabulary, it had been conducted by using some methods, those were free guided interview, non-systematic observation, and documentation
2. Constructing the lesson plans for Meeting I and Meeting II in Cycle 1 based on the curriculum used for the eighth grade of Junior High School.

3. Preparing the stick figures as media based on the lesson plans which had been made.
4. Constructing the vocabulary achievement test in the form of objective test for Meeting III in Cycle 1.
5. Conducting the formula to score the students' vocabulary test results.
6. Determining the criteria for the success of the actions in the research.

3.5.3 Implementation

In the implementation, the researcher is doing the actions based on the plans which have been prepared (Masyhud, 2012:167). Thus, after preparing the action, the researcher conducted the action in the class; it was doing a vocabulary teaching learning by using stick figures to improve the students' vocabulary achievement. The implementation of the action in Cycle 1 was based on the Lesson Plan 1 and Lesson Plan 2. It was done collaboratively with the English teacher. Meeting I was done by the researcher based on Lesson Plan 1, then the teacher taught in Meeting 2 based on Lesson Plan II. Meanwhile, the students were given a large vocabulary achievement test covering nouns, verbs, adjectives, and adverbs in Meeting III.

Based on Cycle 1 results, if the result of Cycle 1 did not achieve the research evaluation criteria, the action continued to Cycle 2 and so on until it could achieve the research evaluation criteria. If the result of Cycle 1 achieved the research evaluation criteria, the action was stopped and the researcher would draw a conclusion to answer the research problems.

3.5.4 Evaluation

According to Norad (2011:1), "Evaluation is a systematic collection and analysis of data in order to assess the strengths and weaknesses of programs, policies, and organizations to improve their effectiveness". In this research, Evaluation was carried out to know the improvement of the students' participation and their vocabulary achievement after they were given the implementation of Cycle 1.

The criteria used to evaluate the success of the implementation of Cycle 1 were: 1) at least 70% of students actively participated in the teaching learning process, this criteria aimed to know the improvement of students' participation during the teaching learning process, while 2) the students' means score was at least 70, because it was the minimum requirement standard score of the English subject in the school being researched, and 3) at least 70% of students got the standard score, those two criteria aimed to measure the improvement of the students' vocabulary achievement.

a. Data Analysis

Sanjaya (2009:106) states that collected data will not be meaningful if it is not being analyzed, they have to be processed and interpreted. He also adds that in the formal research, data analysis is usually directed to test hypotheses about the relationship, differences or the influence of the variable with another variable in a certain significance level.

According to this classroom action research, data analysis used to process the data for the percentage of the students who actively participated in the teaching learning process was as follow:

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

While the students' mean score from the vocabulary test was analyzed by using the following formula:

$$M = \frac{\sum X}{N}$$

(Adapted from Hadi, 1989:246)

Notes:

M: The mean score of the students' vocabulary achievement.

$\sum X$: The total score of the students' vocabulary test.

N: The number of the students.

Then the percentage of the students who got at least 70 as the standard score was analyzed by using the formula below:

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1993:186)

Notes:

E: The percentage of the students who got at least 70

n: The total students who got the score at least 70.

N: The number of the students.

b. Reflection

Masyhud (20012:169) defines that reflection in the classroom action research is an effort to inspect or think about what and why the impact of an action happened in the class. Hence, the reflection was done after knowing the students' results of the vocabulary achievement test given in Cycle 1 after they were analyzed. Furthermore, it was intended to know the weaknesses and the strengths of the implementation of Cycle 1. Thus, it could be used to decide the next steps or revised some aspects needed to reach the purpose of classroom action research, it was to improve the students' participation and their vocabulary achievement by using stick figures.

3.6 The Operational Definition

According to PPKI (Pedoman Penulisan Karya Ilmiah) which was published by Jember University (2012:24), the definition of operational definition is a description which limit to any terms or key phrases used in research with a single meaning and measurable. It means that the operational definition is necessary to give the explanation to the readers about the limitations of the variables used in this research, so it avoided misunderstanding between the writer and the readers. The variables were stick figures as dependent variable while the

students' participation and the students' vocabulary achievement as independent variables.

3.6.1 Stick Figures

Stick figures were kinds of visual aids consist of lines, shapes, and dots to make everything look simpler. In this research, stick figures were used as media to teach vocabulary to the VIII-A students at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year. They were created on the card papers. The card papers were made in a big size, it is about 42 x 30 cm, so all students in the class could see them clearly.

3.6.2 The Students' Participation

The Students' Participation related to the VIII-A students who actively participated in the implementation of Meeting 1 and Meeting 2 in each cycle. The students were categorized as active participants if they did at least 4 indicators in teaching learning process. Then, the students were categorized as passive participants if they did less than 4 indicators in the teaching learning process. The indicators were (1) paying attention to the teacher's explanation carefully, (2) participating actively in doing Exercise I, (3) guessing the words curiously based on stick figures shown, (4) drawing stick figures interestingly based on the words given by the teacher in small group work, and (5) working cooperatively in doing Small Group Exercises with their group related to the use of stick figures to the students' vocabulary achievement.

3.6.3 The Students' Vocabulary Achievement

The students' vocabulary achievement related to the VIII-A students' scores of the vocabulary achievement test which was given after the teaching learning process by using stick figures had done. Vocabulary achievement test covered large vocabulary which consisted of nouns, verbs, adjectives, and adverbs.

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter focuses on the research results of classroom action research in Cycle 1 and Cycle 2. It discusses about the research results of Cycle 1, the research results of Cycle 2, and discussion. The description of each research result of each cycle consists of the implementation of the action, the result of observation, the result of vocabulary achievement test, and the result of reflection.

4.1 The Research Results of Cycle 1

This section discusses about the research results of Cycle 1. It consists of the implementation of the action, the result of observation, the result of vocabulary achievement test, and the result of reflection.

4.1.1 The Implementation of the Action

The implementation of Cycle 1 was held in three meetings. Meeting I and Meeting II were used to conduct teaching learning process by using stick figures as media to teach vocabulary consisting nouns, verbs, adjectives, and adverbs to VIII-A students. They were conducted based on lesson plans which had been consulted with the research consultants and also the English teacher. Meanwhile, Meeting III was used to conduct vocabulary achievement test covering nouns, verbs, adjectives, and adverbs to VIII-A students. The research schedule of Cycle 1 is shown in this following table:

Table 4.1 The Schedule of the Implementation of the Action in Cycle 1

No.	The Implementation of the Action in Cycle 1	Date
1.	Meeting I	Friday/ February 27 th , 2015
2.	Meeting II	Monday/ March 2 nd , 2015
3.	Meeting III	Friday/ March 6 th , 2015

The first meeting of Cycle 1 was conducted on Friday, February 27th, 2015 at 09.00 – 10.20 am. In Meeting I, the researcher taught the students based on Lesson Plan 1, while the English teacher and a colleague observed the students' participation. The researcher started the class by greeting VIII-A students and checking their attendance. Two students were absent. One of them was sick, and the other one did not provide any information. After checking the students' attendance, the researcher showed a stick figure of "crown", and gave some leading questions to the students related to the theme which was given in the class. The theme was about the Indonesian folklore. Then, the researcher stated the objectives of the teaching learning process to the students.

In the main activities, the researcher distributed Narrative Text 1 entitled "Lutung Kasarung". Then, the researcher asked the students to do Exercise 1 by finding the difficult words and their meaning based on the text given according to their classification. The researcher explained about the definition and the examples of words classifications so the students did not get confused in doing Exercise 1. After that, the researcher led the students to read the words based on the stick figures shown in English and Indonesian language related to the text. Then, the researcher hid the words, and asked the students to guess the words based on the stick figures shown. Next, the researcher asked the students to make groups of four and asked one member of each group to choose one word. Each group had to draw the stick figure based on the word taken and showed it in front of the class. Then, they led the other groups to read the word based on the stick figure they had been made in English and Indonesian language. After that, the researcher distributed Work Group Exercises to each group and asked them to do the exercise cooperatively with their group.

The activities of teaching learning process could not be continued because there were a try out test for the ninth grade of this school. Therefore, the class was ended at 10.00 am and the researcher suggested the students to do the tasks at home before parting the students.

The second meeting of Cycle 1 was conducted on Monday, March 2nd, 2015 at 11.00 – 12.20 pm. Actually, this meeting should be taught by the English

teacher, but she could not come because she had to manage some school business, so the researcher taught the students again. The students' participations were observed by two colleagues. Meeting II was conducted based on Lesson Plan 2, it was almost the same as the implementation of Meeting I. After greeting and checking the students' attendance, the researcher showed a stick figure of "Jaka Tarub dan Tujuh Bidadari" and delivered some leading questions. From checking the students' attendance, it was known that there were three students who were absent. One student was sick and the others did not give any information. After that, the researcher stated the objectives of the lesson.

In Meeting II, the main activities were started by asking the students to make groups of five. Then, the researcher distributed Narrative text 1 entitled "Princess Tandampalik", a story from south Sulawesi, to the students. The students were asked to do Exercise 1. They had to find some difficult words and then classified them based on their classification. After that, the students had to find the meaning of those difficult words. To avoid the students' confusion, the researcher explained again about the definition of nouns, verbs, adjectives, and adverbs. The researcher also gave the examples of each word classification to make the students more understand. After they found some difficult words and their meanings based on the text given, the researcher asked each group to take two words randomly. Then, they were asked to draw the stick figures cooperatively with their group based on the words taken. In Meeting II, the stick figures which had been made by the students' groups were taken by the researcher. Then, the researcher led them to read the words in English and Indonesian language. After that, the researcher hid the words and asked the students to guess the stick figures shown. Next, each student had to do Group Work Exercises which were distributed by the researcher. After that, the researcher guided the students to check their groups' answers together.

In the closure, the researcher guided the students to make conclusion. In this part of conclusion, the researcher asked the students to mention the words they had been learned in this meeting. Then, the researcher asked the students to

learn again about the words they had been learned in Meeting I and Meeting II. Finally, the class was ended and the researcher parted the students.

4.1.2 The Result of Observation

The classroom observation was conducted during the teaching learning process of vocabulary achievement consisting nouns, verbs, adjectives, and adverbs by using stick figures. It was done in two meetings, Meeting I and Meeting II, to know the students' participation during the teaching learning process of vocabulary achievement by using stick figures. The classroom observation in Meeting I was conducted by the English teacher and a colleague, it was on Friday, February 27th, 2015 at 09.00 – 10.20 am. While, the classroom observation in Meeting II was done on Monday, March 2nd, 2015 at 11.00 – 12.20 pm, by two colleagues because the researcher had to teach the students. It happened because the English teacher, who had to teach the class in Meeting II, could not enter the class because of some business. To make the classroom observation running properly, the researcher gave each student an identity card based on their absent number. So, the colleagues as the observers who did not know the students' names could observe them easily through their absent number.

As stated in Chapter 3, the instrument of the observation was the students' checklist observation which had some indicators to be observed during the teaching learning process. They were: (1) Paying attention to the teacher's explanation carefully, (2) Participating actively in doing Exercise I, (3) Guessing the words curiously based on stick figures shown, (4) Drawing stick figures interestingly based on the words given by the teacher in small group work, and (5) Working cooperatively in doing Small Group Exercises with their group related to the use of stick figures to the students' vocabulary achievement. The students were categorized as active participants if they did at least 4 indicators in teaching learning process. Then, the students were categorized as passive participants if they did less than 4 indicators in the teaching learning process.

Additionally, there were some criteria of success in observing the students' participation during the teaching learning process of vocabulary achievement by

using stick figures. The criteria was at least 70% of students actively participated in the teaching learning process.

Moreover, data analysis used to process the percentage of the students who actively participated in the teaching learning process was as follows.

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

In the first meeting of Cycle 1, the observation result (see Appendix F) showed that 17 students were categorized as active participants while 12 students were categorized as passive participants. The total of the students who entered the class were 29 students. Meanwhile, there were only 28 students who followed the class in Meeting II. 20 students were categorized as active participants while the rest of 8 students were categorized as passive participants.

The calculation to the percentage of the students' participation in Cycle 1 was as follows.

Meeting 1

$$\text{Active participants} = \frac{17}{29} \times 100\% = 58.62\%$$

$$\text{Passive participants} = \frac{12}{29} \times 100\% = 41.38\%$$

Meeting 2

$$\text{Active participants} = \frac{20}{28} \times 100\% = 71.43\%$$

$$\text{Passive participants} = \frac{8}{28} \times 100\% = 28.57\%$$

Based on the percentage of the students' participation in Cycle 1, it revealed the fact that 58.62% of VIII-A students were categorized as active participants in Meeting I while the rest of 41.38% students were categorized as passive participants. Then in Meeting II, it was shown that the active participants

were increased up to 12.81%. 71.43% of VIII-A students were categorized as active participants while 28.57% students were categorized as passive participants during the teaching learning process of vocabulary achievement by using stick figures.

After finding the percentage of the students' participation in Meeting I and Meeting II of Cycle 1, it was necessary to calculate the average of the students' participation during the teaching learning process of vocabulary achievement by using stick figures in Cycle 1. It was purposed to know whether the result of the students' participations achieved the criteria success or not. The average result of the students' participation is presented below.

Table 4.2 The Average Percentage of the Students' Participation in Cycle 1

No.	Meeting	Percentage	
		Active participants	Passive participants
1.	Meeting 1	58.62%	41.38%
2.	Meeting 2	71.43%	28.57%
Average		65.03%	34.97%

Based on the average result of the students' participation which was presented in the table above, it could be concluded that 65.03% of VIII-A students were categorized as active participants, while 34.97% students were categorized as passive participants. It means that the active participants were less than 70% from the total number of VIII-A students. It can be stated that the students' participation in Cycle 1 had not achieved yet the criteria success of the students' participation that was at least 70%.

4.1.3 The Result of Vocabulary Achievement Test

Vocabulary achievement test as a product evaluation was conducted in Meeting III on Friday, March 6th, 2015 at 09.00 – 10.20 am. Vocabulary achievement test which was given to VIII-A students consisting nouns, verbs, adjectives, and adverbs. It related to the words they had been learned based on the

texts given in Meeting I and Meeting II. Vocabulary achievement test was also made by adding stick figures in each question item to help the students answer them. Time allocation for doing the test was 60 minutes with 25 items consisting of completion (5 items) and multiple choices (20 items). The distribution of vocabulary used in the test was 7 items for nouns, 6 items for verbs, 6 items for adjectives, and 6 items for adverbs. In scoring the test results, each correct item both in the completion items and in the multiple choices items was scored 4 points, and the wrong answer was scored zero. So, the total score was 100 points.

As explained in the previous chapter, there were two criteria success which had to be achieved to know the improvement of the students' vocabulary achievement. The criteria were 1) the students' mean score of vocabulary achievement test was at least 70, because it was the minimum requirement standard score of the English subject in the school being researched, 2) at least 70% of students got the standard score.

The students' mean score from the vocabulary test was analyzed by using the following formula:

$$M = \frac{\sum X}{N}$$

Notes:

(Adapted from Hadi, 1989:246)

M: The mean score of the students' vocabulary achievement.

$\sum X$: The total score of the students' vocabulary test.

N: The number of the students.

Then the percentage of the students who got at least 70 as the standard score was analyzed by using the formula below:

$$E = \frac{n}{N} \times 100\%$$

Notes:

(Adapted from Ali, 1993:186)

E: The percentage of the students who got at least 70

n: The total students who got the score at least 70.

N: The number of the students.

There were 30 students from 31 of VIII-A students who followed the vocabulary achievement test, because one of them was sick so she could not join the test. Based on the vocabulary achievement test result of Cycle 1 as presented in Appendix G, it was known that there were only 15 students who passed the minimum requirement standard score, it was 70, but 15 students were known that they could not achieve the minimum requirement standard score. It means that they got score less than 70.

The students' mean score of vocabulary achievement test in Cycle 1 was analyzed as follows.

$$\text{Mean score} = \frac{2084}{30} = 69.47$$

The following was the percentage calculation of the students' vocabulary achievement test in Cycle 1.

The percentage of students who got score ≥ 70

$$E = \frac{15}{30} \times 100\% = 50\%$$

The percentage of students who got score < 70

$$E = \frac{15}{30} \times 100\% = 50\%$$

Based on the data analysis above, it could be concluded that the students' mean score of vocabulary achievement test was 69.47. It means that the students' mean score could not achieve the criteria success that was 70. The second data analysis was from the percentage of the students who got score at least 70. There were only 50% from the number of students who got score 70 or higher. It also means that the criteria success had not achieved yet by the students' results of vocabulary achievement test in Cycle 1 which stated that at least 70% students got the standard score. Therefore, the second cycle was needed to be conducted by revising some necessary aspects in improving the students' vocabulary achievement by using stick figures.

4.1.4 The Result of Reflection

The reflection of Cycle 1 was carried out based on the observation results in Meeting I and Meeting II of Cycle 1 and the students' results of vocabulary

achievement test in Meeting III of Cycle 1. The reflection of Cycle 1 was held on Friday, March 6th, 2015 at around 11.00 am after the students' results of vocabulary achievement test were known. It was discussed among the researcher, the English teacher and a colleague.

The reflection was begun by reviewing the observations' results in Meeting I and Meeting II. It was shown that there were 58.62% of VIII-A students who were categorized as active participants in Meeting I. Then, the active participants increased to be 71.43% Meeting II. Those results were calculated to find the average of the observation results in Cycle 1. Based on the calculation, it was revealed that only 63.03% students participated actively in the teaching learning process. It had not achieved the criteria success that stated that at least 70% students participated actively in the teaching learning process of vocabulary achievement by using stick figures.

Moreover, the reflection was continued by reviewing the students' results of vocabulary achievement test in Cycle 1. The students' mean score was 69.47, it was lower than the target of the minimum requirement standard score that was 70. The students who got score 70 or higher were only 15 students from 30 students. It also could not achieve the criteria success that at least 70% students got score 70 or higher. In fact, there were only 50% students could get score 70 or higher.

Based on the observation and vocabulary achievement test results in Cycle 1, it was found some weak points which were needed to be revised in Cycle 2. The points were as follows:

1. The students who were categorized as passive participants mostly did not participate actively in Indicator 1 and Indicator 2. It happened because the students mostly lacked of vocabulary, so it made them less motivated to read the story. Besides, the teacher's explanation could not get the students' interest. Then, it also influenced the students' participation in doing Exercise 1. They would not be able to do Exercise 1 if they did not pay attention to the teacher's explanation before.

2. The students were difficult to be managed because they were too crowded when the teacher asked them to guess together what words containing with the stick figures shown.
3. The students were not taking a note when they got new vocabularies in the class. It was the main point which affected the students' score of achievement test became low. Because they did not have a note, so they did not learn again about new vocabularies they had got before they would do the test.

Based on the weaknesses found in the implementation of Cycle 1, the reflection was really needed to be conducted to revise some necessary aspects which were used as a guide to conduct the next cycle. The revisions were made in order to make the research results in Cycle 2 better than those of Cycle 1. The revisions were as follows:

1. The teacher had to get the students' attention. The way to get their attention was by helping the students to translate the story in Indonesian. So they would understand about the story and it could build the students' interest in doing Exercise 1. The text given to the students had to be shorter than the texts previously given to fit the time.
2. To avoid the students' crowd, the teacher selected students to guess the words based on the stick figures shown, so it was easy for the teacher to manage the students.
3. The teacher reminded the students to take a note when they got new vocabularies, so they were able to learn them at home.

Although there were some weaknesses which had to be revised in Cycle 1, the implementation of using stick figures in teaching learning process of vocabulary achievement brought the positive effect to the students. It can be seen on the observation results in Cycle 1. It was all of VIII-A students enthusiastically participated in drawing the stick figures based on the words they got. So, at least the students could remember the words based on the stick figures they had been drawn.

4.2 The Research Results of Cycle 2

This section discusses about the research results of Cycle 2. It consists of the implementation of the action, the result of observation, the result of vocabulary achievement test, and the result of reflection.

4.2.1 The Implementation of the Action

Same as the implementation of Cycle 1, the implementation of Cycle 2 was conducted in three meetings. Meeting I and Meeting II were held to teach vocabulary consisting nouns, verbs, adjectives, and adverbs by using stick figures to VIII-A students. They were carried out based on Lesson Plan 1 and Lesson Plan 2. The lesson plans had been discussed among the researcher, the English teacher, and a colleague on Friday, March 6th, 2015 at around 11.00 am. The lesson plans were made based on a reflection result of the implementation of Cycle 1 which could not achieve the criteria success yet. Furthermore, Meeting III was conducted to give a vocabulary achievement test to VIII-A students consisting nouns, verbs, adjectives, and adverbs. The schedule of the implementation of Cycle 3 is presented below.

Table 4.3 The Schedule of the Implementation of the Action in Cycle 2

No.	The Implementation of the Action in Cycle 2	Date
1.	Meeting I	Monday/ March 9 th , 2015
2.	Meeting II	Friday/ March 13 th , 2015
3.	Meeting III	Monday/ March 16 th , 2015

Meeting I was held on Monday/ March 9th, 2015 at 11.00 - 12.20 pm. It was used to conduct teaching learning process of vocabulary achievement consisting nouns, verbs, adjectives, and adverbs through stick figures to VIII-A students. The implementation of Meeting I in Cycle 2 was based on Lesson Plan 1 of Cycle 2. In this meeting, the researcher acted as a teacher and the English teacher with a colleague observed the students' participation. Firstly, the

researcher greeted the students and checked their attendance list. There were 2 students who were absent. One of them was sick, and the other one did not give any information. After that, the researcher showed a stick figure of “Temple” and delivered some leading questions. Next, the researcher stated the objective of the teaching learning process.

Before starting the main activities, the researcher asked the students to show the dictionary that they brought. Then, the students gave positive responses, they showed the dictionary they had brought. After that, the researcher distributed Narrative Text 1 entitled “Roro Jonggrang” to the students. The researcher asked the students to find some difficult words and their meanings, they had to classify the words based on their classification. To get the students’ interest, the researcher led the students to read the text and then helped them to translate it into Indonesian language. All of the students paid attention to the teacher’s explanation, because the story was interesting. After translating the story into Indonesian, the students were interested in doing Exercise 1. The researcher also reminded the students to take a note if they got new vocabularies. Then, the researcher showed some stick figures and guided the students to read the words together. Next, the researcher hid the words shown, and then selected some students to guess what words included based on the stick figures shown. After that, the researcher asked the students to make groups of four and each group was given one word related to the text to be drawn in the stick figure. They were asked to show their stick figures in front of the class and led the other groups to read the word in English and Indonesian language. Next step was the researcher distributed Work Group Exercises to each group and again, the researcher helped the students to translate the text which was included in Work Group Exercises entitled “Danau Toba” in Indonesian language. After that, the researcher asked the students to do the tasks cooperatively with their own group. Then, the researcher guided the students’ groups to check their answer together. In the closure, the researcher asked the students to make a conclusion by mentioning some words they had learned in this meeting. Then the researcher asked the student to learn again about

the words they had learned in the class at home. Finally, the researcher parted the students.

Meeting II was held on Friday/ March 13th, 2015 at 09.00 - 10.20 am. It was conducted to teach vocabulary achievement by using stick figures to VIII-A students. The implementation of Meeting II in Cycle 2 was based on Lesson Plan 2 of Cycle 2. In this meeting, the English teacher taught the students while the researcher and a colleague acted as the observers to observe the students' participation. The English teacher greeted the students and checked their attendance list. There were 2 students were absent. One of them was sick, and the other one had no information. After that, the English teacher showed a stick figure of "Boat" and delivered some leading questions. Then, the English teacher stated the objective of teaching learning process.

The main activities were started when the English teacher asked the students to make groups of five. Next, the English teacher distributed Narrative Text 1 entitled "Tangkuban Perahu". The students were asked to do Exercise 1 by finding some difficult words and their meaning. They had to classify those words based on the words classification. To help the students in doing Exercise 1, the English teacher guided the students to translate the text in Indonesian language, so the students could feel more confidence in doing the task given. After that, each group was asked to take 2 words based on the text and draw their stick figures. After drawing, each group had to collect their works and the English teacher led them to read the words in English and Indonesian language. Then, the English teacher hid the words and asked the students to guess the words based on the stick figures shown. The next activity was the English teacher distributed Work Group Exercises to each group in the class and asked the students to do the exercises cooperatively with their own group. Before the students did the exercises, the English teacher led them to translate the text included in Work Group Exercises entitled "Malin Kundang" in Indonesian. Then, the English teacher guided the students' groups to check their answer together. The English teacher also controlled the students to write new vocabularies they had gotten in their note during the teaching learning process. Finally for the closure, the English teacher

asked the students to make conclusion, it was mentioning the words they had learned. For the homework, the English teacher reminded the students to learn again about the words they had been learned in the teaching learning process. The last was the English teacher parted the students.

4.2.2 The Result of Observation

The students' participation was observed in two meetings, they were Meeting I and Meeting II. The observations were held during the teaching learning process of vocabulary achievement consisting nouns, verbs, adjectives, and adverbs to the students by using stick figures. The English teacher and a colleague acted as the observers in Meeting I while the researcher taught the students. It was held on Monday/ March 9th, 2015 at 11.00 – 12.20 pm. The total students whom were observed in this meeting were 29, because two students did not attend the school. Furthermore, the second observation was conducted in Meeting II. It was on Friday/ March 13nd, 2015 at 09.00 – 10.20 am. In this meeting, the researcher and a colleague observed the students' participation because the English teacher taught the students in the class. There were 2 students who were absent, so the total students being observed in Meeting II were 29 students. In Meeting I and Meeting II of Cycle 2, the researcher also gave each student an identity card based on their absent number. It was made in order to make the observers easier to observe the students' participation through their absent number.

There were some indicators used as guide in observing the students' participation. They were made in the students' checklist observation as an instrument of the observation. The indicators were: (1) Paying attention to the teacher's explanation carefully, (2) Participating actively in doing Exercise I, (3) Guessing the words curiously based on stick figures shown, (4) Drawing stick figures interestingly based on the words given by the teacher in small group work, and (5) Working cooperatively in doing Small Group Exercises with their group related to the use of stick figures to the students' vocabulary achievement. The students were categorized as active participants if they did at least 4 indicators in

teaching learning process. Then, the students were categorized as passive participants if they did less than 4 indicators in the teaching learning process.

Moreover, the criteria of success were needed in observing the students' participation during the teaching learning process of vocabulary achievement by using stick figures. It was made to know whether the implementation of Cycle 2 run successfully or not. The criteria was at least 70% of students actively participated in the teaching learning process.

The researcher used a certain data analysis to process the percentage of the students who actively participated in the teaching learning process. It was as follows.

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

Based on the observation result in Meeting I of Cycle 2 (see Appendix J), it was known that there were only 29 students who entered the class. The observation result showed a positive result that the students' participation increased became 25 students who were categorized as active participants while the rest 4 students were categorized as passive participants. Meanwhile, based on the observation result in Meeting II which was followed by 29 students, it showed that 27 students were categorized as active participants and only 2 students were still categorized as passive participants.

The calculation to the percentage of the students' participation in Cycle 2 was analyzed below.

Meeting 1

$$\text{Active participants} = \frac{25}{29} \times 100\% = 86.21\%$$

$$\text{Passive participants} = \frac{4}{29} \times 100\% = 13.79\%$$

Meeting 2

$$\text{Active participants} = \frac{27}{29} \times 100\% = 93.1\%$$

$$\text{Passive participants} = \frac{2}{29} \times 100\% = 6.9\%$$

Based on the results of percentage of the students' participation in Cycle 2, it could be seen that 82.21% of VIII-A students were categorized as active participants in Meeting I while the rest of 13.79% students were categorized as passive participants. Furthermore, the fact which was revealed in Meeting II showed that the active participants were increased up to 10.89%. It was known that 93.1% of VIII-A students were categorized as active participants and only 6.9% students who were categorized as passive participants during the teaching learning process of vocabulary achievement by using stick figures.

After knowing the percentage of the students' participation in Meeting I and Meeting II of Cycle 2, the average result of the students' participation during the teaching learning process of vocabulary achievement by using stick figures was calculated to know whether the result of the students' participations achieved the criteria success or not. Therefore, the average result of the students' participation is presented as follows.

Table 4.4 The Average Percentage of the Students' Participation in Cycle 2

No.	Meeting	Percentage	
		Active participants	Passive participants
1.	Meeting 1	86.21%	13.79%
2.	Meeting 2	93.1%	6.9%
Average		89.65%	10.35%

The average result of the students' participation which was presented in the table above showed that 89.65% of VIII-A students were categorized as active participants while the rest 10.35% students were categorized as passive participants. It means that active participants were more than 70% from the total

number of VIII-A students. It could be concluded that the students' participation in Cycle 2 had achieved the criteria success of the students' participation that was at least 70%. The research results above proved that the students' participation during the teaching learning process of vocabulary achievement could be improved by using stick figures.

4.2.3 The Result of Vocabulary Achievement Test

Vocabulary achievement test as a product evaluation was conducted in Meeting III of Cycle 2 on Monday/ March 16th, 2015 at 11.00 – 12.20 pm. It consisted nouns, verbs, adjectives, and adverbs. Vocabulary achievement test which was given to VIII-A students related to the words they had been learned based on the texts given in Meeting I and Meeting II. Because the media used to teach the students were stick figures, vocabulary achievement test was also made by adding stick figures in each question item to help the students answer them. Time allocation for doing the test was the same as the previous test, it was 60 minutes with 25 items. There were 5 items of completion and 20 items of multiple choices. The distribution of vocabulary used in the test was 7 items for nouns, 6 items for verbs, 6 items for adjectives, and 6 items for adverbs. Scoring the students' test results could be calculated by giving each correct item both in the completion items and in the multiple choices items 4 points, and the wrong answer was scored zero. So, the total score become 100 points.

The implementation of Cycle 2 could be done successfully if the research results of Cycle 2 had achieved the criteria success as formulated in Chapter 3. The criteria success related to the students' vocabulary achievement were (a) the students' means score of vocabulary achievement test was at least 70 and (b) at least 70% of students got the standard score.

Furthermore, the following formula was used to analyze the students' mean score of the vocabulary test given in Meeting III.

$$M = \frac{\sum X}{N}$$

(Adapted from Hadi, 1989:246)

Notes:

M: The mean score of the students' vocabulary achievement.

$\sum X$: The total score of the students' vocabulary test.

N: The number of the students.

Additionally, the percentage of the students who got at least 70 as the standard score was analyzed by using the formula below:

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1993:186)

Notes:

E: The percentage of the students who got at least 70

n: The total students who got the score at least 70.

N: The number of the students.

There were 2 students who were absent while the vocabulary achievement test was given in Meeting III. One student was sick and the other one did not provide any information. So, there were 29 students who joined the vocabulary achievement test. Based on the vocabulary achievement test result of Cycle 2 which was shown in Appendix K, there were 25 students passed the minimum requirement standard score, it was 70. Then, only 4 students could not achieve the minimum requirement standard score, it meant that they got score less than 70.

The students' mean score of vocabulary achievement test in Cycle 2 could be analyzed as follows.

$$\text{Mean score} = \frac{2208}{29} = 76.14$$

The calculation to the percentage of the students' vocabulary achievement test in Cycle 2 was analyzed as follows.

The percentage of students who got score ≥ 70

$$E = \frac{25}{29} \times 100\% = 86.21\%$$

The percentage of students who got score < 70

$$E = \frac{4}{29} \times 100\% = 13.79\%$$

Based on the data analysis above, the students' mean score of vocabulary achievement test was 76.14. It meant that the students' mean score of vocabulary achievement test had achieved the criteria success that at least the students' mean score was 70. The second data analysis was from the percentage of the students who got score at least 70. The data analysis of the percentage calculation of the students' vocabulary achievement test proved that there were 86.21% from the number of students got score 70 or higher. It revealed that the criteria success had been achieved by the students' results of vocabulary achievement test in Cycle 2 which stated at least 70% students got the standard score. Therefore, the second cycle was enough to answer the research problems stated in Chapter 1. The research results of Cycle 2 proved that the students' vocabulary achievement could be improved by using stick figures.

4.2.4 The Result of Reflection

The reflection of Cycle 2 was held after the observation results in Meeting I and Meeting II of Cycle 2 and also the students' results of vocabulary achievement test in Meeting III of Cycle 2 were revealed. The reflection of Cycle 2 was carried out on Monday/ March 16th, 2015 at around 01.00 pm after the students' results of vocabulary achievement test were known. It was discussed among the researcher, the English teacher and a colleague.

The reflection was started by reviewing the observations' results in Meeting I and Meeting II. Based on the observation result in Meeting I, there were 86.21% of VIII-A students who were categorized as active participants. Then, it increased to 93.1% students who were categorized as active participants in the observation result of Meeting II. Therefore, to know the average of the observation results in Cycle 2, it was needed to calculate those observation results. Then, it was revealed that 89.65% students participated actively in the teaching learning process. It had achieved the criteria success that at least 70% students participated actively in the teaching learning process of vocabulary achievement by using stick figures.

Furthermore, the reflection was continued by reviewing the students' results of vocabulary achievement test in Cycle 2. It was found that the students' mean score of vocabulary achievement test was 76.14, it was enough to answer the target of the minimum requirement standard score that was 70. The percentage of students who got score 70 or higher was 86.21%. It was shown that 25 students from 30 students got score more than 70. It could be concluded that the percentage of students who got score 70 or higher had achieved the criteria success that at least 70% students got score 70 or higher.

Based on the research results of Cycle 2, it could be stated that the students' participation and their vocabulary achievement could be improved by using stick figures as media in teaching learning process of vocabulary consisting nouns, verbs, adjectives, and adverbs. It proved that the revisions which were made for Cycle 2 worked effectively to cover the weaknesses in the implementation of Cycle 1.

Finally, the next cycle was not necessary to be conducted because the results of the implementation of Cycle 2 had achieved the criteria success which had been formulated in the previous chapter.

4.3 Discussion

This classroom action research focused to improve the students' participation and their vocabulary achievement consisting nouns, verbs, adjectives, and adverbs by using stick figures. It was conducted to VIII-A students at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year. This research was held in two cycles, Cycle 1 and Cycle 2. Each cycle was carried out in three meetings, they were Meeting I, Meeting II, and Meeting III. Meeting I and Meeting II were used to conduct a teaching learning process of vocabulary achievement by using stick figures. The students' participation was also observed in those meetings. While, Meeting III was held to conduct vocabulary achievement test. It aimed at knowing the students' score of vocabulary achievement test given by the teacher.

In the implementation of Cycle 1, Meeting I and Meeting II were taught by the researcher. It happened because the English teacher could not teach in Meeting II because she had to manage some school business. Moreover, the observers of the students' participation in Meeting 1 were the English teacher and a colleague then there were two colleagues acted as the observers in Meeting II. Based on the observation results, it showed that only 65.03% students participated actively in the teaching learning process. It had not achieved the criteria success which stated that at least 70% students participate actively in the teaching learning process of vocabulary achievement by using stick figures. Furthermore, the students' mean score of vocabulary achievement test given in Meeting III was 69.47. Besides, the students who got score 70 or higher were only 50% from the total students of VIII-A. They could not achieve the criteria success which the students' mean score of vocabulary achievement test is at least 70 and at least 70% of students get the standard score.

After knowing the research results in Cycle 1, the researcher did a reflection collaboratively with the English teacher and a colleague. There were some weaknesses which were found in the implementation of Cycle 1. Those weaknesses points were (a) The students mostly lacked of vocabulary, so it made them less motivated to read the story. Besides, the teacher's explanation could not get the students' interest. Then, it also influenced the students' participation in doing the exercises, (b) It was difficult to manage the students because they were too crowded when the teacher asked them to guess together what words contained on the stick figures shown, (c) The students did not take a note when they got new vocabularies so they could not learn before they did a vocabulary achievement test. It affected their score of vocabulary achievement test became low.

Based on the weak points explained, the researcher made some revisions which were conducted in Cycle 2 collaboratively with the English teacher and a colleague. The revisions were made in order to make the research results in Cycle 2 better than the research results in Cycle 1. They were used as guide to conduct the instruments needed in Cycle 2. They were lesson plans for Meeting I and Meeting II, and vocabulary achievement test for Meeting III. The revisions were

(a) The teacher had to get the students' attention. The way to get their attention was by guiding the students to translate the story in Indonesian language. So they would understand about the story and it could build the students' interest in doing the exercises. The texts given had to be made shorter so it did not take too much time during the teaching learning process. (b) To avoid the students' crowd, the teacher selected students to guess the words based on the stick figures shown. So the students were easy to be managed by the teacher. (c) The teacher made sure that the students wrote new vocabularies they had learned in their note, so they could learn them before doing a vocabulary achievement test.

Although the research results of Cycle 1 had not achieved the criteria success yet, there was a positive effect brought by the use of stick figures in the teaching learning process of vocabulary achievement. As stated by Arsyad (2006:115) that the use of simple stick figures positively affects students learning process. Based on the observation results of Cycle 1 that focused in indicator number 3, it was shown that all of VIII-A students participated interestingly in drawing the stick figures. It was done in line with the guidelines came from Rodriguez and Studio (2009:1) who suggest letting the students create their stick figures.

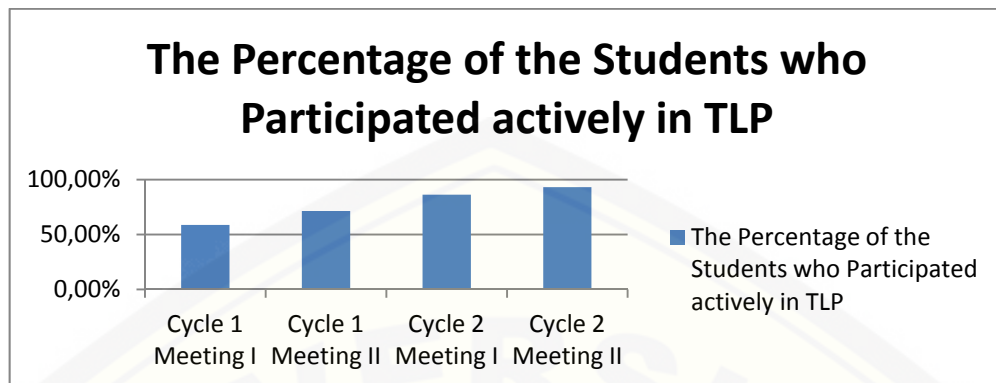
In the implementation of Cycle 2, Meeting I was taught by the researcher while the English teacher and a colleague observed the students' participation in the teaching learning process. Then, the English teacher taught the students in Meeting II while the researcher and a colleague acted as the observers during the teaching learning process. Based on the observation results in Cycle 2, it was known that the average percentage of the students' participation increased up to 24.62% into 89.65% students who were categorized as active participants. The observation results of Cycle 2 proved that it had achieved the criteria success which stated that at least 70% students participated actively in the teaching learning process of vocabulary achievement by using stick figures. It was in line with Bhaskharan (2013:1) who says that stick figures can build the students' imagination so they will be more enthusiasm in the teaching learning process. The students' mean score were known after the vocabulary achievement test was given

in Meeting III. Based on the vocabulary achievement test results, it was shown that the students' mean score was 76.14. It could be concluded that the students' mean score of vocabulary achievement test had achieved the criteria success which must be at least 70, because it was the minimum requirement standard score of the English subject in the school being researched. Another criteria success was at least 70% of students get the standard score, it also had been achieved because there were 86.21% students got score 70 or higher. The research results supported the statement of Grady *et al* (1997:3) who believe that any concepts of the material being learnt are much more likely to be remembered if they are presented in pictures rather than in words.

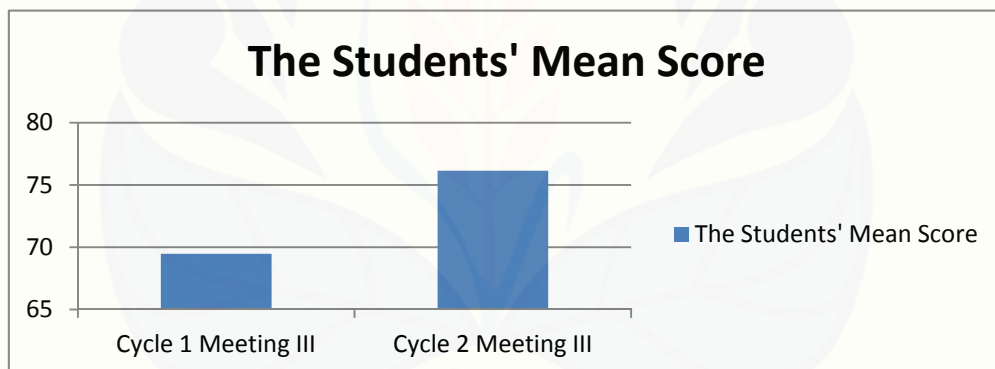
The researcher took a precious thing from the research results in Cycle 2. It was the students' indicators of their participation during the teaching learning process of vocabulary achievement through stick figures should be added. The indicator was "taking a note of new vocabularies that they had gotten". Because it influenced the students memories. If they did not have a note of new vocabularies that they had gotten in the teaching learning process, they could not be maximum in learning the words. Thus, it would affect their scores of vocabulary achievement. It was in line with Guy (2013:1) who states, "Note taking is a way of studying and helping students retain information long term. It also helps them to process information more deeply".

Additionally, the researcher made some tables to show the improvement of the students' participation and their vocabulary achievement score in Cycle 1 and Cycle 2. They were made in order to make the research results could be seen clearer and more understandable.

The improvement of the students' participation in teaching learning process of vocabulary achievement by using stick figures can be seen in this following table.

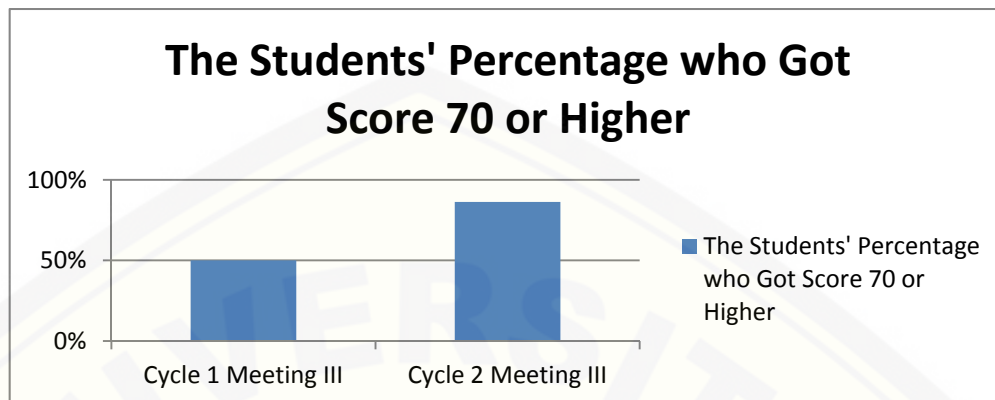
Chart 4.1 The Percentage of the Students' Active Participation

Furthermore, the improvement of the students' mean score of vocabulary achievement test given in Meeting III of Cycle 1 and Cycle 2 is shown in the table below.

Chart 4.2 The Students' Mean Score of Vocabulary Achievement Test

Moreover, the improvement of the students' percentage who got score 70 or higher in the vocabulary achievement test given in Meeting III of Cycle 1 and Cycle 2 is presented as follows.

Chart 4.3 The Percentage of the Student who Got Standard Score in Vocabulary Achievement Test



The research results above showed that the use of stick figures could improve the students' participation and their vocabulary achievement. It had the same results with some previous research which were conducted by Sari (2013) and Astuti (2013). The researches that they had been conducted also use stick figures to answer the students' problems of vocabulary achievement and listening comprehension. Sari (2013:63) proved that the Fifth grade students' participation and their vocabulary achievement were improved after they had been given a teaching learning process by using stick figures. Meanwhile, Astuti (2013) tried to conduct an experimental research related to the use of stick figures on the students' listening comprehension. Astuti (2013:47) could prove that the use of stick figures gave a significant effect on the Eighth grade students' listening comprehension.

Finally, based on the research results of Cycle 1 and Cycle 2 which were conducted by the researcher, it was concluded that the use of stick figures could improve VIII-A students' participation and their vocabulary achievement at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter discusses about conclusion and suggestion. The conclusion of the classroom action research had been conducted and some suggestions for the English teacher, the students, and the future researcher will be presented respectively in the following sections.

5.1 Conclusion

Based on the data analysis and discussion in the previous chapter, it could be concluded that the use of stick figures improved VIII-A students' participation and their vocabulary achievement at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year.

The improvement of the students' participation during the teaching learning process of vocabulary achievement by using stick figures could be seen from the observation results of Cycle 1 and Cycle 2. Based on the observation result in Cycle 1, it showed that the average of the students' participation was only 65.03% students who were categorized as active participants. It increased up to 84.62% in the observation result in Cycle 2. The average of the observation results in Cycle 2 proved that 89.65% students participated actively in teaching learning process of vocabulary achievement by using stick figures.

Furthermore, the use of stick figures could improve the students' vocabulary achievement. It could be proved by the students' mean score and number of students who got score 70 or higher. The students' mean score increased from 69.47 in Cycle 1 to 76.14 in Cycle 2. Additionally, there were only 50% students who got score 70 or higher in the vocabulary achievement test done in Cycle 1. It was improved in the vocabulary achievement test done in Cycle 2. It could be seen that the students who got score 70 or higher increased become 86.21% students. It meant that the students who got 70 or higher increased as many as 36.21%

5.2 Suggestion

Considering the results of this classroom action research, the suggestions are given in order that they are expected to give significance of the following people:

5.2.1 The English Teacher

The English teacher is suggested to use stick figures in improving the students' vocabulary achievement. Based on the research results, it proved that the students are interested in learning the words through drawing its stick figures. So it can make the students actively participate in the teaching learning process and also it can improve their vocabulary better. Besides, it can be used to avoid the students' boredom in teaching learning process because the English teacher always used an ordinary technique in the class, it was a lecturing technique. Furthermore, stick figures are also easy to be drawn by everyone.

5.2.2 The Students

The students are suggested to learn new vocabulary through stick figures, because it is better than only memorize it. The students can draw the stick figure based on the new vocabulary they want to learn. While the students drawing the stick figure, the students also memorize the vocabulary without they realize it. So, learning new vocabulary through stick figure is an interesting and also an effective way for the students.

5.2.3 The Future Researchers

The future researchers are suggested to use the research results to be as an input or reference to conduct another research dealing with similar problem by using different research designs such as an experimental research, a descriptive research, or even the same research design in other level of students of different schools.

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Appendix A

THE RESEARCH MATRIX

No.	Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
1.	Improving VIII-A Students' Vocabulary Achievement by Using Stick Figures at SMP Negeri 1 Jelbuk Jember.	1.How can the use of stick figures improve VIII-A students' participation at SMP Negeri 1 Jelbuk Jember? 2.How can the use of stick figures improve VIII-A students' vocabulary achievement at SMP Negeri 1 Jelbuk Jember?	<u>Independent variable:</u> 1. Stick figures. <u>Dependent variable:</u> 1. The students' participation.	<u>The Indicators of Stick Figures:</u> Stick figures as the simplification of an object (real person, animal, or thing) into lines, shapes and dots. (Rodriguez and Studio, 2009:04) <u>The Indicators of the Students' Participation:</u> 1. Paying attention to the teacher's explanation carefully. 2. Participating actively in doing Exercise I. 3. Guessing the words curiously based on stick figures shown. 4. Drawing stick figures interestingly based on the words given by the teacher in small group work. 5. Working cooperatively in doing Small Group Exercises	<u>Participant:</u> VIII-A students at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year. <u>Informant:</u> The English teacher of VIII-A students' at SMP Negeri 1 Jelbuk Jember in the 2014/2015 academic year. <u>Document:</u> The list of VIII-A students' names and VIII-A students' semester test score at SMP	<u>Research Design:</u> Classroom Action Research (CAR) with the Lewin's model: a. Reconnaissance. b. Planning the Action. c. Implementation. d. Evaluation. (Elliot, 1991: 70) <u>The Area Determination:</u> SMP Negeri 1 Jelbuk Jember <u>The Participant Determination:</u> VIII-A students <u>The Data Collection Method:</u> - Primary data: a. Vocabulary test b. Observation - Secondary data: a. Interview b. Observation c. Documentation <u>The Data Analysis Method:</u> a. The percentage of the students who actively	1. The use of stick figures can improve VIII-A students' participation at SMP Negeri 1 Jelbuk Jember. 2. The use of stick figures can improve VIII-A students' vocabulary achievement at SMP Negeri 1 Jelbuk Jember.

			<p>with their group related to the use of stick figures to the students' vocabulary achievement.</p> <p><u>The Students' Vocabulary Achievement Test Covering:</u></p> <ol style="list-style-type: none"> 1. Nouns 2. Verbs 3. Adjectives 4. Adverbs 	<p>Negeri 1 Jelbuk Jember in the 2014/2015 academic year.</p>	<p>participated in the teaching learning process by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>(Ali, 1993: 186)</p> <p>b. The students' mean score from the vocabulary test will be analyzed by using the following formula:</p> $X = \frac{\sum x}{N}$ <p>(Hadi, 1989: 246)</p> <p>c. The percentage of the students who got the standard score will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>(Ali, 1993: 186)</p>	
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Appendix B

THE INTERVIEW RESULTS

January 10th, 2014

School : SMP Negeri 1 Jelbuk

The English Teacher : Anie Herawati, S. Pd.

No.	Interview's Questions	The Answers
1.	What curriculum does this school use?	The school uses School Based Curriculum (KTSP) 2006 for all the students of grade VII to IX.
2.	What book do you use in teaching English?	I usually use Buku Sekolah Elektronik (BSE) and the students' worksheets (LKS).
3.	Which class has the lowest mean score in the English subject?	The VIII-A grade students had the lowest mean score.
4.	Why did the VIII-A students get the lowest mean score among other classes?	They were in the lowest mean score because they lacked of vocabulary.
5.	How did you teach vocabulary to the students?	I taught my students vocabulary integrated with language skills.
6.	Is it important to improve the students' vocabulary achievement? Why is it important?	Yes, I think it is very important to improve the students' vocabulary achievement, because when the students' vocabulary achievement is appropriate, they will be able to understand about the English materials explained by the teacher. Thus they can follow the teaching learning process properly and that their English score will be improved.
7.	Besides the students' vocabulary problem, what problem is usually faced by the students?	It is common that the students do not study seriously. It happened because the teacher almost never uses interesting media used in the teaching learning process.

8.	Have you ever applied stick figures in teaching vocabulary?	Never.
9.	What is the minimum requirement standard score of the English subject in this school?	70 is the minimum requirement standard score for the English subject in this school.

Jember, January 10th, 2015

The English Teacher,

ANIE HERAWATI, S. Pd.

Appendix C

**THE VIII-A STUDENTS NAMES LIST AND
ENGLISH SEMESTER TEST RESULTS**

No.	Students' Names List	English Semester Test Results
1.	AAJ	52
2.	AL	64
3.	AMA	58
4.	AR	68
5.	AS	76
6.	BSR	60
7.	DFL	70
8.	EEP	55
9.	EA	46
10.	FY	46
11.	FNF	64
12.	JS	64
13.	K	86
14.	MG	78
15.	MAK	68
16.	MH	64
17.	MAA	54
18.	MJS	56
19.	NH	64
20.	RSD	80
21.	RN	86
22.	RPR	84
23.	RA	44
24.	RN	60
25.	SR	60
26.	SM	60
27.	SIS	58
28.	SNFSN	74
29.	SS	60
30.	SS	60
31.	VPS	54
Mean Score		63.65

The English Teacher,

Anie Herawati, S. Pd.

Appendix D

LESSON PLAN CYCLE 1 MEETING I

School	: SMP Negeri 1 Jelbuk
Subject	: English
Grade/ Semester	: VIII/ 2
Language Component	: Vocabulary (integrated with Reading Skills)
Genre	: Narrative
Theme	: Indonesian Folklore
Time Allocation	: 2 x 40 Minutes

I. STANDARD COMPETENCE

Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

Membaca

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. INDICATORS

Cognitive

Product

1. Completing the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. Finding the difficult words based on the narrative text given.
2. Classifying the difficult words based on its classification.
3. Finding the meaning of the difficult words found.
4. Mentioning the words from the stick figures shown.
5. Making stick figures based on the words chosen.
6. Matching the words with the appropriate stick figures.
7. Completing the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. Paying attention to the teacher's explanation carefully.
2. Participating actively in doing Exercise I.
3. Guessing the words curiously based on stick figures shown by the teacher.
4. Drawing stick figures interestingly based on the words given by the teacher in small group work.
5. Working cooperatively in doing Small Group Exercises with their group.

IV. LEARNING OBJECTIVES***Cognitive******Product***

1. The students will be able to complete the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. The students will be able to find the difficult words based on the narrative text given.
2. The students will be able to classify the difficult words based on its classification.

3. The students will be able to find the meaning of the difficult words found.
4. The students will be able to mention the words from the stick figures shown.
5. The students will be able to make stick figures based on the words chosen.
6. The students will be able to match the words with the appropriate stick figures.
7. The students will be able to complete the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. The students will be able to pay attention to the teacher's explanation carefully.
2. The students will be able to participate actively in doing Exercise 1.
3. The students will be able to guess the words curiously based on stick figures shown by the teacher.
4. The students will be able to draw stick figures interestingly based on the words given by the teacher in small group work.
5. The students will be able to work cooperatively in doing Small Group Exercises with their group.

V. MATERIALS (*Enclosed*)

Narrative Text 1

VI. TEACHING LEARNING STRATEGIC

Approach : Coperative Language Learning (CLL)

Method : Small Group Discussion

VII. TEACHING LEARNING ACTIVITIES

No.	The Teacher's Activities	The Students' Activities	Time
I.	Set induction		
	1. Greeting and checking the students' attendance.	Responding and paying attention.	3'
	2. Showing the stick figure of "Crown" and giving some leading questions.	Paying attention and answering the questions.	3'
	3. Stating the objectives.	Paying attention.	1'
II.	Main Activities		
	1. Distributing Narrative Text 1 entitled "Lutung Kasarung".	Receiving the narrative text 1.	1'
	2. Asking the students to do Exercise I by giving the explanation about the example of vocabulary consisting nouns, verbs, adjectives, and adverbs first.	Paying attention to the teacher's explanation and doing Exercise I	13'
	3. Asking the students to find the meaning of the difficult words found.	Finding the meaning of the difficult words found.	5'
	4. Showing stick figures and asking the students to mention the words from the stick figures shown.	Mentioning the words from the stick figures shown	7'
	5. Asking the students to make groups of four.	Making groups of four.	2'
	6. Asking each group to	Choosing a word in card	1'

	<p>choose a word in card papers.</p> <p>7. Asking each group to draw stick figure based on the word they have.</p> <p>8. Asking each group to show stick figure they have made and lead the other groups to read the word together.</p> <p>9. Distributing Group Work Exercises.</p> <p>10. Asking the students to do Group Work Exercises by matching the words based on the stick figures shown and asking them to complete the sentences by using the appropriate words from the jumbled letter.</p> <p>11. Checking the answer together.</p>	<p>papers.</p> <p>Drawing stick figure based on the word they have.</p> <p>Showing stick figure they have made and leading the other groups to read the word together.</p> <p>Receiving Group Work Exercises.</p> <p>Doing the exercises in groups of four</p> <p>Paying attention.</p>	<p>10'</p> <p>15'</p> <p>1'</p> <p>10'</p> <p>3'</p>
III.	<p>Closure</p> <p>1. Guiding the students to make conclusions.</p> <p>2. Giving homework to the students.</p> <p>3. Parting the students.</p>	<p>Making conclusions.</p> <p>Paying attention.</p> <p>Responding and answer parting.</p>	<p>3'</p> <p>1'</p> <p>1'</p>

VIII. SOURCES AND MEDIA**Sources :**

- a. <http://www.englishindo.com/2011/09/lutung-kasarung-dan-seorang-putri.html>
- b. <http://www.englishindo.com/2012/02/dongeng-keong-mas-bahasa-inggris.html>

Media :

- a. Whiteboard
- b. Boardmarker
- c. Stick Figures
- d. Group Work Exercises

IX. EVALUATION**a. Process Evaluation**

Process evaluation will be conducted by observing the students' participation through three affective indicators in the teaching learning process.

No	Students' Names	Indicator					Category	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
...								

The students' participation can be seen as follows:

- The students will be categorized as passive participants if they do less than 4 indicators in the teaching learning process.
- The students will be categorized as active participants if they do at least 4 indicators in the teaching learning process.

b. Product Evaluation

Product evaluation will be conducted after the actions are given.

Instrument: Vocabulary test in the form of objective test.

Jember, February 27th, 2015

The English Teacher,

The Researcher,

ANIE HERAWATI, S. Pd.

GITA AYU MARETA

NIM.100210401076

Acknowledgement,

The Headmaster,

Drs. SUNYOTO

NIP. 196502021978031011

ENCLOSED

LEADING QUESTIONS

The stick figure of "Crown"



1. Do you know what picture it is?
2. Who usually wear this thing?
3. Have you ever dreamt to be a prince or princess?

NARRATIVE TEXT 1**LUTUNG KASARUNG**

(Story from West Java)

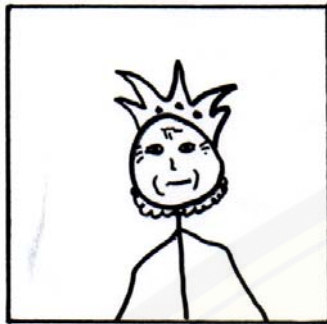
Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung chose Purbasari to be the next leader of the kingdom. Hearing this, Purbararang was angry. Then, Purbararang and her fiancé, Indrajaya, went to a witch together and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There were black dots all over her body. "You have to leave this palace!" said Purbararang. Purbasari had to stay in the jungle.

In the jungle, there was a monkey that always tried to cheer her up. It could talk with humans. The monkey's name was Lutung Kasarung. He was actually a god. Lutung Kasarung made a small lake to help Purbasari. He asked her to take a bath there. Amazingly, she got her beautiful skin back. After that, she asked Lutung Kasarung to accompany her to go back to the palace.

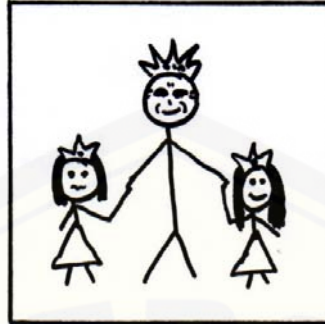
Purbararang was very shocked and said, "Those who have longer hair will be the queen." Then the king measured his daughters' hair and Purbasari had longer hair. Purbararang did not give up. "A queen must have a handsome husband." said Purbararang. Purbasari was sad because she did not have a fiancé yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiancé is a monkey, ha ha ha." Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Finally, Purbasari became the queen. She forgave Purbararang and her fiancé and let them stay in the palace.

(adapted from <http://www.englishindo.com>)

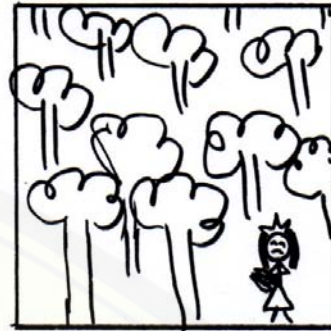
STICK FIGURES SHOWN BY THE TEACHER



Old
Tua



Daughter
Anak Perempuan



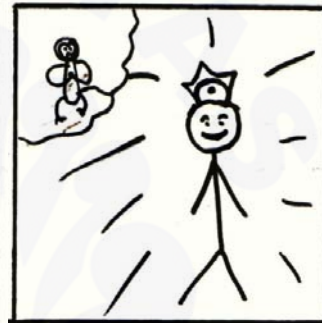
Jungle
Hutan



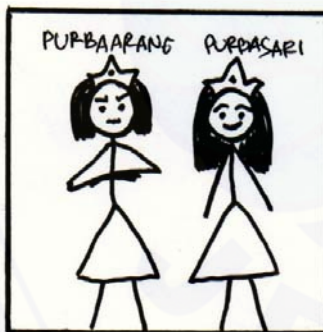
Monkey
Monyet



Talked
Bicara



Changed
Berubah



Longer
Lebih Panjang



Together
Bersama

GROUP WORK EXERCISES

Group	:
Group's Members	: 1. (.....)
	2. (.....)
	3. (.....)
	4. (.....)

Read the following text carefully!

KEONG MAS

(Story from Central Java)

Once, there was a couple living in a palace. They were Prince Raden Putra and Dewi Limaran. One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw an ugly and disgusting snail. Then, she threw it into a river. She did not know that the snail was an old and powerful witch. She could transform herself into anything. The witch was angry so she changed Dewi Limaran into a golden snail. The witch threw it away into the river.

An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that she had food on the table. "Who did this to me? The person is very kind." It happened again and again. The old woman was very curious and she peeped from her room to know who cooked for her. She could not believe that the golden snail turned into a beautiful woman. The old woman approached her and asked, "Who are you?"

"I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night and the spell can be broken if I hear the melody from the holy gamelan," explained Dewi Limaran. The old woman went soon to the palace and talked to Prince Raden Putra. Then Prince Raden Putra prayed and meditated. He asked the gods to give him the holy gamelan. Gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. Amazingly, the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

(adapted from <http://www.englishindo.com>)

I. Match the words based on stick figures shown related to the narrative text given!



(Adjective)



(Adjective)



(Adverb)



(Verb)



(Verb)



(Adjective)



(Adverb)



(Noun)



(Noun)



(Verb)

a. •

• 1. Beautifully •

• 2. Peeped •

b. •

• 3. Curious •

• 4. Heard •

c. •

• 5. Witch •

• 6. Disgusting •

d. •

• 7. Snail •

• 8. Unhappy •

e. •

• 9. Cursed •

• 10. Amazingly •

• f

• .g

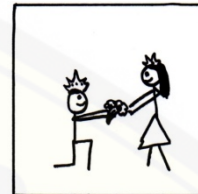
• .h

• .i

• .j

II. Complete the sentences below by using the appropriate words from the jumbled letter and stick figures shown related to the narrative text you have read!

1. Dewi Limaran was Raden Putra's



(f-w-e-i)

2. Dewi Limaran saw an ugly and disgusting snail in a Palace



(d-g-a-r-n-e)

3. The snail was not a witch.



(o-y-n-u-g)

4. The witch could into anything she wanted.



(f-r-o-t-a-n-s-r-m)

5. The old woman went to the palace to tell Raden Putra about Dewi Limaran.



(o-s-o-n)

THE ANSWER KEY

I.

a. (Adjective)

b. (Adjective)

c. (Adverb)

d. (Verb)

e. (Verb)

1. Beautifully

2. Peeped

3. Curious

4. Heard

5. Witch

6. Disgusting

7. Snail

8. Unhappy

9. Cursed

10. Amazingly

f. (Adjective)

g. (Adverb)

h. (Noun)

i. (Noun)

j. (Verb)

II.

1. wife (Noun)
2. garden (Adverb)
3. young (Adjective)
4. transform (Verb)
5. soon (Adverb)

LESSON PLAN CYCLE 1 MEETING II

School	: SMP Negeri 1 Jelbuk
Subject	: English
Grade/ Semester	: VIII/ 2
Language Component	: Vocabulary (integrated with Reading Skills)
Genre	: Narrative
Theme	: Indonesian Folklore
Time Allocation	: 2 x 40 Minutes

I. STANDARD COMPETENCE**Membaca**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE**Membaca**

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. INDICATORS**Cognitive*****Product***

1. Completing the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. Finding the difficult words based on the narrative text given.
2. Classifying the difficult words based on its classification.

3. Finding the meaning of the difficult words found.
4. Mentioning the words from the stick figures shown.
5. Making stick figures based on the words chosen.
6. Matching the words with the appropriate stick figures.
7. Completing the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. Paying attention to the teacher's explanation carefully.
2. Participating actively in doing Exercise I.
3. Guessing the words curiously based on stick figures shown by the teacher.
4. Drawing stick figures interestingly based on the words given by the teacher in small group work.
5. Working cooperatively in doing Small Group Exercises with their group.

IV. LEARNING OBJECTIVES**Cognitive*****Product***

1. The students will be able to complete the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. The students will be able to find the difficult words based on the narrative text given.
2. The students will be able to classify the difficult words based on its classification.
3. The students will be able to find the meaning of the difficult words found.
4. The students will be able to mention the words from the stick figures shown.

5. The students will be able to make stick figures based on the words chosen.
6. The students will be able to match the words with the appropriate stick figures.
7. The students will be able to complete the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. The students will be able to pay attention to the teacher's explanation carefully.
2. The students will be able to participate actively in doing Exercise 1.
3. The students will be able to guess the words curiously based on stick figures shown by the teacher.
4. The students will be able to draw stick figures interestingly based on the words given by the teacher in small group work.
5. The students will be able to work cooperatively in doing Small Group Exercises with their group.

V. MATERIALS (*Enclosed*)

Narrative Text 1

VI. TEACHING LEARNING STRATEGIC

Approach : Coperative Language Learning (CLL)

Method : Small Group Discussion

VII. TEACHING LEARNING ACTIVITIES

No.	The Teacher's Activities	The Students' Activities	Time
I.	Set induction 1. Greeting and checking the students' attendance.	Responding and paying attention.	3'

	<p>2. Showing the stick figure of “Jaka Tarub dan Tujuh Bidadari” and giving some leading questions.</p> <p>3. Stating the objectives.</p>	<p>Paying attention and answering the questions.</p> <p>Paying attention.</p>	<p>3’</p> <p>1’</p>
II.	<p>Main Activities</p> <p>1. Asking the students to make groups of five.</p> <p>2. Distributing Narrative Text 1 entitled “Princess Tandampalik”.</p> <p>3. Asking the students to do Exercise I by giving the explanation about the example of vocabulary consisting nouns, verbs, adjectives, and adverbs first.</p> <p>4. Asking the students to find the meaning of the difficult words found.</p> <p>5. Asking each group to choose some words in card papers.</p> <p>6. Asking each group to draw stick figures based on the words they have.</p> <p>7. Asking the stick figures which have been made by the students’ groups and asking them to guess the</p>	<p>Making groups of five</p> <p>Receiving the narrative text 1.</p> <p>Paying attention to the teacher’s explanation and doing Exercise I</p> <p>Finding the meaning of the difficult words found.</p> <p>Choosing some words in card papers.</p> <p>Drawing stick figures based on the words they have.</p> <p>Collecting their work, and guess the words based on the stick figures shown.</p>	<p>1’</p> <p>1’</p> <p>10’</p> <p>5’</p> <p>2’</p> <p>12’</p> <p>15’</p>

	stick figures shown.		
	8. Distributing Group Work Exercises.	Receiving Group Work Exercises.	1'
	9. Asking the students to do Group Work Exercises by matching the words based on the stick figures shown and asking them to complete the sentences by using the appropriate words and draw its stick figures.	Doing the exercises in groups of five.	17'
	10. Checking the answer together.	Paying attention.	5'
III.	Closure		
	1. Guiding the students to make conclusions.	Making conclusions.	2'
	2. Giving homework to the students.	Paying attention.	1'
	3. Parting the students.	Responding parting.	1'

VIII. SOURCES AND MEDIA

Sources :

- a. <http://www.englishindo.com/2011/03/the-princess-tandampalik.html>
- b. <http://www.englishindo.com/2011/09/timun-emas.html>

Media :

- a. Whiteboard
- b. Boardmarker
- c. Stick Figures
- d. Students Worksheets

IX. EVALUATION

a. Process Evaluation

Process evaluation will be conducted by observing the students' participation through three affective indicators in the teaching learning process.

No	Students' Names	Indicator					Category	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
...								

The students' participation can be seen as follows:

- The students will be categorized as passive participants if they do less than 4 indicators in the teaching learning process.
- The students will be categorized as active participants if they do at least 4 indicators in the teaching learning process.

b. Product Evaluation

Product evaluation will be conducted after the actions are given.

Instrument: Vocabulary test in the form of objective test.

Jember, March 2nd, 2015

The English Teacher,

The Researcher,

ANIE HERAWATI, S. Pd.

GITA AYU MARETA

Acknowledgement,
The Headmaster,

NIM.100210401076

Drs. SUNYOTO
NIP. 196502021978031011

ENCLOSED

LEADING QUESTIONS

The stick figure of “Jaka Tarub dan Tujuh Bidadari”



1. Do you know what picture it is?
2. Have you ever read this story?
3. Can you mention what other stories you have read?

NARRATIVE TEXT 1**PRINCESS TANDAMPALIK**

(Story from South Sulawesi)

King of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom. King of Bone visited Luwu in order to propose Princess Tandampalik to be her daughter in-law. King of Luwu actually did not want to accept the proposal. According to the culture, he could not have a son-in-law who lived very far from him. Then, King of Luwu said that he needed time to decide. King of Bone understood and went home.

Suddenly, Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king decided to put the princess in a safe place. It was on a remote island named Wajo Island. The princess was sad, but she knew if she stayed in the kingdom, many people would be infected.

Several days after Princess Tandampalik lived in Wajo Island, an albino cow came to her and licked her skin. Amazingly, her skin was smooth again. Her beauty was back! In the meantime, Prince of Bone was sailing in the sea. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island. "Who are you? Do you live here?" asked Prince of Bone. Princess Tandampalik explained everything. Prince of Bone had heard about her before. He immediately brought Princess Tandampalik to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

(adapted from <http://www.englishindo.com>)

GROUP WORK EXERCISES

Group	:
Group's Members	: 1. (.....)
	2. (.....)
	3. (.....)
	4. (.....)
	5. (.....)

Read the following text carefully!

TIMUN MAS

(Story from Central Java)

Once, a couple of farmer had married for some years but they had no children. They prayed to Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish and said, “When your children grew up, you have to sacrifice them to me!” Later, the farmers planted the cucumber seeds from Buto Ijo carefully. After that, a big golden cucumber grew and the farmers cut it. They were surprised to see a beautiful baby inside the cucumber.

The baby's name was Timun Emas. She was very healthy and diligent child. One day, Buta Ijo came to their house. Timun Emas was frightened and the farmers told Buta Ijo that Timun Emas was still a child. The following year Buta Ijo came again. The farmers kept saying the same thing. Before Buta Ijo came again, the farmers gave Timun Emas several bamboo needles, seeds of cucumber, and salt. “If Buto ijo will catch you, spread this to the ground. Now go!”

Timun Emas was scared so she ran as quickly as she could. Buta Ijo had a sharp nose so he knew what direction his prey ran. When he was just several steps behind, Timun Emas quickly spread the seeds of cucumber. In seconds, they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away. Soon Buta Ijo started running again then Timun Emas threw the bamboo needles. They turned into dense bamboo trees. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther. Finally

when Timun Emas was almost caught, she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her house.

(adapted from <http://www.englishindo.com>)

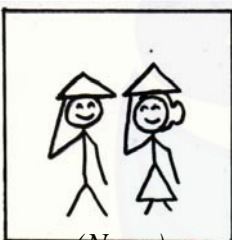
I. Match the words based on stick figures shown related to the narrative text given!



(Adjective)



(Adverb)



(Noun)



(Verb)



(Verb)

a. ●

b. ●

c. ●

d. ●

e. ●

● 1. Ran ●

● 2. Cut ●

● 3. Ferocious ●

● 4. Quickly ●

● 5. Farmers ●

● 6. Spread ●

● 7. Instantly ●

● 8. Cucumber ●

● 9. Diligent ●

● 10. Gave ●

● .f



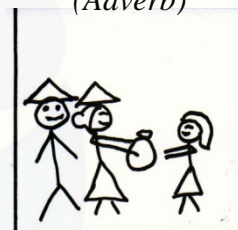
(Adjective)

● .g



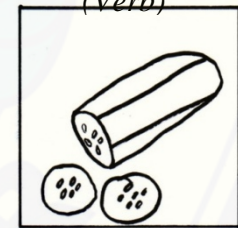
(Adverb)

● .h



(Verb)

● .i



(Noun)

● .j



(Verb)

II. Complete the sentences below by using the appropriate words from the jumbled letter and draw its stick figures!

1. A couple of farmer treated the..... carefully.

(p-l-n-t-a)

2. When Buto Ijo was to eat cucumbers, Timun Mas ran farther to save herself.

(b-y-u-s)

3. Timun Mas was given some weapons so she could run from Buto Ijo.

(r-t-f-a-e-h-r)

4. Buto Ijo was feeling so when he tried to catch Timun Mas.

(h-i-t-s-r-y-t)

5. Timun Mas was still a when Buto Ijo came her house for the first time.

(l-c-i-d-h)

THE ANSWER KEY

I.

a. (Adjective)

b. (Adverb)

c. (Noun)

d. (Verb)

e. (Verb)

1. Ran

2. Cut

3. Ferocious

4. Quickly

5. Farmers

6. Spread

7. Instantly

8. Cucumber

9. Diligent

10. Gave

f. (Adjective)

g. (Adverb)

h. (Verb)

i. (Noun)

j. (Verb)

II.

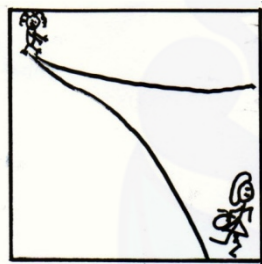
1. plant (Noun)



2. busy (Adjective)



3. farther (Adverb)



4. thirsty (Adjective)



5. child (Noun)



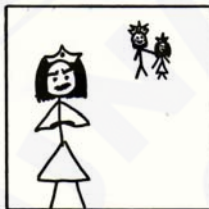
Appendix E

VOCABULARY ACHIEVEMENT TEST

Time Allocation : 60 Minutes

No. Abs	:
Nama	:
Class	:

I. Fill in the blank by using the appropriate word from the jumbled letter based on the stick figures shown!



1. Purbaarang was because she was not chosen to be a queen by Prabu Tapa Agung.

(l-o-s-u-e-j-a)

2. Dewi Limaran lived as a golden snail with the old woman in a little house in the



(u-j-g-l-n-e)



3. Any man tried to Princess Tandampalik because of her beauty.

(s-e-p-o-r-p-o)

4. The farmers were surprised to see a big



(c-c-u-m-u-e-b-r)



5. Lutung Kasarung, Keong Mas, Princess Tandampalik, and Timun Mas are the examples of the Indonesian

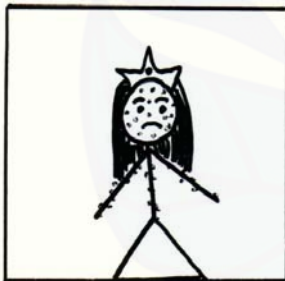
(f-o-k-r-l-l-e-o)

II. Based on the stick figures shown, choose the best answer of the questions below by crossing a, b, c, or d!



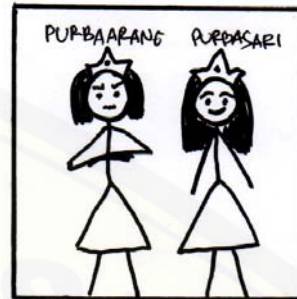
1. Prabu Tapa Agung Purbasari to replace him to be a leader of a kingdom.

- a. chose
- b. obeyed
- c. prevented
- d. rejected



2. Purbasari's body was full of black because of witch's bad spell.

- a. dots
- b. shapes
- c. squares
- d. triangles



3. Purbaarang had hair than Purbasari.

- a. longer
- b. longest
- c. shorter
- d. shortest



4. Purbasari and Lutung Kasarung went back to the

- a. house
- b. hut
- c. jungle
- d. palace



5.

Lutung Kasarung changed into a very handsome man and lived with Purbasari.

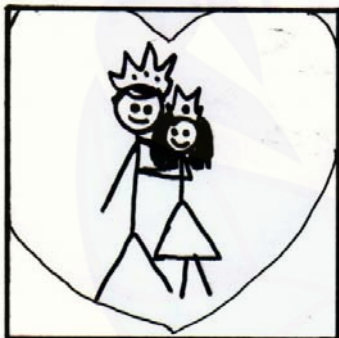
- a. amazingly
- b. happily
- c. sadly
- d. surprisingly



7.

The witch was because Dewi Limaran threw her into a river.

- a. jealous
- b. happy
- c. surprised
- d. unhappy



6.

Dewi Limaran was Raden Putra's

- a. cousin
- b. daughter
- c. husband
- d. wife



8.

The witch into a snail when she met Dewi Limaran.

- a. cursed
- b. imagined
- c. transformed
- d. spelled



9. The old woman went to the palace to talk about Dewi Limaran to Raden Putra.

- a. farther
- b. lately
- c. loudly
- d. soon



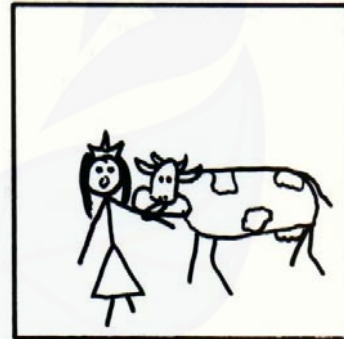
11. Princess Tandampalik was, she got her skin rash.

- a. die
- b. powerful
- c. unconscious
- d. unhealthy



10. Dewi Limaran the melody of holy gamelan so she turned back into a human.

- a. heard
- b. played
- c. sang
- d. saw



12. An albino cured Princess Tandampalik.

- a. butterfly
- b. cow
- c. horse
- d. rabbit



13. Prince of Bone in the sea and landed on Wajo Island.

- a. flew
- b. sailed
- c. slept
- d. swam



15. Finally Princess Tandampalik and Prince of Bone became a

- a. couple
- b. cousin
- c. enemy
- d. rival



14. When Prince of Bone saw Princess Tandampalik, he brought her to the Kingdom.

- a. amazingly
- b. badly
- c. honestly
- d. immediately



16. Timun Mas was a daughter, she always helped her parents.

- a. bad
- b. cruel
- c. diligent
- d. healthy



17.

Timun Mas was still a when Buto Ijo tried to take her in the first time.

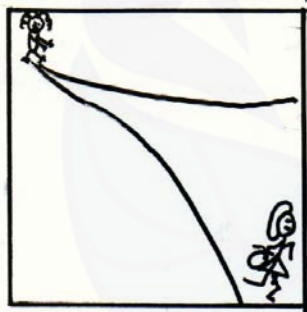
- a. child
- b. farmer
- c. monster
- d. parent



19.

Timun Mas tried to the seeds of cucumber.

- a. eat
- b. find
- c. take
- d. spread



18.

Timun Mas was given some weapons by her parents so she could run from Buto Ijo.

- a. farther
- b. more loudly
- c. near
- d. more slowly



20.

When Buto Ijo was to eat cucumbers, Timun Mas ran away from him.

- a. busy
- b. difficult
- c. lazy
- d. sorrow

THE ANSWER KEY**I. Fill in the Blank Questions**

1. jealous
2. jungle
3. propose
4. cucumber
5. folklore

II. Multiple choices Questions

1. A 11. D
2. A 12. B
3. C 13. B
4. D 14. D
5. B 15. A
6. D 16. C
7. D 17. A
8. C 18. A
9. D 19. D
10. A 20. A

THE DISTRIBUTION OF LARGE VOCABULARY USED

No.	Large Vocabulary	The Number of Question	
		Task I	Task II
1.	Nouns	4, 5.	2, 6, 12, 15, 17.
2.	Verbs	3.	1, 8, 10, 13, 19.
3.	Adjectives	1.	3, 7, 11, 16, 20.
4.	Adverbs	2.	4, 5, 9, 14, 18.

Appendix F

THE OBSERVATION RESULTS OF CYCLE 1

No	The Students' Names	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	AAJ			√	√	√		√			√	√	√		√
2.	AL			√	√	√		√			√	√	√		√
3.	AMA	-	-	-	-	-	-	-				√			√
4.	AR		√	√	√			√			√	√			√
5.	AS			√	√	√		√		√	√	√	√	√	
6.	BSR		√	√	√	√	√		√	√	√	√	√	√	√
7.	DFL		√	√	√	√	√		√		√	√	√	√	√
8.	EEP	-	-	-	-	-	-	-	√	√	√	√	√	√	√
9.	EA				√	√		√			√	√			√
10.	FY			√	√			√	√		√	√	√	√	
11.	FNF	√	√	√	√	√	√		√	√	√	√	√	√	√
12.	JS				√	√		√				√	√		√
13.	K		√	√	√	√	√			√	√	√	√	√	
14.	MG			√	√	√		√	-	-	-	-	-	-	-
15.	MAK		√	√	√	√	√		-	-	-	-	-	-	-
16.	MH	√		√	√	√	√		√	√	√	√	√	√	√
17.	MAA	√	√	√	√	√	√		√	√	√	√	√	√	√
18.	MJS			√	√			√				√			√
19.	NH	√	√	√	√	√	√		√		√	√	√	√	√
20.	RSD	√		√	√	√	√			√	√	√	√	√	√
21.	RN	√	√	√	√	√	√		√	√	√	√	√	√	√
22.	RPR	√		√	√	√	√		√		√	√	√	√	√
23.	RA			√	√			√			√	√	√		√
24.	RN	√	√	√	√	√	√		√	√	√	√	√	√	√
25.	SR		√	√	√	√	√		√		√	√	√	√	√
26.	SM			√	√	√		√	√		√	√	√	√	√
27.	SIS		√	√	√	√	√		√	√	√	√	√	√	√
28.	SNFSN	√	√	√	√	√	√		√	√	√	√	√	√	√
29.	SS		√	√	√	√	√		√	√	√	√	√	√	√
30.	SS				√	√		√	-	-	-	-	-	-	-
31.	VPS	√	√		√	√	√		√	√	√	√	√	√	√
TOTAL		Meeting 1					17	12	Meeting 2					20	8

Note:

1. Paying attention to the teacher's explanation carefully.
2. Participating actively in doing Exercise I.
3. Guessing the words curiously based on stick figures shown.
4. Drawing stick figures interestingly based on the words given by the teacher in small group work.
5. Working cooperatively in doing Small Group Exercises with their group related to the use of stick figures to the students' vocabulary achievement.

Appendix G

**THE RESULT OF THE STUDENTS' VOCABULARY ACHIEVEMENT
TEST IN CYCLE 1**

No	The Students' Initial	Score	Achieved	Not Achieved
1.	AAJ	80	√	
2.	AL	68		√
3.	AMA	68		√
4.	AR	76	√	
5.	AS	68		√
6.	BSR	84	√	
7.	DFL	64		√
8.	EEP	72	√	
9.	EA	72	√	
10.	FY	56		√
11.	FNF	64		√
12.	JS	72	√	
13.	K	80	√	
14.	MG	56		√
15.	MAK	-	-	-
16.	MH	68		√
17.	MAA	68		√
18.	MJS	40		√
19.	NH	64		√
20.	RSD	44		√
21.	RN	96	√	
22.	RPR	72	√	
23.	RA	72	√	
24.	RN	76	√	
25.	SR	64		√
26.	SM	64		√
27.	SIS	72	√	
28.	SNFSN	84	√	
29.	SS	72	√	
30.	SS	68		√
31.	VPS	80	√	
TOTAL			15	15

Appendix H

LESSON PLAN CYCLE 2 MEETING I

School	: SMP Negeri 1 Jelbuk
Subject	: English
Grade/ Semester	: VIII/ 2
Language Component	: Vocabulary (integrated with Reading Skills)
Genre	: Narrative
Theme	: Indonesian Legend
Time Allocation	: 2 x 40 Minutes

I. STANDARD COMPETENCE

Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

Membaca

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. INDICATORS

Cognitive

Product

1. Completing the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. Finding the difficult words based on the narrative text given.
2. Classifying the difficult words based on its classification.
3. Finding the meaning of the difficult words found.
4. Mentioning the words from the stick figures shown.
5. Making stick figures based on the words chosen.
6. Matching the words with the appropriate stick figures.
7. Completing the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. Paying attention to the teacher's explanation carefully.
2. Participating actively in doing Exercise I.
3. Guessing the words curiously based on stick figures shown by the teacher.
4. Drawing stick figures interestingly based on the words given by the teacher in small group work.
5. Working cooperatively in doing Small Group Exercises with their group.

IV. LEARNING OBJECTIVES***Cognitive******Product***

1. The students will be able to complete the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. The students will be able to find the difficult words based on the narrative text given.
2. The students will be able to classify the difficult words based on its classification.

3. The students will be able to find the meaning of the difficult words found.
4. The students will be able to mention the words from the stick figures shown.
5. The students will be able to make stick figures based on the words chosen.
6. The students will be able to match the words with the appropriate stick figures.
7. The students will be able to complete the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. The students will be able to pay attention to the teacher's explanation carefully.
2. The students will be able to participate actively in doing Exercise 1.
3. The students will be able to guess the words curiously based on stick figures shown by the teacher.
4. The students will be able to draw stick figures interestingly based on the words given by the teacher in small group work.
5. The students will be able to work cooperatively in doing Small Group Exercises with their group.

V. MATERIALS (*Enclosed*)

Narrative Text 1

VI. TEACHING LEARNING STRATEGIC

Approach : Coperative Language Learning (CLL)

Method : Small Group Discussion

VII. TEACHING LEARNING ACTIVITIES

No.	The Teacher's Activities	The Students' Activities	Time
I.	Set induction		
	1. Greeting and checking the students attendance.	Responding and paying attention.	2'
	2. Showing the stick figure of "Temple" and giving some leading questions.	Paying attention and answering the questions.	3'
	3. Stating the objectives.	Paying attention.	1'
II.	Main Activities		
	1. Distributing Narrative Text 1 entitled "Roro Jonggrang".	Receiving Narrative Text 1.	1'
	2. Guiding the students to translate the text given in Indonesian.	Paying attention	10'
	3. Asking the students to do Exercise I by giving the explanation about the example of vocabulary consisting nouns, verbs, adjectives, and adverbs first.	Paying attention to the teacher's explanation and doing Exercise I	5'
	4. Asking the students to find the meaning of the difficult words found.	Finding the meaning of the difficult words found.	5'
	5. Showing stick figures and pointing the students to mention the words from the stick figures shown.	Mentioning the words from the stick figures shown	7'

6. Asking the students to make groups of four.	Making groups of four.	1'
7. Asking each group to choose a word in card papers.	Choosing a word in card papers.	1'
8. Asking each group to draw stick figure based on the word they have.	Drawing stick figure based on the word they have.	10'
9. Asking each group to show stick figure they have made and lead the other groups to read the word together.	Showing stick figure they have made and leading the other groups to read the word together.	5'
10. Distributing Group Work Exercises.	Receiving Group Work Exercises.	1'
11. Guiding the students to translate the text entitled "Danau Toba" which is included in Group Work Exercises.	Paying attention	10'
12. Asking the students to do Group Work Exercises by matching the words based on the stick figures shown and asking them to complete the sentences by using the appropriate words from the jumbled letter.	Doing the exercises in groups of four.	10'
13. Checking the answer together.	Paying attention.	3'

The students' participation can be seen as follows:

- The students will be categorized as passive participants if they do less than 4 indicators in the teaching learning process.
- The students will be categorized as active participants if they do at least 4 indicators in the teaching learning process.

b. Product Evaluation

Product evaluation will be conducted after the actions are given.

Instrument: Vocabulary test in the form of objective test.

Jember, March 9th 2015

The English Teacher,

The Researcher,

ANIE HERAWATI, S. Pd.

GITA AYU MARETA

NIM.100210401076

Acknowledgement,

The Headmaster,

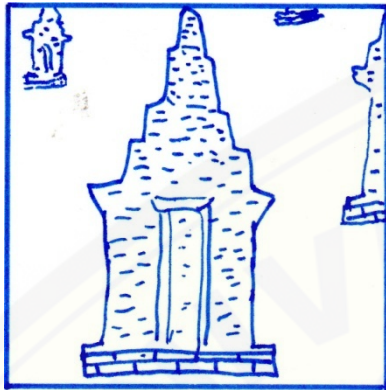
Drs. SUNYOTO

NIP. 196502021978031011

ENCLOSED

LEADING QUESTIONS

The stick figure of "Temple"



1. Do you know what picture it is?
2. Where do you usually find them?
3. Have you ever gone to that place?

NARRATIVE TEXT 1**RORO JONGGRANG**

(Story from Central Java)

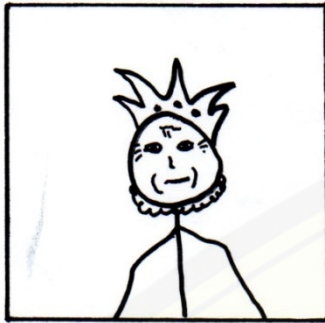
A long long time ago in central Java lived a wise king. His name was Prabu Boko. He had a beautiful daughter whose name was Roro Jonggrang. They lived in a palace on top of a hill. His country was so prosperous that another king was jealous.

One day Kingdom of Bandung attacked Kingdom of Boko. Prabu Boko was killed. Then, Bandung wanted to marry Roro Jonggrang so he proposed her. But Roro Jonggrang definitely did not want to marry someone who had murdered her father. So she gave a difficult condition.

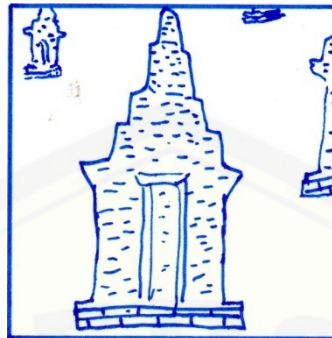
Roro Jonggrang told Bandung that she would marry him if he could build one thousand temples in one night. Bandung agreed, and then he asked his friends among genies for help to build the temples. Roro Jonggrang was very worried when she knew that they had built nine hundred ninety nine temples. Then she ordered her people to make noise and lights so genies thought that daylight had come. They were afraid of the sunlight so they left immediately. Bandung was very angry because he knew that it was a dirty trick from Roro Jonggrang. Finally, he cursed Roro Jonggrang into a statue to complete the last temple.

(adapted from <http://www.englishindo.com>)

STICK FIGURES SHOWN BY THE TEACHER



King
Raja



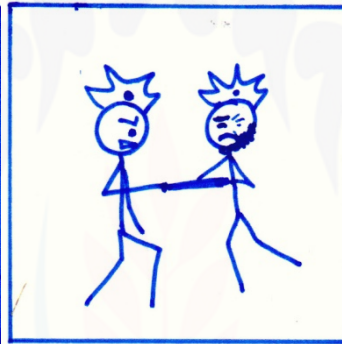
Temple
Candi



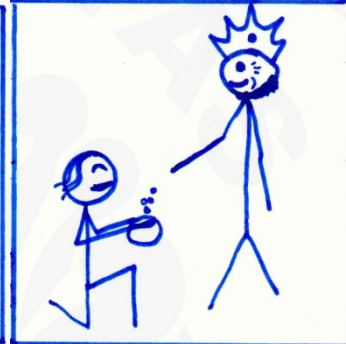
Genie
Jin



Attacked
Menyerang



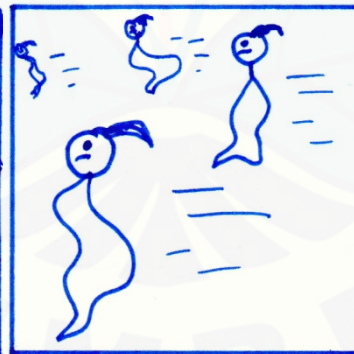
Murdered
Membunuh



Wise
Bijaksana



Hill
Bukit



Immediately
Dengan Segera

GROUP WORK EXERCISES

Group	:
Group's Members	: 1. (.....)
	2. (.....)
	3. (.....)
	4. (.....)

Read the following text carefully!

DANAU TOBA

(Story from North Sumatra)

Once upon a time, there was a farmer whose name was Toba. He lived alone in a small forest. One day, he fished and got a big fish. Then, He brought it home. Suddenly, the fish turned into a beautiful woman. Toba felt in love with her so they married on one condition that he would never tell anybody about her past.

Several months later, they had a son. He was named Samosir. Unfortunately Samosir was a lazy boy. When his father worked hard in the farm, Samosir just slept. One day, Toba's wife ordered Samosir to bring lunch for his father in the farm but Samosir ate it. Then Toba was angry and he said sarcastically, "You are stupid lazy boy. You are son of a fish!"

Samosir told his mother about his father's words. Samosir's mother was deeply hurt and said, "Your father breaks his promise. Samosir, now go to the hill, find the tallest tree and climb it". As soon as she finished saying that suddenly the weather changed. The rain poured heavily for several days. Consequently the area was flooded then it became a big lake. It was called Lake Toba and in the middle of the lake there is an island called Samosir Island.

(adapted from <http://www.englishindo.com>)

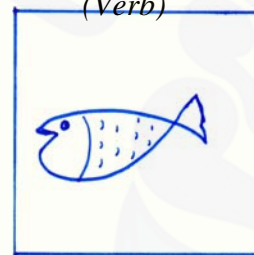
I. Match the words based on stick figures shown related to the narrative text given!



(Adjective)



(Verb)



(Noun)



(Verb)



(Verb)

a. ●

b. ●

c. ●

d. ●

e. ●

● 1. Fish ●

● 2. Heavily ●

● 3. Middle ●

● 4. Brought ●

● 5. Lunch ●

● 6. Tallest ●

● 7. Sarcastically ●

● 8. Slept ●

● 9. Turned ●

● 10. Forest ●

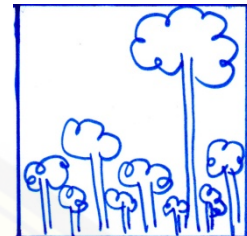
● .f

● .g

● .h

● .i

● .j



(Adjective)



(Adverb)



(Noun)



(Adverb)



(Adverb)

II. Complete the sentences below by using the appropriate words from the jumbled letter and stick figures shown related to the narrative text you have read!

1. Toba and his wife had a named Samosir.



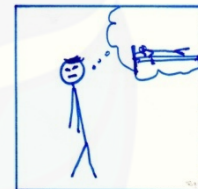
(n-s-o)

2., Samosir was a lazy son.



(t-l-y-e-o-r-t-u-n-u-f-n-a)

3. Samosir was to help his father in the farm.



(l-y-a-z)

4. Samosir had to the tallest tree.



(c-m-l-i-b)


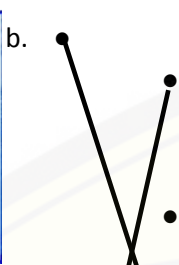


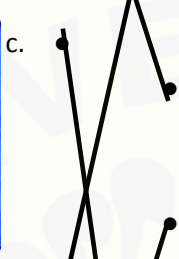

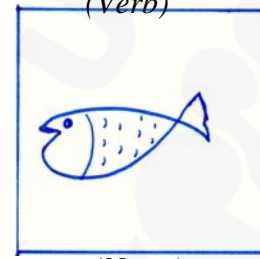
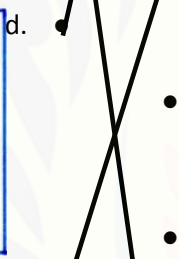





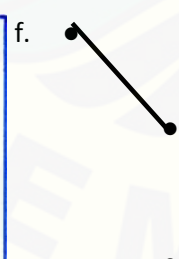

5. Samosir became a Island in the Middle of Toba Lake.



(l-s-l-m-a)

THE ANSWER KEY

I.

 <p>b.</p> <p>(Adjective)</p>		<p>1. Fish</p>	 <p>.f</p> <p>(Adjective)</p>
 <p>c.</p> <p>(Verb)</p>		<p>2. Heavily</p>	 <p>.g</p> <p>(Adverb)</p>
 <p>d.</p> <p>(Noun)</p>		<p>3. Middle</p>	 <p>.h</p> <p>(Noun)</p>
 <p>e.</p> <p>(Verb)</p>		<p>4. Brought</p>	 <p>.i</p> <p>(Adverb)</p>
 <p>f.</p> <p>(Verb)</p>		<p>5. Lunch</p>	 <p>.j</p> <p>(Adverb)</p>
		<p>6. Tallest</p>	
		<p>7. Sarcastically</p>	
		<p>8. Slept</p>	
		<p>9. Turned</p>	
		<p>10. Forest</p>	

II.

1. son (Noun)
2. Unfortunately (Adverb)
3. lazy (Adjective)
4. climb (Verb)
5. small (Adjective)

LESSON PLAN CYCLE 2 MEETING II

School	: SMP Negeri 1 Jelbuk
Subject	: English
Grade/ Semester	: VIII/ 2
Language Component	: Vocabulary (integrated with Reading Skills)
Genre	: Narrative
Theme	: Indonesian Legend
Time Allocation	: 2 x 40 Minutes

I. STANDARD COMPETENCE**Membaca**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE**Membaca**

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. INDICATORS**Cognitive*****Product***

1. Completing the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. Finding the difficult words based on the narrative text given.
2. Classifying the difficult words based on its classification.

3. Finding the meaning of the difficult words found.
4. Mentioning the words from the stick figures shown.
5. Making stick figures based on the words chosen.
6. Matching the words with the appropriate stick figures.
7. Completing the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. Paying attention to the teacher's explanation carefully.
2. Participating actively in doing Exercise I.
3. Guessing the words curiously based on stick figures shown by the teacher.
4. Drawing stick figures interestingly based on the words given by the teacher in small group work.
5. Working cooperatively in doing Small Group Exercises with their group.

IV. LEARNING OBJECTIVES**Cognitive*****Product***

1. The students will be able to complete the sentences by using appropriate vocabulary which consists of nouns, verbs, adjective, and adverbs based on the stick figures shown.

Process

1. The students will be able to find the difficult words based on the narrative text given.
2. The students will be able to classify the difficult words based on its classification.
3. The students will be able to find the meaning of the difficult words found.
4. The students will be able to mention the words from the stick figures shown.

5. The students will be able to make stick figures based on the words chosen.
6. The students will be able to match the words with the appropriate stick figures.
7. The students will be able to complete the sentences by using the appropriate words from the jumbled letter based on the stick figures shown.

Affective

1. The students will be able to pay attention to the teacher's explanation carefully.
2. The students will be able to participate actively in doing Exercise 1.
3. The students will be able to guess the words curiously based on stick figures shown by the teacher.
4. The students will be able to draw stick figures interestingly based on the words given by the teacher in small group work.
5. The students will be able to work cooperatively in doing Small Group Exercises with their group.

V. MATERIALS (*Enclosed*)

Narrative Text 1

VI. TEACHING LEARNING STRATEGIC

Approach : Coperative Language Learning (CLL)

Method : Small Group Discussion

VII. TEACHING LEARNING ACTIVITIES

No.	The Teacher's Activities	The Students' Activities	Time
I.	Set induction 1. Greeting and checking the students attendance.	Responding and paying attention.	2'

	2. Showing the stick figure of “Boat” and giving some leading questions.	Paying attention and answering the questions.	3’
	3. Stating the objectives.	Paying attention.	1’
II.	Main Activities		
	1. Asking the students to make groups of five.	Making groups of five.	1’
	2. Distributing Narrative Text 1 entitled “Tangkuban Perahu”.	Receiving Narrative Text 1.	1’
	3. Guiding the students to translate the text given in Indonesian.	Paying attention	10’
	4. Asking the students to do Exercise I by giving the explanation about the example of vocabulary consisting nouns, verbs, adjectives, and adverbs first.	Paying attention to the teacher’s explanation and doing Exercise I	4’
	5. Asking the students to find the meaning of the difficult words found.	Finding the meaning of the difficult words found.	5’
	6. Asking each group to choose some words in card papers.	Choosing some words in card papers.	1’
	7. Asking each group to draw stick figures based on the words they have.	Drawing stick figures based on the words they have.	10’
	8. Asking each group to collect the stick figures	Reading the words together and guessing the words based on	7’

	<p>that they have made and lead them to read the words in English and Indonesian language. Then hid the words and pointed students to guess the words based on the stick figures shown.</p> <p>9. Distributing Group Work Exercises.</p> <p>10. Guiding the students to translate the text entitled “Malin Kundang” which is included in Group Work Exercises.</p> <p>11. Asking the students to do Group Work Exercises by matching the words based on the stick figures shown and asking them to complete the sentences by using the appropriate words from the jumbled letter.</p> <p>12. Checking the answer together.</p>	<p>the stick figures shown.</p> <p>Receiving Group Work Exercises.</p> <p>Paying attention</p> <p>Doing the exercises in groups of five.</p> <p>Paying attention.</p>	<p>1’</p> <p>10’</p> <p>15’</p> <p>3’</p>
III.	<p>Closure</p> <p>1. Guiding the students to make conclusions.</p> <p>2. Giving homework to the students.</p>	<p>Making conclusions.</p> <p>Paying attention.</p>	<p>3’</p> <p>1’</p>

	3. Parting the students.	Responding and answer parting.	1'
--	--------------------------	--------------------------------	----

VIII. SOURCES AND MEDIA

Sources :

- a. <http://www.englishindo.com/2011/02/dongeng-sangkuriang-dan-dayang-sumbi.html>
- b. <http://www.englishindo.com/2011/10/malin-kundang.html>

Media :

- a. Whiteboard
- b. Boardmarker
- c. Stick Figures
- d. Students Worksheets

IX. EVALUATION

a. Process Evaluation

Process evaluation will be conducted by observing the students' participation through three affective indicators in the teaching learning process.

No	Students' Names	Indicator					Category	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								

The students' participation can be seen as follows:

- The students will be categorized as passive participants if they do less than 4 indicators in the teaching learning process.
- The students will be categorized as active participants if they do at least 4 indicators in the teaching learning process.

b. Product Evaluation

Product evaluation will be conducted after the actions are given.

Instrument: Vocabulary test in the form of objective test.

Jember, March 13th, 2015

The English Teacher,

The Researcher,

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Acknowledgement,

The Headmaster,

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ENCLOSED

LEADING QUESTIONS

The stick figure of "Boat"



1. Do you know what picture it is?
2. Have you ever ridden that thing?
3. Can you mention what Indonesian legend story that related to that thing?

NARRATIVE TEXT 1**TANGKUBAN PERAHU**

(Story from West Java)

Once upon a time, lived a couple in a small village. A beautiful wife was Dayang Sumbi and her husband was cursed to be a dog called Tumang. They had a son. His name was Sangkuriang. One day, Dayang Sumbi asked Sangkuriang to hunt for a deer's heart. Then, Sangkuriang went to the wood with his arrow and Tumang. Sangkuriang could not find any deer so he killed Tumang. He gave Tumang's heart to her mother. Dayang Sumbi knew it, she was so angry and hit his head. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong man. One day, he met Dayang Sumbi and fell in love with her who stayed young forever. Dayang Sumbi recognized a scar on Sangkuriang's head and she told him that he was her son. Sangkuriang did not believe her. Then, Dayang Sumbi said that if Sangkuriang wanted to marry her, he had to build a lake and a boat in one night. Sangkuriang tried to build them with the help of genies. It was almost dawn when he nearly finished them. Then, Dayang Sumbi tried to fail their effort. Sangkuriang was very angry. He kicked the boat and then the boat turned out to be Mount Tangkuban Perahu.

(adapted from <http://www.englishindo.com>)

GROUP WORK EXERCISES

Group	:
Group's Members	: 1. (.....)
	2. (.....)
	3. (.....)
	4. (.....)
	5. (.....)

Read the following text carefully!

MALIN KUNDANG

(Story from West Sumatra)

Once, there was a kid named Malin Kundang. He lived with his mother. Malin decided to go sailing along with a merchant ship to change his poor life. After some years passed, Malin became a success merchant. He married his captain's daughter. Then, Malin Kundang decided to visit his hometown with his wife by a beautiful ship.

In the other side, poor Malin's mother was worried about his son. She went to the beach every day, hoping that her son would be back. Then, she saw a very beautiful ship landed. Malin's mother was surprised to see her son, Malin Kundang. She hugged him and cried because she was happy that her son was back. Arrogantly, Malin pushed her. "Who is she?" Malin's wife asked him. "I do not know. She was just a beggar who pretended to be my mother to get my property".

Hearing that, Malin's mother was very angry and prayed, "Oh God, if he is my son, I curse him become a stone". Soon, after Malin Kundang's ship departed the hometown, a big storm came to destroy his ship. Malin realized his fault and begged a mercy from the God. But it was too late. Malin's body was dumped into a beach. Slowly, his body become rigid and shaped into a rock.

(adapted from <http://www.englishindo.com>)

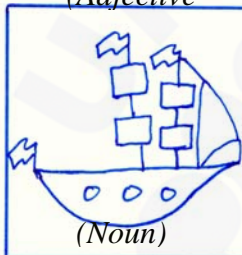
I. Match the words based on stick figures shown related to the narrative text given!



(Adjective)



(Adjective)



(Noun)



(Noun)



(Adverb)



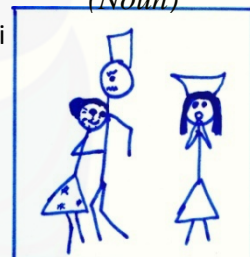
(Adverb)



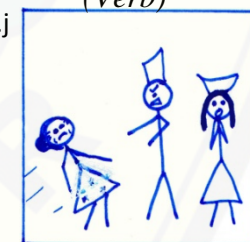
(Adjective)



(Noun)



(Verb)



(Verb)

a. ●

● 1. Merchant ●

● .f

● 2. Pushed ●

b. ●

● 3. Arrogantly ●

● .g

● 4. Success ●

c. ●

● 5. Ship ●

● .h

● 6. Beach ●

d. ●

● 7. Rigid ●

● .i

● 8. Hugged ●

e. ●

● 9. Poor ●

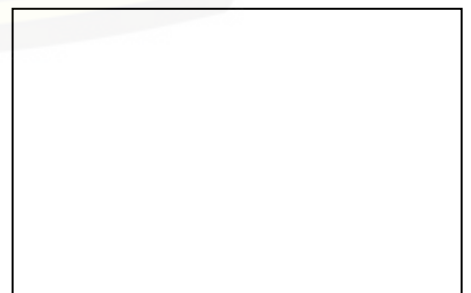
● .j

● 10. Beggar ●

II. Complete the sentences below by using the appropriate words from the jumbled letter and draw its stick figures!

1. Malin's ship on his hometown.

(n-l-a-d-d-e)



2. A big storm came and it Malin's body
into a beach.

(d-u-m-e-d-p)

3. Malin's regret was too

(t-l-a-e)

4. Malin's body became rigid and shaped into a
.....

(c-r-o-k)

5., Malin's body became a stone.

(s-o-l-l-w-y)

THE ANSWER KEY

I.

The following table summarizes the connections between the words and illustrations:

Word	Illustration Label	Part of Speech
1. Merchant	b	(Adjective)
2. Pushed	c	(Adjective)
3. Arrogantly	d	(Noun)
4. Success	e	(Noun)
5. Ship	f	(Adverb)
6. Beach	g	(Adjective)
7. Rigid	h	(Noun)
8. Hugged	i	(Verb)
9. Poor	j	(Verb)
10. Beggar	(None)	(None)

II.

1. landed (Verb)



2. dumped (Verb)



3. late (Adjective)



4. rock (Noun)



5. Slowly (Adverb)



Appendix I

VOCABULARY ACHIEVEMENT TEST

Time Allocation : 60 Minutes

No. Abs	:
Nama	:
Class	:

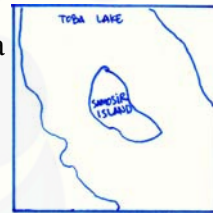
I. Fill in the blank by using the appropriate word from the jumbled letter based on the stick figures shown!



1. Bandung Bondowoso had to build one thousand to marry Roro Jonggrang

(t-m-e-p-e-l-s)

2. Samosir Island was in the of Toba Lake.



(i-d-m-d-e-l)



3. Sangkuriang a boat then it became Mount Tangkuban Perahu.

(k-i-c-e-d-k)

4. Malin shouted to his poor mother.



(l-y-a-r-o-g-a-r-n-t)



5. Roro Jonggrang, Danau Toba, Tangkuban Perahu, and Malin Kundang are the examples of the Indonesian

(e-g-l-e-d-n)

II. Based on the stick figures shown, choose the best answer of the questions below by crossing a, b, c, or d!



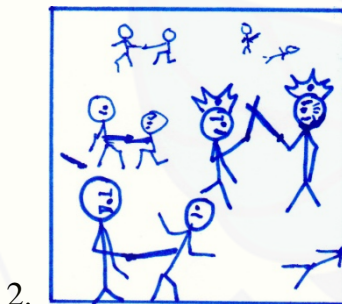
Prabu Boko was a
King.

- a. arrogant
- b. bad
- c. greedy
- d. wise



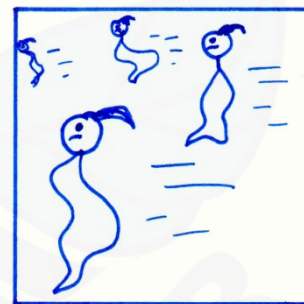
Bandung Bondowoso
..... one thousand
temples with the help of Genie
and Spirits.

- a. Bought
- b. Built
- c. Destroyed
- d. Sold



Bandung Bondowoso's
kingdom Prabu
Boko's kingdom.

- a. accompanied
- b. attacked
- c. helped



Genies left Bandung
..... when they thought
that the daylight had came.

- a. amazingly
- b. immediately
- c. lately
- d. slowly



5.

Bandung Bondowoso cursed Roro Jonggrang to be a

.....

- a. genie
- b. spirit
- c. statue
- d. stone



7.

Toba a big fish to his house.

- a. bought
- b. brought
- c. sold
- d. threw



6.

Samosir was Toba's

.....

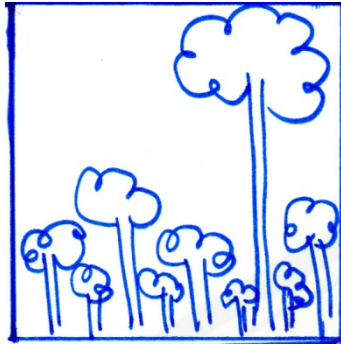
- a. daughter
- b. husband
- c. son
- d. wife



8.

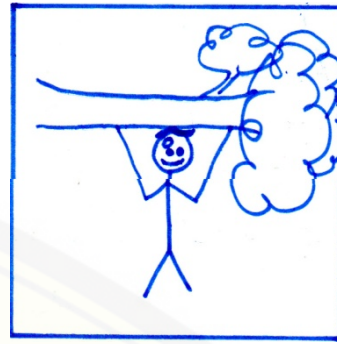
Toba shouted to Samosir that he was a son of a fish!

- a. kindly
- b. ordinarily
- c. sarcastically
- d. softly



9. Toba's wife ordered Samosir to climb the tree in a hill.

- a. shorter
- b. shortest
- c. taller
- d. tallest



11. Sangkuriang was a man.

- a. gentle
- b. sentimental
- c. strong
- d. weak



10. The rain poured so the area was flooded and became a Toba Lake.

- a. heavily
- b. lightly
- c. quickly
- d. slowly



12. Sangkuriang liked hunting in the

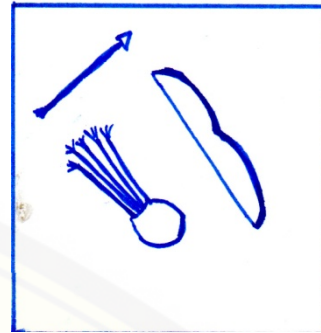
- a. House
- b. Market
- c. Palace
- d. Wood



13.

Dayang Sumbi wanted a heart of a

- a. deer
- b. dog
- c. donkey
- d. duck



15.

Sangkuriang killed Tumang by using his

- a. arrow
- b. gun
- c. knife
- d. spear



14.

Sangkuriang and Tumang went to the wood to a deer.

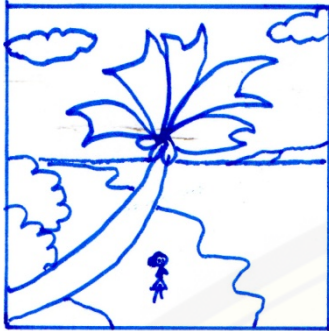
- a. buy
- b. hunt
- c. protect
- d. sell



16.

Malin Kundang and his mother were family.

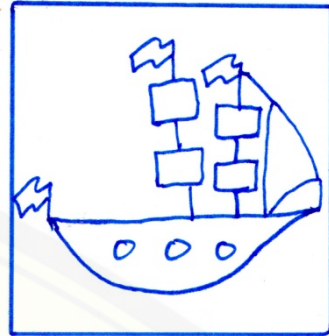
- a. ordinary
- b. poor
- c. rich
- d. success



17.

Malin's mother waited Malin Kundang in a every day.

- a. beach
- b. house
- c. forest
- d. palace



19.

Malin owned a beautiful

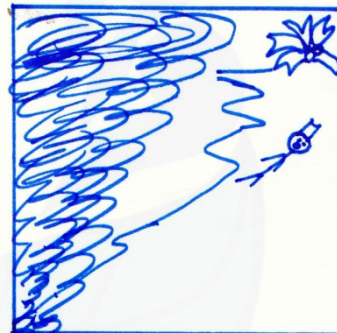
- a. car
- b. motorcycle
- c. plane
- d. ship



18.

After some years working hard, Malin Kundang became a merchant.

- a. bad
- b. kind
- c. poor
- d. success



20.

A big storm came to destroy Malin's ship and he was into a beach.

- a. accompanied
- b. dumped
- c. waited
- d. visited

THE ANSWER KEY**I. Fill in the Blank Questions**

1. temples
2. middle
3. kicked
4. arrogantly
5. legend

II. Multiple choices Questions

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. B | 12. D |
| 3. B | 13. A |
| 4. B | 14. B |
| 5. C | 15. A |
| 6. C | 16. B |
| 7. B | 17. A |
| 8. C | 18. D |
| 9. D | 19. D |
| 10. A | 20. B |

THE DISTRIBUTION OF LARGE VOCABULARY USED

No.	Large Vocabulary	The Number of Question	
		Task I	Task II
1.	Nouns	1, 5.	5, 6, 13, 15, 19.
2.	Verbs	3.	2, 3, 7, 14, 20.
3.	Adjectives	2.	1, 9, 11, 16, 18.
4.	Adverbs	4.	4, 8, 10, 12, 17.

Appendix J

THE OBSERVATION RESULTS IN CYCLE 2

No	The Students' Names	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	AAJ	√			√			√	√		√	√			√
2.	AL	√		√	√	√	√		√		√	√	√	√	
3.	AMA	√		√	√	√	√		√		√	√	√	√	
4.	AR	√			√			√	√		√	√	√	√	
5.	AS	√	√	√	√	√	√		√	√	√	√	√	√	
6.	BSR	√		√	√	√	√		√	√	√	√	√	√	
7.	DFL	√		√	√	√	√		√	√	√	√	√	√	
8.	EEP	√	√	√	√	√	√		√	√	√	√	√	√	
9.	EA	√		√	√	√	√		√	√	√	√	√	√	
10.	FY	√		√	√	√	√		√	√	√	√	√	√	
11.	FNF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	JS	√			√			√	√		√	√			√
13.	K	√	√	√	√	√	√		√		√	√	√	√	
14.	MG	-	-	-	-	-	-	-	√		√	√	√	√	
15.	MAK	√	√	√	√	√	√		√	√	√	√	√	√	
16.	MH	√		√	√	√	√		√		√	√	√	√	
17.	MAA	√		√	√	√	√		√	√	√	√	√	√	
18.	MJS	√		√	√	√	√		-	-	-	-	-	-	-
19.	NH	√	√	√	√	√	√		√	√	√	√	√	√	
20.	RSD	√	√	√	√	√	√		√	√	√	√	√	√	
21.	RN	√	√	√	√	√	√			√	√	√	√	√	
22.	RPR	√		√	√	√	√		√	√	√	√	√	√	
23.	RA	√		√	√			√	√		√	√	√	√	
24.	RN	√	√	√	√	√	√		√	√	√	√	√	√	
25.	SR	√	√	√	√	√	√		√		√	√	√	√	
26.	SM	√		√	√	√	√		√		√	√	√	√	
27.	SIS	√		√	√	√	√		√	√	√	√	√	√	
28.	SNFSN	√	√	√	√	√	√		√	√	√	√	√	√	
29.	SS	√	√	√	√	√	√		√	√	√	√	√	√	
30.	SS	√		√	√	√	√		√		√	√	√	√	
31.	VPS	√		√	√	√	√		√	√	√	√	√	√	
TOTAL		Meeting 1					25	4	Meeting 2					27	2

Note:

1. Paying attention to the teacher's explanation carefully.
2. Participating actively in doing Exercise I.
3. Guessing the words curiously based on stick figures shown.
4. Drawing stick figures interestingly based on the words given by the teacher in small group work.
5. Working cooperatively in doing Small Group Exercises with their group related to the use of stick figures to the students' vocabulary achievement.

Appendix K

**THE RESULT OF THE STUDENTS' VOCABULARY ACHIEVEMENT
TEST IN CYCLE 2**

No	The Students' Initial	Score	Achieved	Not Achieved
1.	AAJ	80	√	
2.	AL	72	√	
3.	AMA	-	-	-
4.	AR	92	√	
5.	AS	72	√	
6.	BSR	80	√	
7.	DFL	72	√	
8.	EEP	76	√	
9.	EA	76	√	
10.	FY	84	√	
11.	FNF	32		√
12.	JS	72	√	
13.	K	88	√	
14.	MG	64		√
15.	MAK	72	√	
16.	MH	80	√	
17.	MAA	76	√	
18.	MJS	56		√
19.	NH	76	√	
20.	RSD	68		√
21.	RN	92	√	
22.	RPR	80	√	
23.	RA	76	√	
24.	RN	84	√	
25.	SR	76	√	
26.	SM	80	√	
27.	SIS	80	√	
28.	SNFSN	96	√	
29.	SS	72	√	
30.	SS	-	-	-
31.	VPS	84	√	
TOTAL			25	4