



**IMPROVING VIII C GRADE STUDENTS' ACTIVE PARTICIPATION AND
ACHIEVEMENT ON REGULAR AND IRREGULAR VERBS IN RECOUNT
TEXT BY USING A PICTURE FILE AT MTS N 1 JEMBER**

THESIS

By:

HASNAH

NIM. 100210401054

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

2015



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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2015

DEDICATION

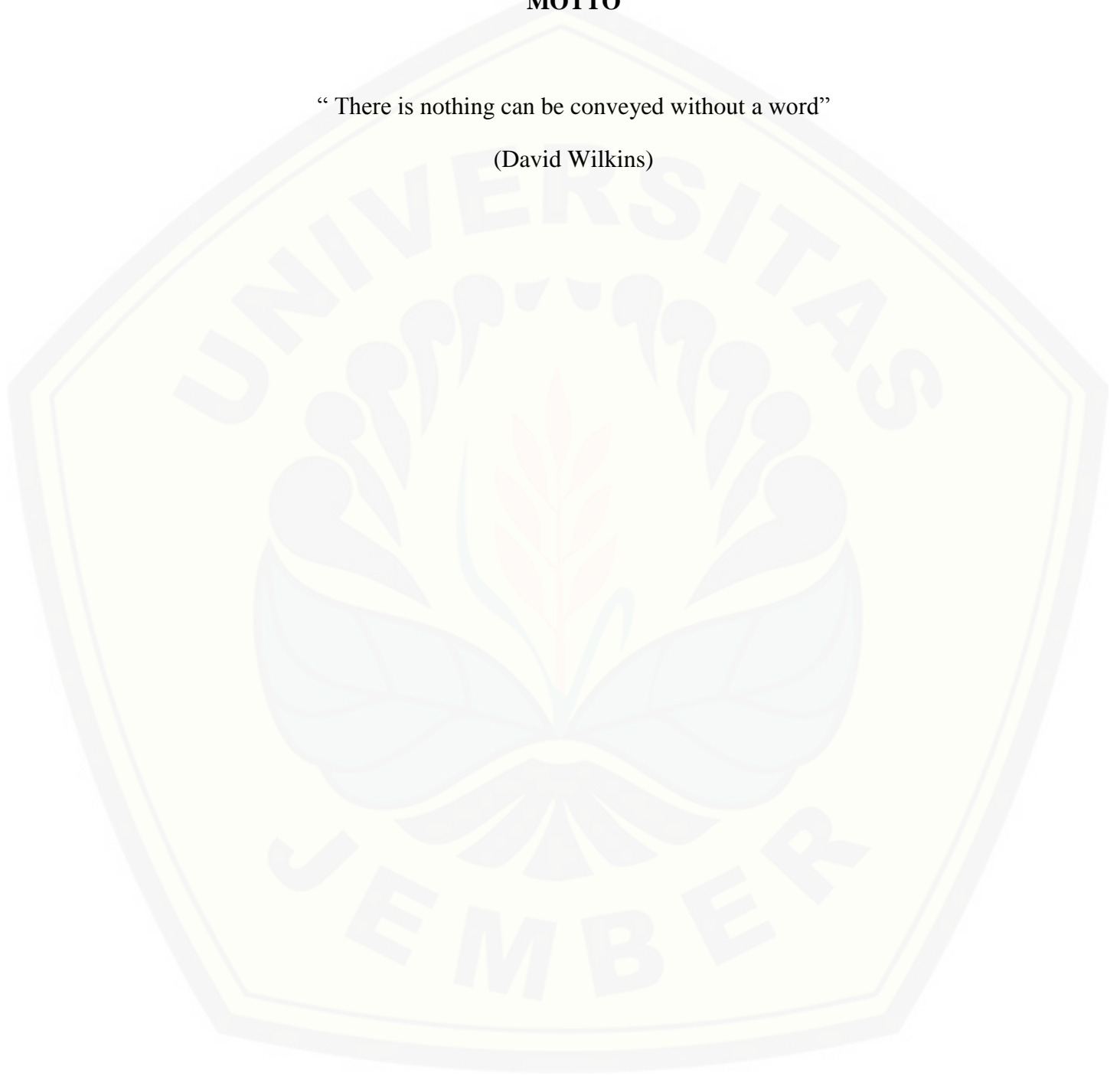
This thesis is honorably dedicated to:

1. My beloved parents Hasan Baraas dn Maryam, thank you so much for your endless love, pray, and support. You give your best to take care of me.
2. My lovely brother and sisters, thank you for your love and always supporting me.

MOTTO

“ There is nothing can be conveyed without a word”

(David Wilkins)



STATEMENT OF THESIS AUTHENTICITY

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

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**IMPROVING VIII C GRADE STUDENTS' ACTIVE PARTICIPATION AND
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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University

Name : Hasnah
Identification Number : 100210201054
Level : 2010
Place and Date of Birth : Negara, September 20th, 1991
Department : Language and Arts Study
Program : English Language Education

Approved by:

Consultant I

Consultant II

Dra. Wiwiek Istianah, M.Kes., M.Ed.
NIP. 19501017 198503 2 001

Dr. Erlyana Fardhani, M.Pd.
NIP 19650309 198902 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Wednesday

Date : February 18th, 2015

Place : The Faculty of Teacher Training and Education

Examiner Committee:

The Chairperson

The Secretary

Dra. Zakiyah Tasnim, M.A.
NIP. 19601231 198802 1 002

Dr. Aan Erlyana Fardhani, M.Pd.
NIP. 19650309 198902 2 001

Member 1

Member 2

Dra. Wiwiek Istianah, M.Kes., M.Ed.
NIP. 19501017 198503 2 001

Drs. Bambang Arya Wijaputra, Ph.D.
NIP. 19601231 198802 1 002

Acknowledged by
The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 005

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Jember, March 2015

HASNAH

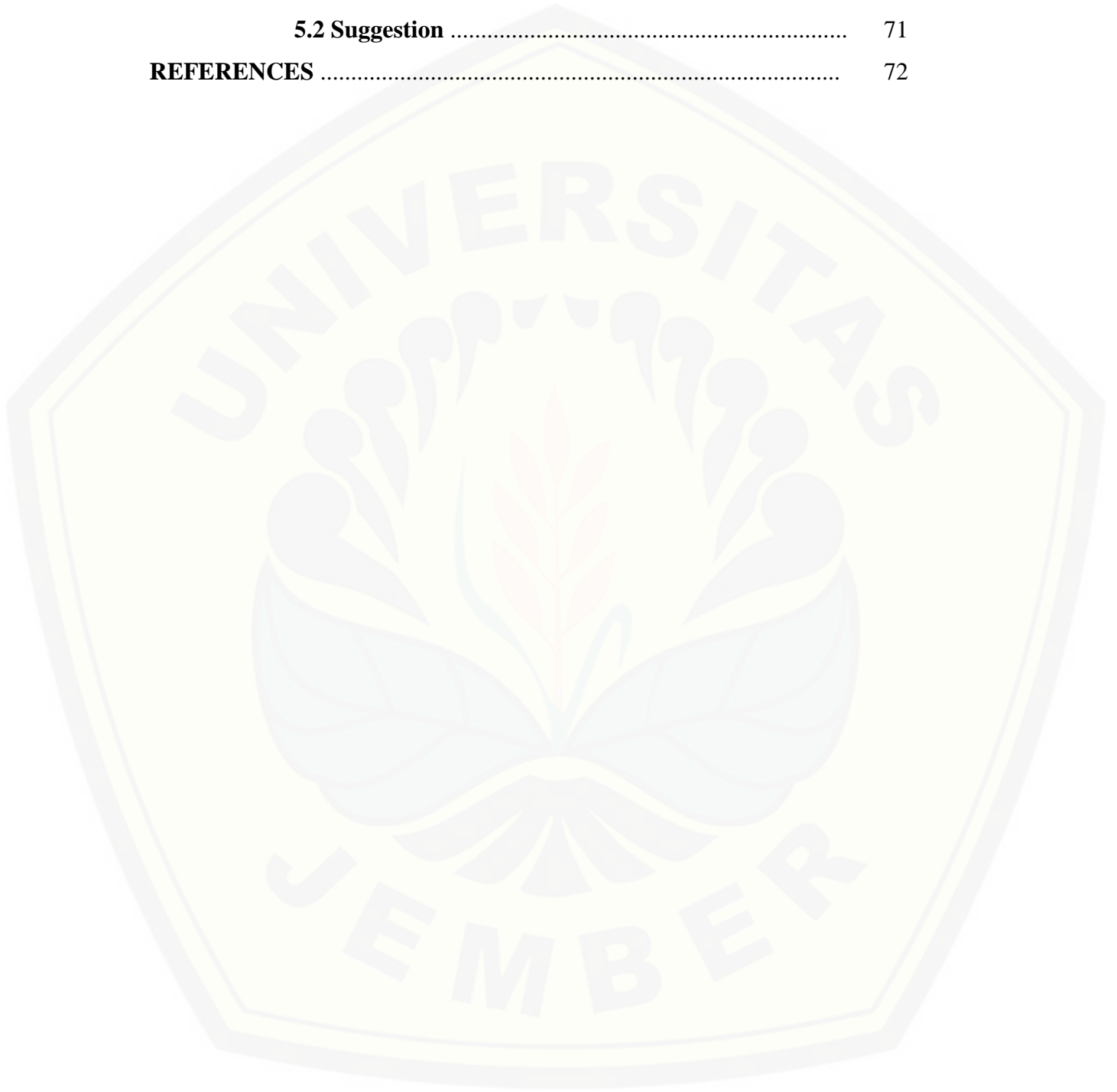
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SUMMARY

Improving VIII C Grade Students' Active Participation and Achievement on Regular and Irregular Verbs in Recount Text by Using a Picture File at MTs N 1 Jember; Hasnah, 100210401054; 2015; 71 pages; English Language Education Study Program Language and Arts Department the Faculty of Teacher Training and Education, Jember University.

Vocabulary is the basic need in language learning either receptive or productive skills of the language. Concerning with many topics taught to develop the skills in the classroom, vocabulary is provided in the text book or from the teacher. Mastering sufficient vocabulary can ease the students to comprehend the texts or to express their idea or feeling using the language. In other words, vocabulary is the basic need that can support the students' language ability.

Based on the the information from the English teacher of the eighth grade students at MTs N 1 Jember, the students' difficulty in learning English was that they were lack of vocabulary. She used to teaching vocabulary integratedly with teaching the language skills. The teacher almost never used media in teaching vocabulary. Furthermore, the teacher said that she had never administered vocabulary test, so the researcher conducted diagnostic test to know the students' weaknesses in English. The test was conducted in VIII C grade because the class was the lowest achievement in English. The result of the test was that there were 48.38 % of the students who got score more than the standard score (75). Further finding was the students made mistakes in aspect of regular and irregular verbs. This condition encouraged the researcher to do a classroom action research with the condition to collaborate with the English teacher.

Conducting the classroom action research was intended to improve students' active participation and their achievement on regular and irregular verbs. In this research, the researcher used a picture file as medium of teaching vocabulary. The

advantages of using a picture file are firstly, A picture file is interesting medium because it has interesting view, color, and impression. Secondly, it can relate the real life and the material. Thirdly, it makes the material taught easy to remember. Moreover, it was economical medium.

This research had been conducted in two cycles. The success criteria were at least 70% the students were active during the teaching and learning process, and at least 70% the students achieve the standard score (75). The result of students' active participation of cycle 1 was that 58.06 % , while the result of students' achievement was 58.62%. It could be concluded that the results of cycle 1 did not achieve the research targets. The causes of unsuccessful results in cycle 1 were that the size of the pictures were small to be implemented in the classroom, the total number of the group members was not appropriate to implement the medium, and the teacher didnot go around the classroom conveying material.

Based on the shortcoming outcome, the researcher continued the cycle to cycle 2 by revising the problems above. The solutions were that the researcher implemented the pictures with larger size by using LCD, decreased the total number of the group member form group of four became in pair, and went around the classroom to motivate the students. The results of cycle 2 were 80.65% of the total number of the students who were active during the teaching and learning process and 77.42% of the total number of the students who achieved the standard score. In conclusion, the results in cycle 2 reached the minimum standard criteria of the research.

The use of a picture file could improve the eighth C grade students' active participation and achievement on regular and irregular verbs at MTs N 1 Jember. Thus, the teacher was suggested to use a picture file as an alternative medium in teaching. Moreover, the students were suggested to be active in teaching and learning process since a picture file was able to help them to their achievement on regular and irregular verbs. Furthermore, the future researchers are suggested to conduct a further research dealing with the use of a picture file because a picture file is such a worth medium for learning English.

CHAPTER 1. INTRODUCTION

This research is a Classroom Action Research which has an objective to improve the VIII C grade students' achievement on regular and irregular verbs at MTs N 1 Jember. The teaching of the vocabulary is integrated with reading skill. In this case, recount text is chosen as the reading material for the students. In the teaching and learning process, the researcher uses a picture file as the medium to help the students learn the vocabulary easily. Reading the recount text, the students are hoped to be able to learn the regular and irregular verbs presented in the text by using the picture file as the medium of teaching.

The first chapter presents some aspects concerning with the topic of the research. It covers Background of the Research, Problems of the Research, Objectives of the Research, and Significances of the Research. Every aspect is explained in the following section.

1.1 Background of the Research

English is one of the compulsory subjects learnt by Indonesian Junior High School students as a foreign language. When the students learn about a language, they learn about a means of communication. Based on 2006 Institutional Level Curriculum or Kurikulum Tingkat Satuan Pendidikan-KTSP (Depdiknas, 2006:1), the main objective of teaching English in Junior High School is to develop the students' skill in communication in order they can communicate using the target language. There are four skills of English that should be developed. They are listening, speaking, reading and writing. By mastering the four skills, the students are hoped to be able to use English as their means of communication very well.

Besides the four skills of English, there is one of important components that should be integrated in teaching English as well. The component is vocabulary.

According to Hatch and Brown (1995:1), vocabulary is such a foundation having primary role in communication. When the students do communication to others, they need to put forward our ideas or explain our feeling. They have to use appropriate vocabulary to describe their ideas or feeling in order that the others can understand what their purpose exactly. It is difficult for them to communicate with others if they do not know which vocabulary can be used to describe their ideas, or feelings. Therefore, having sufficient vocabulary is important to support the ability in communication.

In line with that, The students learn about the four skills of language to develop their ability in communication in the class. Every skill is taught through many topics like English functional texts (advertisement, memo, leaflet, etc.), English texts (descriptive, recount, etc.), English expressions (expression of asking and giving opinion, expression of accusing and blaming, etc.), and English grammar. They will find many vocabulary in their textbook or from their English teacher. Consequently, it is very difficult for the students to understand the sentences they read or hear even to put forward their thought in spoken or written form using English if they do not have sufficient knowledge about vocabulary. Schmitt (2000:142) states that second language learners are able to express themselves in the conversation by acquiring many vocabulary. In brief, the students' basic requirement in learning English is vocabulary.

Based on the preliminary study done by interviewing the eighth grade English teacher on August 11, 2014 and giving diagnostic test to the students, the researcher got many information about English learning in that school. In interview session, the English teacher revealed that the main problem faced in the teaching and learning English was that the students were lack of vocabulary so they often did not understand the material given. To help students' mastery on vocabulary, before discussing the main material the teacher wrote the difficult words in the white board and discussed the meaning. Moreover, sometimes she gave a list of vocabulary and asked the students to memorize the vocabulary. The teacher also asked the students to look for the meaning in their dictionary. She said that she had never used any media

in presenting vocabulary. However, the teacher explained that it did not give much effect to the students. The students easily forgot the vocabulary which had been memorized. Thus, lack of vocabulary became the basic problem in English teaching and learning .

Moreover, the problem influenced the students' participation in the English teaching and learning. The students' were reluctant or not motivated to took a part in the teaching and learning. The English teacher informed that 45.16% of the total number of the students who were active in the English teaching and learning process. Furthermore, the researcher got information from the English teacher that she had not administered vocabulary test in the class. Therefore the researcher conducted diagnostic test to know the students' weaknesses in English. The diagnostic test covered the materials that had been given to the eighth grade class. The materials covered simple present tense, simple past tense, and vocabulary including verb (regular and irregular as well), noun, adjective, and adverb. The test was given to the eighth C class. The result was that there were 48.38 % of the eighth C students who achieved the standard minimum score, that was 75. Further finding was that most of the students made many mistakes in regular and irregular verbs items. They chose the incorrect verbs in answering the test items. The students did not know the meaning of the verbs in past form. It could be concluded that the students were still weak in vocabulary in particular on regular and irregular verbs. Thus, they need to improve their achievement on regular and irregular verbs.

The condition above encouraged the researcher to improve the students' achievement on regular and irregular verbs. The researcher integrated vocabulary teaching with reading teaching by applying one kind of visual aids; the visual aid was a picture file. A picture file might be a new medium in the class. In brief a picture file might be a worth medium to be applied in the class.

As a matter of the medium used in this research, a picture file was pictures which were organized based on a certain classification. Due to the students' problem was in regular and irregular verb, the pictures were organized based on someone's activities category. Comparing with the picture file used in the previous research, the

researcher gave modification to the pictures used in this research than the picture file used in previous research. The previous research done by Susilowati (2012), the researcher stated the past form of verbs only below the pictures which showing someone's activities. In this research, the researcher stated the change of verbs form from bare infinitive to the past form below the pictures. In brief, the picture file in this research was more informative and meaningful.

Giving the change of verbs below the pictures could give information to students that past verbs had different form from their infinitive but they still had the same meaning. Moreover, the students might feel unfamiliar with the new verbs taught so they did not know the meaning of the verbs provided in the text. By seeing the pictures in the file the students could catch the meaning of the verbs directly because pictures can explain the meaning of the vocabulary clearly. As Wright (1989:2) states that things we see can give more effect and information. Therefore, the picture file in this research could interact the students' attention to the material given so the students could understand the meaning of vocabulary and the change as well. As Wright (1989:2) states that pictures can be the stimulus in teaching. Consequently, a picture file was appropriate medium for the students and made the teaching and learning meaningful.

Concerning with the use of a picture file in research, some researchers did researches using a picture file. Istifaiyah (2014) who conducted classroom action research on the fourth grade students at the SDN Bangsalsari 02 in the 2013/2014 academic year, revealed that the percentage of students' active participation and achievement on vocabulary were improve in each cycle. The percentage of the average of the total number of the students who were active was improved from 67.05% in cycle 1 to 81.82% in cycle 2. Besides that, the percentage of the total number of the students who reached the standard minimum score was 74.42% in cycle 1. The result increased became 88.64% in cycle 2. Meanwhile, an action research about the use of a picture file in teaching vocabulary conducted by Susilowati (2012) in SMP Nuris Jember found that the eighth year students at SMP Nuris Jember could improve their active participation as well as vocabulary

achievement. The percentage of the average of the total number of the active students was 68.05% in cycle 1, and it became 81.95% in cycle 2. Besides, the percentage of the total number of the students who achieved the standard score was improved from 55.6 % in the first cycle to 77,8 % at the second cycle.

In addition, there were some previous researches concerning the use of pictures to improve the students' vocabulary achievement only. A classroom action research conducted by Nurlaeli, Sutisna and Rahmah (2012) which investigated the sixth grade students' vocabulary achievement using picture at MI Sirojul Aulad Bogor, revealed that The percentage of the total number of the students who got standard score in that school was increased 63.3% in cycle 1 became 86.7% in the cycle 2. Another classroom action research conducted by Siddiqa and Saragih (2012) which was done to improve the seventh grade students' vocabulary achievement at SMP Nurul Hasannah Medan revealed that that the students' mean of the second cycle was 77.29%, it was higher than the mean of the first cycle (72.71%).

This research did the similar thing with the previous researches. The similarity among previous researches and this research was on the medium used. However the medium in this research had been modified. While the differences among the previous researches and this research were laid on the research subjects, and research area. In this research, the researcher proved that a picture file with the category of someone's activities could improve the students' vocabulary achievement that covered regular and irregular verbs. The design of the research was Classroom Action Research (CAR) that was conducted at the eighth C grade students of MTs N 1 Jember. Considering the background, the researcher was interested in conducting Classroom Action Research entitled "Improving VIII C Grade Students' Active Participation Achievement on Regular and Irregular Verbs in Recount Text by Using A picture file at MTs N 1 Jember."

1.2 Problems of the Research

Based on the background of the research, the problems of the research are formulated as follows:

1. Can the use of a picture file improve VIII C grade students' active participation in teaching and learning process of regular and irregular verbs in recount text at MTs N 1 Jember in 2014/2015 academic year?
2. Can the use of a picture file improve VIII C grade students' achievement on regular and irregular verbs in recount text at MTs N 1 Jember in 2014/2015 academic year?

1.3 Objectives of the Research

Based on the research background and the problem formulations, the objectives of this classroom action research are listed below:

1. To improve VIII C grade students' active participation in teaching and learning process of regular and irregular verbs in recount text at MTs N 1 Jember in 2014/2015 academic year
2. To improve VIII C grade students' achievement on regular and irregular verbs in recount text by using a picture file at MTs N 1 Jember in 2014/2015 academic year

1.4 Significance of the Research

The results of this research were expected to be useful for the following people:

1. For the English teacher

The research results are expected to be useful as information or an input for the English teacher that teaching regular and irregular verbs by using a picture file can improve the students' participation during the teaching and learning and the students' achievement on regular and irregular verbs. Furthermore, the teacher are motivated to use a medium such a picture file to create better classroom atmosphere in her teaching and learning English process.

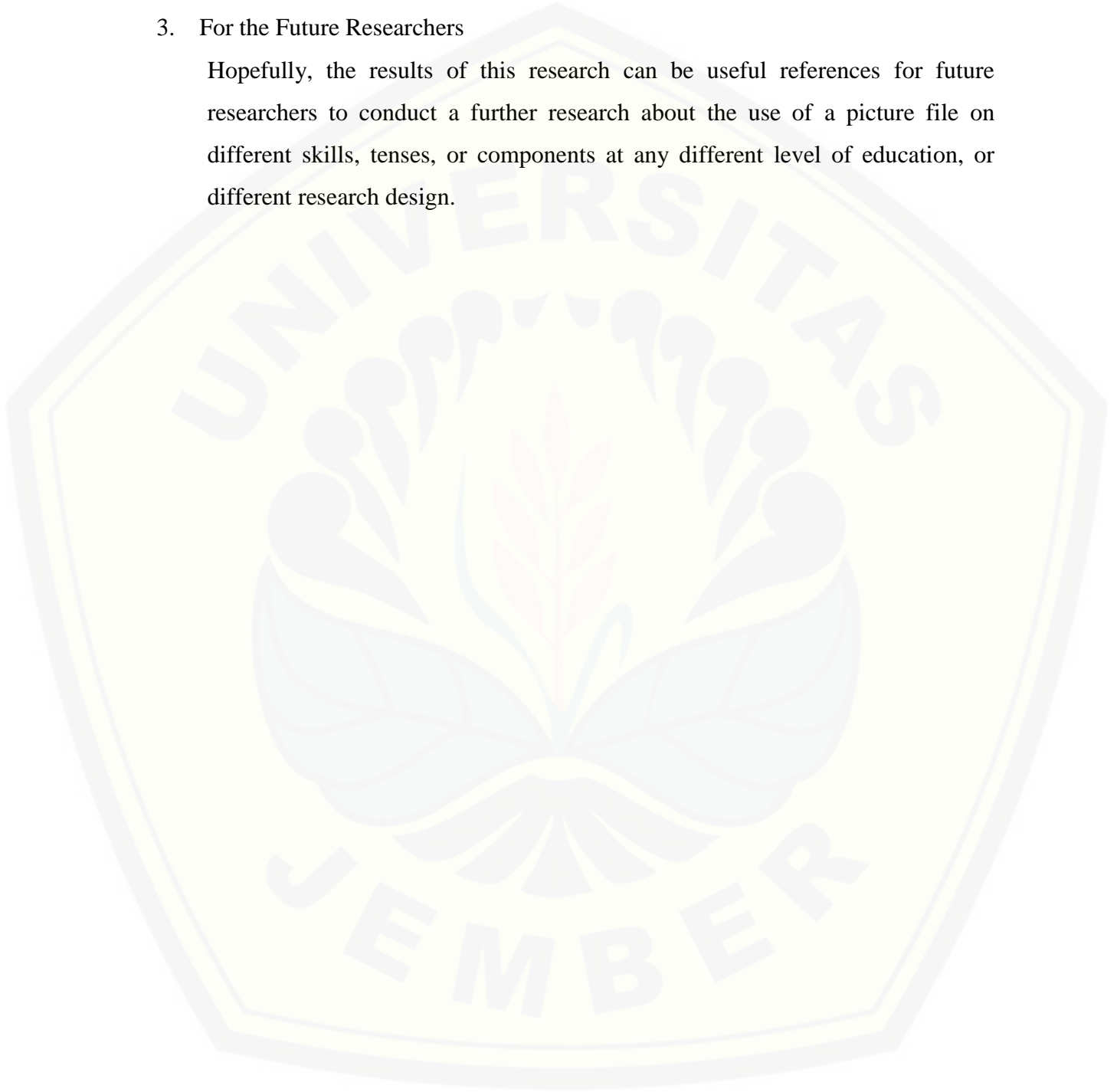
2. For the Students

The use of a picture file in teaching and learning are hopefully useful to motivate the students in teaching and learning process. Their motivation is expected to drive them to study vocabulary easily especially in learning regular

and irregular verbs. As a result, the students are hoped to be able to have sufficient knowledge of regular and irregular verbs to improve their achievement in vocabulary moreover in English.

3. For the Future Researchers

Hopefully, the results of this research can be useful references for future researchers to conduct a further research about the use of a picture file on different skills, tenses, or components at any different level of education, or different research design.



CHAPTER 2. REVIEW ON RELATED LITERATURE

This chapter presents the discussion of literature underlined the topics of the research and its variables. The topics include Definition of Vocabulary, Classification of Vocabulary, Aspects of Vocabulary Needed to be Taught, the Importance of Regular and Irregular Verbs in Language Teaching, Regular and Irregular Verbs Achievement, Regular and Irregular Verbs Integrated with Reading, Definition of a Picture File, Advantages and Disadvantages of a Picture File, the Way of a Picture File Classification, the Procedure of Teaching Regular and Irregular Verbs by Using a Picture File, Students' Participation, and Research Hypothesis.

2.1 Definition of Vocabulary

The small part of a language is vocabulary, so there is no language without vocabulary. As Thornburry (2007:1) states that language is derived from a word. It means that in conveying an idea or feeling in language, people need to set some words to construct a sentence. Thus, in communicate using foreign language either in written or spoken form, vocabulary is needed to describe the idea or feeling. Having no the vocabulary, people cannot communicate to others. The more they know the vocabulary, the better they can communicate to others.

Based on how vocabulary influences someone's language, knowledge of vocabulary is very useful to be given to the students by the teachers. To know what is taught in teaching vocabulary, it is important for the teachers to know what vocabulary is. Vocabulary is a list or set of words for a particular language or set of words that individual speakers of language might use (Hatch and Brown, 1995:1). While Schmitt (2000:2) defines vocabulary is an item having a single meaning, regardless of the number of words it contains. In addition Ur (1996:60) defines vocabulary is the words taught in foreign language. From definitions above,

vocabulary is a word or a string of words used in a particular language and have a meaning. For example, an English teacher teaches English vocabulary to the students, it means that she need to teach a meaningful word or group of words that are used in communication using English.

2.2 Classification of Vocabulary

To know the meaning of certain vocabulary, the function of the vocabulary should be known as well. It relates to the number meanings owned by a word. In English, there are some words that have more than one meaning. For example is a word “drink” which has two meanings. The meanings can be 1) something that is especially needed when someone is thirsty or 2) an activity when someone takes water or another liquid to the mouth. How to decide the appropriate meaning is really depending on the word’s function. For examples, It can be seen in the following sentences.

1. Food and drink are daily needs for us.
2. My father drinks a cup of coffee every morning

The word “drink” in the sentence number 1 has a function as a noun, so the first meaning for the word is correct. While in sentence number 2, it has a function as a verb, so the second meaning is appropriate for it. According to Hatch and Brown (1995:218), the classification of vocabulary based on the function is called part of speech. Moreover, vocabulary is divided into two groups of parts of speech. They are large and small vocabulary. The large vocabulary includes noun, verb, adjective, and adverb. While pronoun, preposition, conjunction, and interjection belong to small vocabulary.

This research focused on one of parts of large vocabulary that is verb. Verb was chosen as the focus of this research, because based on the result of preliminary study done, the eighth C grade students’ of MTs N 1 Jember had a problem that they did not have adequate knowledge of vocabulary, in particular regular and irregular verbs. Many of them made mistake on the regular and irregular verbs items in the diagnostic test. The detail about verb is reviewed in the following part.

2.2.1. Verb

As stated by Hatch and Brown (1995:222), verb is a word that is used to denote an action. Moreover, verb is defined as a group of words used in describing action, experience, or state (Harmer, 1998:37). From the definition above, verb is a word which represents an action, experience, or state. In a sentence construction, a verb functions as a predicate which follows a subject or a noun.

In addition, Harmer (1998:38) also explains that there are three important types of verb, they are: auxiliary verb, main verb, and phrasal verb. The deep discussion of verb is presented below.

a. Auxiliary Verb

Auxiliary verb is a word used with main verb to give additional meaning or helps the main verb to make a statement in affirmative, negative, and interrogative sentence. Pointing out by Frank (1972:50), auxiliary verb gives either (1) a structural element that marks in tense, or that signals questions or negatives; or (2) semantic coloring such as modal auxiliary to indicate permission, ability, possibility, etc. The example of auxiliary verbs are be, do, have, and modal auxiliary verbs are shall, should, will, would, can, could, may, might, must or ought. The sentences below are the examples of the first function of auxiliary verb,

- 1) Is Mira studying English now?
- 2) The children have not taken a bath.

The first sentence uses auxiliary verb be to indicate that it uses present continuous tense and to make the sentence become interrogative. While the second sentence uses auxiliary verb have to indicate that the sentence uses negative present perfect continuous tense. If the auxiliary verbs in both of the sentence are omitted, the sentences above are not complete sentence and do not give the proper meaning.

Besides, the sentences below are the examples of the second function of auxiliary verb.

- 1) The students may borrow a book in the library.

2) Shinta can sing very well.

In the first sentence auxiliary verb *may* as modal auxiliary is to indicate permission so it means that the students are permitted to borrow a book in the library. The second sentence uses auxiliary verb *can* as modal auxiliary to indicate the ability so the sentence means that Shinta is able to sing very well. The auxiliary verbs as modal auxiliary function give additional meaning, so even though the auxiliary verbs are omitted, the sentences are still complete sentences and give a meaning.

b. Main Verb

According to Harmer (1998:39), “Main verbs are verbs that bring the main meaning.” It means that even though the main verb does not have auxiliary verb it has a meaning. Langan (2008:162) explains that there are two types of main verbs based on the tense. They are regular and irregular verbs.

1) Regular Verb

Regular verb is a verb that its past and past participle forms have the same form by adding *-d* or *-ed* to the present form. Here the examples.

Present	Past	Past participle
Advise	Advised	Advised
Cry	Cried	Cried
Laugh	Laughed	Laughed
Say	Said	Said
Study	Studied	Studied
Stop	Stopped	Stopped

For some words ended by a letter “y”, to change it into its past or past participle form, it is changed with *i*. For Examples are the word *say*, becomes *said* and *study* becomes *studied*. In addition, for the words that just have one syllable and the final letter is consonant, to change it into past or past participle the final consonant has to be double. For example is that the word *stop* becomes *stopped*.

2) Irregular Verb

Irregular verb is a verb that its past and participle forms are different. Tomasouw (1990:50-57) states that there are five types of irregular verb. the types include all three principal parts are different, second and third principal parts are alike, all three principal parts are alike, first and third principal parts are alike, and first and second principal parts are alike The following are the examples of irregular verb forms.

a) All Three Principal Parts are Different

Present	Past	Past Participle
Eat	Ate	Eaten
Drink	Drank	Drunk
Drive	Drove	Driven
Go	Went	Gone
See	Saw	Seen

b) Second and Third Principal Parts are alike

Present	Past	Past Participle
Buy	Bought	Bought
Build	Built	Built
Have	Had	Had
Meet	Met	Met
Teach	Taught	Taught

c) All Three Principal Parts are alike

Present	Past	Past Participle
Cut	Cut	Cut
Read	Read	Read
Set	Set	Set

Hurt	Hurt	Hurt
Split	Split	Split

d) First and Third Principal Parts are alike

Present	Past	Past Participle
Come	Came	Come
Become	Became	Become
Run	Ran	Run
Overcome	Overcame	Overcome

e) First and Second Principal Parts are alike

Present	Past	Past Participle
Beat	Beat	Beaten

c. Phrasal Verb

Phrasal verbs are verbs formed by adding a preposition or an adverb to create a new meaning. For example:

1) Look after

Look after is formed by verb look and preposition after. The word look means to turn our eyes to a particular direction. While it is added by after, it means to take care of somebody or something.

2) Put off

Put off is formed by verb put and preposition off. The word put means to move something into a particular place. Then added by off, it means to cancel to do something to a later time.

3) Run away

Run away is formed by verb run and adverb away. The word run means going faster than when we walk. After adding by adverb away its meaning is that someone escapes to another place.

4) Step down

Step back is formed by verb step and adverb back. The word step means lifting our foot and moving it in particular direction. After adding by adverb down, the meaning becomes resigning from position or job.

This research focused on the main verb in the type of regular and irregular verbs. The focus was decided based on the result of the preliminary study that the students needed to increase their knowledge about vocabulary in particular regular and irregular verbs in the past form which are used in a recount text.

2.3 Aspects of Vocabulary Needed to be Taught

As has been known that vocabulary has an important role in learning language, so vocabulary teaching cannot be neglected. An English teacher has to notice what aspects that should be taught to the students in order that the students can get useful and meaningful vocabulary. According to Ur (1996:60-62) there are some aspects needed to be taught in teaching vocabulary. They cover form, grammar, collocation, aspects of meaning, and word formation. Each is described in the following details.

2.3.1 Form : Pronunciation and spelling

English has so many vocabulary. Sometimes there are two or more words which have similar either its forms or pronunciation. To prevent making mistake about vocabulary taught, the learners have to know how the way words are pronounced and spelled. Therefore, an English teacher who wants to teach vocabulary should give a model how to pronounce and spell the words.

2.3.2 Grammar

Grammar is knowledge about the rules in forming or combining words become a sentence or knowledge about the branches of linguistics that are syntax and morphology (Janaida, 2011:1). Knowing the grammar, the learner can make a meaningful sentence. Every language has different grammar. For instance, in English,

a form of a word might be changed in certain grammatical context. Moreover, some words has a certain way to connect to another word. To tell the experience in the past, someone has to change the verb form from bare infinitive into past verb. Therefore when the teacher teaches a new verb to the students, she should also give the past form of the word like eat-ate, and go-went, etc. As well as when the teacher teaches a noun, she may give information about the plural form. For instance, pen-pens, and thief-thieves. We may also present the certain preposition that should be together with the certain adjective or verb. For example, want to, ask for, capable of. The information about the grammar is very useful for the students in order that they can use the vocabulary appropriately in making sentence.

2.3.3 Collocation

Mastering collocation for students is very important. Nesselhauf (2003:1) defines collocation is word combinations such as to make decision or a bitter dissappointment. On another word, collocation is appropriate word combination used by native speaker. In addition, He states that Collocations are important part of native speaker competence that should be included in foreign or second language teaching. There are many word combinations used by native speaker naturally but EFL students often make mistakes in combining the words. For example, the students may say “Quick Food” rather than ”fast food” or “to do suicide” rather than “commit suicide”. Actually, “fast food” and “to do suicide” are grammatically correct. On the other hand, it is uncommon for native speakers to say them. Besides being able to make correct sentences grammatically, EFL students should be able to use the language naturally as well. Shin and Nation (2007:3) state that collocation should be taught to the students because collocation help the students to develop their fluency and use the words as natural as native speaker. In conclusion, by mastering collocation, the EFL students can select the words properly in order that they have communication competence as native speakers so the native speakers can understand what the students mean when they have communication.

2.3.4 Aspect of meaning (1): denotation, connotation, appropriateness

The meaning of the word is what it refers to the real life. The simplest way to acquire the meaning of the word is looking for the meaning in a dictionary. The meaning given in the dictionary is called denotation. Next, connotation is negative or positive feeling of the meaning evokes. For example, the words famous and notorious. Actually, famous and notorious mean well-known. However, famous is known by many people because of good deed. While notorious is known by many people because of something bad. Mastering connotation is important in order that the students can use the appropriate the word in a condition.

Another aspect of meaning that should be taught is whether a particular item is appropriate to use in one context or not. The learner should know whether the word is very common, rare, or taboo in polite conversation, or tend to be used in writing but not in speech, or is more suitable for formal than informal discourse, etc.

2.3.5 Aspect of meaning (2): meaning relationship

It is useful for the teacher to teach how the meaning of one item relates to the meaning of others. This way can enlarge the students' knowledge about vocabulary indirectly. There are various meaning relationship, below are some of many others.

a. Synonym.

Words that have the same meaning area called synonym. For example believe and trust, or look and see, etc.

b. Antonym.

Words have opposite meaning. For example, old and young, or open and close, etc.

c. Hyponym.

Words belong to a specific example of general concepts. For example, cherry, apple, grape, orange are the hyponym of fruit.

d. Co-hyponym

Co-hyponym is called as co-ordinate as well that is item that are the same kind of thing. For example, yellow, blue, green, purple are co-ordinate.

e. Superordinate.

Superordinate is the general concepts that cover the specific items. For example, flower is the superordinate of rose, jasmine, and orchid.

2.3.6 Word formation

Another aspect of vocabulary that should be taught to the students is word formation. Ur (1996:62) explains word formation is how one word or multi words can be put together. Information about word formation can enrich the students' vocabulary mastery because vocabulary that undergoes word formation can be a new function and meaning. There are some different kinds of word formations. First is adding prefix or suffix to the basic word. For example is irregular verb which the verb is added by suffix d or ed to form it its past and participle forms. Thus, verb cook become ed becomes cooked. Another example is that adjective well added by prefix un becomes adjective unwell.

Sometimes, if the word is added by prefix or suffix, the function and the meaning can be changed. For example, verb comfort added by suffix able becomes adjective comfortable. The other example is adjective active added by suffix ity, it becomes noun Activity.

The second kind of word formation is by combining two words. For example, by combining two nouns, the words book and case, it becomes a new word bookcase. The other way is combining a gerund and a noun or a noun and a verb. For examples, in the word swimming pool and toothbrush, etc. Word formation is more complicated than others so it can be taught to advanced learner.

This research focused on improving the students' achievement of regular and irregular verbs for the eighth grade students who were still the English beginners so the aspects of vocabulary that were taught were the form including spelling and pronunciation, the grammar (past form of the verb), and denotation.

2.4 The Importance of Regular and Irregular Verbs in Language Teaching

The responsibility of English teacher is to develop the students' skills in communication using English. As a consequent the teacher has responsibility to develop the students' knowledge about vocabulary as well, because vocabulary can support a great deal to the language skills. As stated by Sukarno (1997:1), vocabulary is the basic need which is very dominant in supporting language skills. Moreover, He states that without a good mastery of vocabulary, it is impossible for someone to be able to listen, speak, read or write well. In expressing an idea or feeling, someone needs to set some words to be sentences. He may find difficulties to express his thought or feeling if he does not know what proper words that can represent his mean so what he speaks or writes about can be unclear. Unclear idea or feeling expressed by someone, may give burden to the others to understand the meaning. Therefore, it can cause a gap in the communication. Wilkins in Thornburry (2007:13) supports that without vocabulary nothing can be conveyed. If the students do not have enough vocabulary, they can not tell other people what their idea is. Thus, the more the students master vocabulary, the easier the students make communication to others, and vice versa. Hence, to enable the students improve their skills in language learning, it is important for the English teacher to teach vocabulary in effective way.

As stated in 2006 Instutional Level Curriculum, recount text is taught to the eighth grade of Junior High school (Depdiknas, 2006:9). Tense used in recount text is simple past tense because it tells events happened in the past. To support the students' understanding on recount text, the teacher should teach vocabulary in particular about regular and irregular verbs. As has been known that the form of bare infinitive is different from the past form. When the students find unfamiliar word for them in the text, they cannot understand the content of the text automatically. Moreover, it is difficult for them to express their opinion about the text. According to Allen (2006:1), the teachers should not focus on teaching the use of language only, we also feel compelled to focus on vocabulary study so that our students are able to produce language expression and understand the expression of others .

Teaching vocabulary especially regular and irregular verbs in past form is as important as teaching recount text to eighth grade students of Junior High School. The students should know the different form between infinitive and past form moreover whether the verbs regular or irregular. By mastering regular and irregular verbs the students will be able to comprehend the recount text if they are familiar with the meaning of the words in the text. Moreover, the students can put forward events in the past using appropriate past verbs correctly.

Accordingly, this research done to improve the eighth C students' achievement on regular and irregular verbs. Based on the data of preliminary study done in the grade of MTs N 1 Jember, the students' scores in diagnostic test did not reached the requirement of minimum score in that school. Moreover, most of their mistakes were in the regular and irregular verbs items. Therefore teaching regular and irregular verbs was important for them.

2.5 Regular and Irregular Verbs Achievement

In teaching and learning, we need to know whether the process runs effectively or not. The information about that can be the measurement of the teachers' success in teaching, and the students in learning. We can know the information by examining the students' achievement. Achievement is knowledge that is gained by the students as the result of teaching and learning process. The idea is supported by Hughes' opinion (2003:13) that says achievement is the individual student or a group of students' success in reaching the teaching learning objectives. In brief, vocabulary achievement is how successful the students can understand the vocabulary taught by the teacher.

In this research, regular and irregular verbs achievement indicated the students' ability in understanding the regular and irregular verbs after joining the teaching learning process by using a picture file as the teaching media. Vocabulary achievement is indicated based on the scores of vocabulary test in each cycle that covers regular and irregular verbs used in the recount text.

2.6 Regular and Iregular Verbs Integrated with Reading

Vocabulary is one of the English components so that it should be taught integrated with English skills. According to Pigada and Schmitt (2006:1), a number of studies have confirmed that second language learners can acquire vocabulary through reading. Through reading, the students can find many vocabulary and read them contextually. In this research, regular and irregular verbs was taught integrated with teaching reading. In this case, the text used is recount text. It was hoped that teaching regular and irregular verbs integrated with reading could give benefit to the students because integrating regular and irregular verbs with teaching reading could give the illustration about the use of the regular and irregular verbs contextually in sentences or phrases.

The researcher used recount text to present regular and irregular verbs. Recount text is the type of the text about past experience, events, and incidents chronologically (Goatly, 2000:30). Verbs used to describe past experience, events and accidents happen in recount text are in past form. Teaching of regular and irregular verbs through recount text was accomplished by a picture files as the media. It was expected that the media could help the students master the regular and irregular verbs used in recount text. Therefore, the students were able to understand what happened in recount text.

2.7 Theory of a Picture File

Further information about a picture file that are used as teaching media by the researcher is explained in following section.

2.7.1 Definition of a Picture File

To solve the students' problem in learning vocabulary, the researcher used a medium such a picture file as the teaching media. A Picture file is a collection of pictures which are organized based on certain classifications that can be used by the teacher as the media in English teaching (Karim and Hasbullah, 1986:4.1). Wright (1989:212) suggests that pictures should be filed in order it can be media which easily

is found and used. It can be concluded that filling pictures is recommended way in creating teaching media. Based on the idea, this research used a picture file that was a collection of pictures as visible aid for the students which was collected in a file based on certain category. This research used a picture file which is collections of pictures representing someone's activity that was used to teach regular and irregular verbs.

The researcher gave a modification to the pictures in the file to make the media different than the researcher used before. Previous research done by Susilowati (2013) who used recount text to provide the vocabulary used picture files which the files consisted of pictures and the word. Especially for the pictures which represent the verb, the pictures just consist of the past form. In this case, the researcher gave modification that was giving the form of bare infinitive, and past form as well, below the pictures. In brief, media in this research is modified picture files which are more interesting and meaningful. Below is the example of picture.



Picture 2.1

2.7.2 The Advantages of Using a Picture File in Teaching Regular and Irregular Verbs

Based on the result of preliminary study, The students got low score because they were lack of vocabulary in particular regular and irregular verbs. The researcher solved the problems using a picture file as media of teaching in this research.

The reasons why the researcher used a picture file because it had some advantages that were considered to help the students to understand the vocabulary easily. A picture file consisted of some pictures that provide presentation of an object with interesting view, colour and impression which can encourage the students to join the learning process. Before teaching, an English teacher must create a lesson plan which contains of steps that the students should follow in order to understand the material given at the end. If the students miss one step, they will be difficult to follow the next steps so the teaching and learning process does not make a sense. It is different when the students take a part to all steps of the teaching and learning process. The steps followed by the students can lead them to understand the material well. Wright (1989:17) says that picture can motivate the students to pay attention and take a part in the teaching and learning process. In all, to encourage the students' to join the teaching and learning process is important and this way can be held by the picture file used.

Sometimes the teacher cannot bring an object even act like in the real life. However, pictures in the file can always represent an object or action in the real life into the classroom. Arsyad (2006:91) states that picture can relate between the material and the real life. The action in the picture can lighten the teacher in explaining the meaning of vocabulary in teaching process, so it is not necessary for the teacher to explain or act the meaning of the vocabulary. The picture can clarify the meaning of the vocabulary taught. Wright (1989: 136) states that picture can give clear illustrated about the idea of subject given to the students. It is hoped that the picture file can help the teacher to lead the students be excited in learning process and to understand the material taught.

Another advantage is that the students can remember the material given easily. Material and the pictures provided give interesting impression to the students and can make the students excited in the learning. Showing the pictures with the words, can create nice atmosphere of the learning rather than providing the students with the words only. Through this way, the students can feel joyful and motivated to join the learning so they understand the meaning of the words easily. When the students are

motivated to learn, it is easier for them to remember what they have learned (Thornbury, 2007:25). Besides, Arsyad (2006:91) claims that a visual medium enables the students to understand the material and strengthen the memory. In addition, visualized words are more memorable than words without picture (Thornbury, 2007:25). Consequently, vocabulary taught using a picture file can stay longer in the students' memory. It will ease the students when they meet the vocabulary in their test or they want to use it to describe their idea in their communication.

Picture files as media of teaching are economical. Firstly, pictures are easy to get. Pictures can be collected from magazine, newspaper, brochure, internet, or the teacher can draw a picture by him/herself. Secondly, the picture file is usable. They can be used every time by the teacher as long as they are stored properly. Karim and Hasbullah (1986:4.2) states that picture file is more permanent and available for the teacher. Therefore, it is not necessary for the teacher to make media everytime she will teach. She can reuse the picture file which has been made. Accordingly, this research used the picture file because it was appropriate and worth media to use in the teaching regular and irregular verbs to improve the students vocabulary achievement.

2.7.3 The Disadvantages of Using a Picture File in Teaching Regular and Irregular Verbs

Besides having many advantages, a picture file had some disadvantages as well that should be considered and solved. One of the advantages is when the size of pictures is not appropriate to be applied in the class, so the students cannot see the pictures clearly. It can destroy the students' interest to the teaching done by the teacher. To solve this problem, the researcher gave the students the picture file as well. The size of pictures is 10 cm x 8 cm. Besides, the researcher should provide many picture file because it was distributed to the students as well. To make it more economical and efficient, the teacher applied such as team work in the teaching process. As suggested by Karim and Hasbullah (1986:4.6) the small pictures can be used in team work or work in pairs.

2.7.4 The Way to Classify a Picture File

A picture file is a collection of pictures which is neatly organized based on a certain classification that can be used by the teacher as media in English teaching. Wright (1986:212) says a pictures file should represent the students' need and circumstances. It means that there is no certain system in filling the pictures. The teacher can develop picture files based on the topic that she would like to teach in the class.

This research used a picture file based on the content. According to Karim and Hasbullah (1986:4.8) there are two big categories of the picture file based on the content: they are things and people. Because this research is to improve the students' achievement on regular and irregular verbs, the researcher used pictures of people category. The teacher used the activity of the people in the picture to explain the meaning of the verbs. Moreover, the content of the file was appropriated to the verbs found in the recount text used in the teaching process.

2.8 The Procedure of Using a Picture File in Regular and Irregular Verbs Teaching

According to Karim and Hasbullah (1986:4.22) the procedure of using a picture file in the classroom is listed below.

1. Set the pictures based on the topic and the time to show the picture,
2. Show the pictures as clear as possible to the students.
3. Ask the students to interpret the picture.
4. Discuss the meaning of the picture if the students' interpretation is different from the intended meaning.

The researcher adapted the procedure above to be implemented in teaching and learning process of this research. In teaching and learning process, the aspects of vocabulary taught were the form (the spelling and the pronunciation), the grammar (regular and irregular), and the meaning or denotation. The procedure of teaching regular and irregular verbs were below.

1. The teacher gave some leading questions related to the topic to the students.
2. The teacher asked the students to make a group
3. The teacher distributed a recount text and asked the students to read the text and pay more attention to the underlined words. The purpose of this activity was to introduce the students to regular and irregular verbs that were taught.
4. The teacher modeled how to pronounce the regular and irregular verbs stated in the text and asked the students to repeat the pronunciation.
5. The teacher explained about regular and irregular verbs in brief.
6. The teacher distributed a picture file to the students.
7. The teacher showed the picture one by one
8. The teacher asked the students to mention regular or irregular verbs and the meaning based on the pictures shown.
9. The teacher gave matching exercise. The exercise had a purpose to check the students' understanding on the meaning of the verbs taught. The teacher gave two columns, they covered column A and column B. Column A was a list of pictures and column B was a list of their verbs randomly. Then, the students were asked to connect the verbs with their meaning by giving a line correctly. This activity is adapted from Heaton (1991:60).
10. The teacher gave gap filling exercise. This exercise is intended to check the students' understanding about the change form of regular and irregular verbs. In this exercise, the teacher provided some incomplete sentences in past tense and bare infinitive verbs in the box. Then the students were asked to complete the sentences by changing the verbs in the box into the form of regular or irregular verbs correctly. How to know the correct change of the verbs, the students could look for form of the verbs in the picture file they had. The activity is adapted from Thornburry (2007:134).

11. The teacher gave multiple choice exercise which was intended to ask the students to apply the regular and irregular verbs in the sentence correctly. The activity is adapted from Hughes (2003:182)

2.9 Students' Active Participation

Students' active participation was the students' interest in taking a part in the teaching and learning process by showing the positive responses. As Arikunto (2010:143) states, in every learning the students are hoped to pay attention and do what the teacher explain to them. In addition, when the students are active means that they are learning. The more active the students, the more effective teaching and learning process will be. The more effective teaching and learning process, the easier the objectives of teaching and learning can be achieved. Accordingly, the students' participation can support the students achievement, so it is important to be observed.

To observe the students' active participation, the researcher determines four indicators should be showed by the students during teaching and learning process. The indicators were used as the students' affective as well. The indicators covered (1) paying attention to the teacher while showing a picture file, (2) mentioning regular or irregular verbs and the meanings based on the pictures shown (3) doing the exercises enthusiastically by using the picture file, (4) discussing the answers with the teacher actively. The indicators were used to categorize the active and the passive students. The active students are the students who could show at least three indicators, and the passive ones were the students who could show less than three indicators.

2.10 Research Hypothesis

According to the review of related literature above, the action hypotheses of this research can be formulated as follows:

1. The use of a picture file can improve VIII C grade students' active participation in teaching and learning process of regular and irregular verbs in recount text at MTs N 1 Jember in 2014/2015 Academic Year

2. The use of a picture file can improve VIII C grade students' achievement on regular and irregular verbs in recount text at MTs N 1 Jember in 2014/2015 Academic Year



CHAPTER 3. RESEARCH METHOD

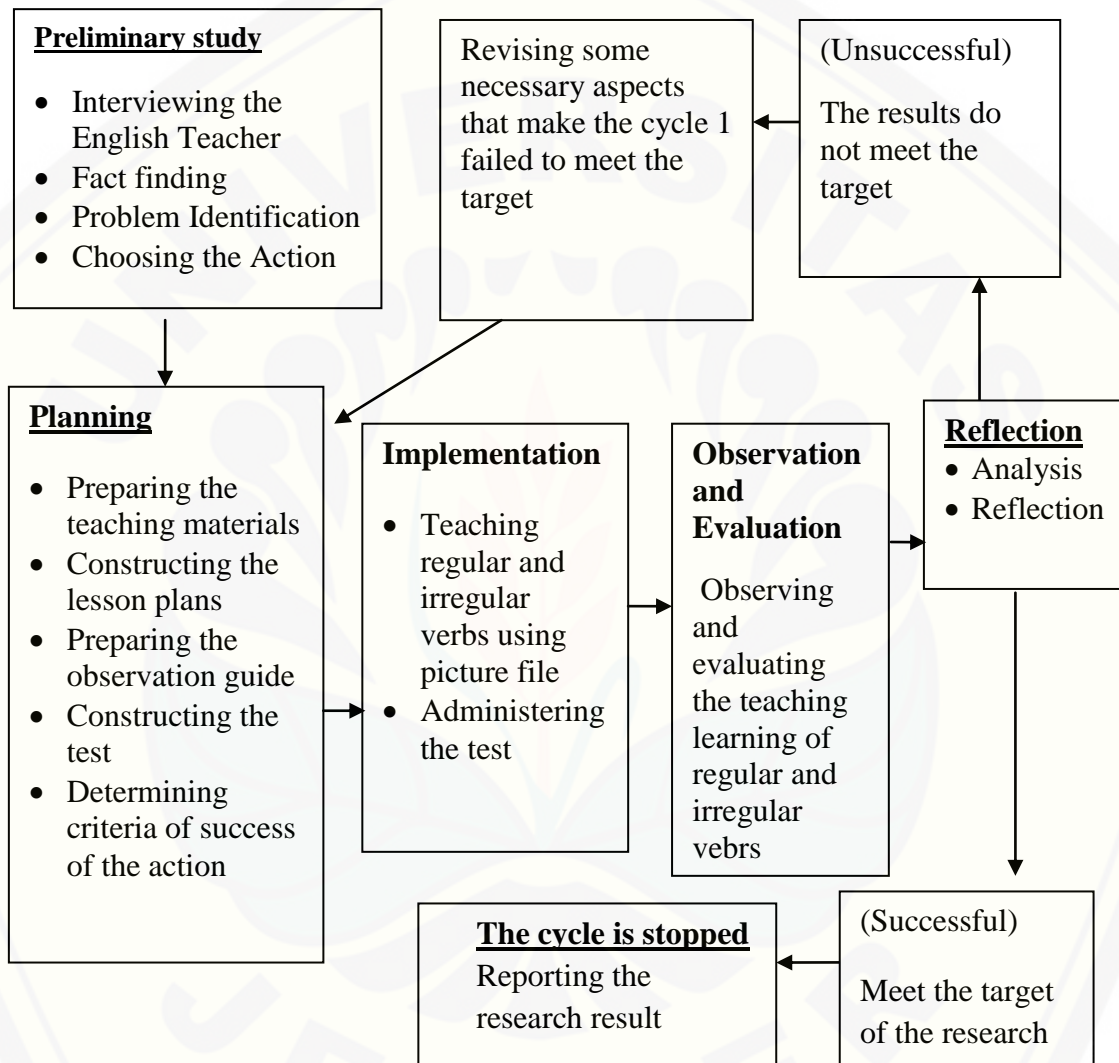
This chapter presents the method used in the research. It covers Research Design, Area Determination, Subject Determination, Operational Definition, Data Collections, Research Procedures, and Data Analysis. Each issue is presented in the following parts.

3.1 Research Design

Based on the research background that the students' need was improving their regular and irregular verbs achievement, the researcher used Classroom Action Research as this research design. Gay, Mills, and Airasian (2011:508) define action research in education is a research conducted by the teachers, principals, school counselors, or other stakeholders based on the gathering information about the way which their particular school operates, the teachers teaches and the students learn. In other words classroom action research is a research done by a researcher to solve problem found in her/his teaching and learning process. According to Gay, Millas, and Airasian (2011), it is explained that the purpose of the action research in education is to provide a method, technique, or media to solve the problem found in the teaching and learning so that it may improve either the students' achievement in learning or teacher' effectiveness in teaching. This research applied a medium to solve the students' problem in their active participation as well as regular and irregular verbs achievement. This research was conducted collaboratively with the English teacher of the eighth grade in MTs N 1 Jember. The action given was teaching regular and irregular verbs by using a picture file as the medium to improve the students' active participation and achievement on regular and irregular verbs. This research was done in two cycles based on the model adapted from Kemmis and Taggart in Arikunto (2010:137), that there are four basic steps in each cycle. They

cover (1) planning (2) implementation (3) observation, (4) and reflection. The design of this classroom action research is illustrated in the following diagram.

Figure 3.1 The Design of Classroom Action Research



(Adapted from Kemmis and Taggart (1988), in Arikunto, 2010: 137)

The activities of the research design above is explained below:

- 1) Undertaking the preliminary study by interviewing the English teacher of VIII in order to identify the problems in English
- 2) Finding the facts dealing with the students' problem in English
- 3) Choosing the method of the research
- 4) Planning the actions by preparing the materials, constructing the lesson plans for the first cycle done in two meetings (lesson plan 1 and lesson plan 2), preparing the observation guide and achievement test for third meeting
- 5) Implementing the actions by implementing the lesson plans for the first cycle in teaching regular and irregular verbs collaboratively
 - a. The doer of the action in the first meeting was the researcher.
 - b. The doer of the action in the second meeting was the English teacher.
- 6) Observing and evaluating the teaching learning process in the first cycle.
 - a. The observer in the first meeting was the English teacher.
 - b. The observer in the second meeting was the researcher.
- 7) Administering a regular and irregular verbs test to the research subjects after the action done in the first cycle.
- 8) Analyzing the results of classroom observations.
- 9) Analyzing the result of the test.
- 10) Reflecting the results of the observation and regular and irregular verbs test.

The results of the actions in the cycle 1 did not achieve the success criteria, the actions were continued to the second cycle by doing the following steps.

- 1) Constructing lesson plans by revising based on the finding in cycle 1 as the revision for the treatment in the second cycle.
- 2) Implementing the lesson plan in the second cycle in teaching regular and irregular verbs collaboratively.
 - a. The doer of the action in the first meeting was the English teacher.
 - b. The doer of the action in the second meeting was the researcher.
- 3) Observing and evaluating the teaching learning process in the second cycle.
 - a. The observer in the first meeting was the researcher.

- b. The observer in the second meeting was the English teacher.
- 4) Administering a regular and irregular verbs test to the research subjects after action done in the second cycle by the researcher.
- 5) Analyzing the results of classroom observations.
- 6) Analyzing the result of achievement test.
- 7) Reflecting the results of classroom observations and the test in the second cycle.
- 8) Drawing conclusion to answer the reasearch problems.

3.2 Area Determination Method

Area determination method is a method to determine where this research is conducted. The researcher used purposive method to determine the area of this research. As Fraenkel and Wallen (2006:100) say that purposive method is that the researcher selects the sample based on the previous knowledge of population and specific purposes of the research. In other words, the use of purposive method in determining the area of the research because the researcher had certain reasons why she chose the place as the research area.

In this case, MTs N 1 Jember was chosen as the research area by considering some reasons. First, the Headmaster gave permission to do the research in his school, because this research was expected to be able to give benefits either for the students in increasing their achievement or for the teacher as new information to improve the quality of teaching. Second, the English teacher agreed to do the research collaboratively. The English teacher informed that the teaching and learning process has a problem. Moreover, there had never been a researcher conducted a research which investigated by using a picture file in that school.

3.3 Subject Determination Method

Subject determination method is a method to determine the people to be given the action to get the data. As McMillan (1992:68) says a subject is an individual who participates in a research or someone from whom the data is collected. The subjects of this research were VIII C grade students of MTs N 1 Jember. The researcher chose

this class purposively because it was informed by the English teacher that the students faced difficulties in vocabulary mastery. It was supported by their diagnostic score which was just 48.38 % of the students who achieved the standard minimum score. Furthermore, the most mistake they made was in regular and irregular verbs test items.

3.4 Operational Definition of the Terms

It is important to have operational definition of the terms in the title of this research to avoid misunderstanding between the researcher and the readers. The terms that are necessary to be defined are vocabulary achievement, students' active participation, and a picture file.

3.4.1 Regular and Irregular verbs achievement

The students' regular and irregular verbs achievement deals with the students' knowledge about regular and irregular verbs as the result of the teaching and learning process using a picture file. The students' achievement was manifested in the students' score of the achievement test in each cycle.

3.4.2 Students' Active participation

Students' active participation is the students' interest in taking a part in the teaching and learning process by showing positive responses. There are four indicators used to measure the students' active participation in this research. They were (1) paying attention to the teacher while showing a picture file, (2) mentioning regular or irregular verbs and the meaning based on the pictures shown, (3) doing the exercises enthusiastically by using the picture file, (4) discussing the answers with the teacher actively.

3.4.3 A Picture file

A Picture file is the arrangement of pictures based on certain classification with caption regular-irregular verbs. In this research, the file was classified based on the

content such as people. The researcher filed the pictures of someone's activity related to the material. The pictures in the file are stated the bare infinitive and the past form of verbs. The function of the picture file is to help the students to understand the the form and the meaning of regular and irregular verbs. Therefore, looking at the activity in the picture, the students know the meaning of the regular and irregular verbs below and the change into past form.

3.5 Data Collection

The data gave some information about the research subjects. The data in this action research covered primary data and supporting data. The methods applied to collect primary data were observation and test. While interview, documentation and diagnostic test were methods applied to collect supporting data. Each method is explained in the following parts.

3.5.1 Primary Data

There were two primary data used in this research. Each data is explained in the following part.

a. Observation

Observation deals with the collectivity data in the teaching and learning process. As Gay, Mills, and Airasian (2011:382) define observation is watching the subject research directly to understand the natural environment without altering or manipulating it. Therefore, In this research, observation was conducted to record the students' participation during the process of implementing the plan in the classroom. Moreover, observation was done in meeting 1 and meeting 2. Arikunto (2011:200) states that there are two kinds of observation. They are non-systematic observation and systematic observation. This research used systematic observation, that was done by using a guide as the instrument of observation (Arikunto, 2010:200). The instrument used in this research was checklist which contained of students' activity while joining the teaching learning process. Indicators observed were paying attention

to the teacher while showing a picture file, mentioning regular or irregular verbs and the meaning based on pictures shown, doing the exercises enthusiastically by using a picture file, discussing the answers with the teacher actively. The students were categorized as the active participants if they fulfilled three or more indicators. On the other hand, they are categorized as the passive students if they fulfilled less than three indicators. The observation checklist is presented as follows.

Table 3.1 Observation Checklist of the students' Active participation

NO	Name	Indicators				Passive	Active
		1	2	3	4		
1.							
2.							

Note:

1. Paying attention to the teacher while showing the picture file
2. mentioning regular or irregular verbs and the meaning based on pictures shown
3. Doing the exercises enthusiastically by using picture file
4. Discussing the answers with the teacher actively

b. Regular and Irregular Verbs Achievement Test

Regular and irregular verbs test deal with the data after actions were given in two meetings. Arikunto (2010: 193) defines a test is a set of question used to measure the students' skill, knowledge intelligence, or ability of individual or groups. Moreover, Hughes (2003:11) states that there are four types of test. They are: proficiency test, achievement test, diagnostic test, and placement test. This research applied the achievement test to collect the data of the students' achievement on regular and irregular verbs .

The test was conducted to know how far the students' achievement about the regular and irregular verbs taught. As Frenkel and Wallen (2006:129) state that achievement test is a test that measures individual's knowledge in a given subject. In

addition Hughes (2003:13) says, the purpose of doing achievement test is to know how successful the students in achieving the learning objectives. Accordingly, it was conducted to know whether the actions implemented gave effect to the students' achievement or not, and whether the students achieved the research objectives after being taught regular and irregular verbs in recount text using a picture file.

A test could be said as a good test if it has certain criterion. According to Hughes (2003:26-35) there are two criteria of a good test, namely validity and reliability. A test is valid if it can measure what is supposed to be measured (Hughes, 2003:26). The validity can be classified into four, namely content validity, criterion related validity, construct validity, and face validity. This research used content validity. It means that the content of the test was constructed based on the indicators measured in teaching and learning process by considering the material available in the 2006 Institutional Based Curriculum or Kurikulum Tingkat Satuan Pendidikan-KTSP.

Besides that, the good test should be reliable as well. Hughes (2003:36) reveals that the test is said to be reliable if the score obtained on the test that is administered to the same ability students but at different time is similar. In addition, Hughes (2003:50) states also that the valid test must be reliable as well. In can be concluded the test used in this research was reliable as well.

Based on the criteria of the test above, the researcher had to construct the appropriate achievement test. Arikunto (2010:266) explains, that there are two common types of test that are used to measure the students' achievement. They are teacher made test and standardized test. The researcher used teacher made test which is the test constructed by the teacher with certain procedure but it had not been tested for several times. The researcher used teacher made test in order that the content of the test could be appropriated to the material given and the students' condition. Accordingly, regular and irregular verbs test was constructed collaboratively with the English teacher and consulted to the consultants before the test was administered. As a result, the test was valid based on the content validity because it was constructed based on the material available the 2006 Institutional Level Curriculum(Kurikulum

Tingkat Satuan Pendidikan-KTSP). The materials were about regular and irregular verbs in recount text. Because the test was valid, it can be concluded that the test was reliable as well.

Furthermore, dealing with methods of scoring, Hughes (2003:22) states that there are two kinds of test. They are objective tests and subjective test. Objective test is a test that is scored without giving any judgment. While subjective test is a test that needs judgment in scoring. Considering some reasons, objective test was applied in this research. The reason was because being objective was needed in getting data, so subjectivity in scoring should be avoided. As Hughes (2003) states that impressionistic scoring may be more subjective rather than short answer scoring. In another word objective test is easier to be scored and analyzed and by applying the objective test the research could get the objective result.

Concerning with objective test, the types of test which was given were multiple-choice and gap filling. Multiple-choice test is test that is constructed by stating the context and some choices which one of them is identified as the correct answer (Hughes, 2003:75-76). In addition he states that multiple-choice can be used to test lexical item. By given multiple-choice test, the students were expected to be able to recognize the appropriate word based on the context given. Beside that, Hughes (2003:80) states that gap filling can work well in testing vocabulary. Thorburry (2002:133) explains that using gap filling needs the students to recall the vocabulary from their memory in order to complete the sentence or the text. It can be concluded that multiple-choice and gap filling tests were the appropriate kinds of tests for vocabulary achievement test. Moreover they could be used to test the aspects of vocabulary taught in this research. They covered spelling, grammar, and meaning. There were ten items for multiple-choice questions and ten items for gap filling questions. Each item of multiple-choice questions was scored 4 points, but every type of gap filling questions was scored 6 points. The different point given to kinds of tests because gap filling test was more difficult than multiple choices. Therefore, the total score of the test were 100 points. The test was conducted in 50 minutes. The distribution of the test items was presented below.

Table 3.2 Test Items' Distribution of cycle 1

Kind of the Test	Indicators	Item Number	Total
multiple-choice questions	meanings	I (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Gap filling questions	Spelling and grammar	II (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Total item			20

Table 3.3 Test Items' Distribution of Cycle 2

Kind of the Test	Indicators (aspects of vocabulary)	Item Number	Total
multiple-choice questions	meanings	I (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Gap filling questions	Spelling and grammar	II (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	10
Total item			20

3.5.2 Supporting Data

a. Interview

Gay, Mill, and Airasian (2011:386) define interview as doing interaction with a certain purposive in which one person can obtain information from another. There are three types of interview (Arikunto, 2010: 199). They are: 1) inguided interview, that is an interview in which the interviewer carries out the interview freely without any

systematic plan of question, 2) guided interview, that is an interviewer carries out the interview by using a set of question arranged in advance, 3) a free guided interview that is an interview in which interviewer uses a set of questions that the questions can be developed to obtain further specific information. This research used guided interview, which the questions were about the English curriculum used, how many times the teacher teaches English in a week, the standard minimum score, the common problems faced in learning English, how the English teacher's effort to overcome the problems, the English teacher agreement to do this research collaboratively. The interview was conducted in the preliminary study with the English teacher of eight grade MTs N 1 Jember.

b. Documentation

Documentation is a method of collecting data from the written form such as books, magazines, notes, etc (Arikunto 2010:201). In doing the documentation method, the researcher obtained the data about the names of the research subjects from the teacher and the students' score of diagnostic test.

c. Diagnostic test

Based on the result of interview that the common problem faced in learning English was that the students were lack of vocabulary so they got difficult to understand English subject. However, the English teacher never did vocabulary teaching in detail. Moreover the English teacher never administered vocabulary test. Therefore, the researcher did a diagnostic test to know the students' weaknesses in English, whether or not the students really had problems in vocabulary.

The test items covered all the material had been learned by the students. They were about simple present tense, simple past tense, and vocabulary. The test were consulted to the English teacher and the consultants. Therefore, the test used had content validity because it was appropriate with the students' level and material. The test is administered to VIII C. From the result, VIII C class got low score, and it was

known that the students' weaknesses were in vocabulary in particular regular and irregular verbs so the research was conducted in VIII C grade of MTs N 1 Jember.

3.6 Research Procedure

The action was implemented in the form of cycle in which covered four steps activities in order to achieve the objective of the research. They were planning of the action, the implementation of the action, observation, and reflection. The detail explanation is in the following parts.

3.6.1 The Planning of the Action

In the planning of action, the researcher prepared all the things needed in implementation of the action. The activities of planning the action were:

1. Choosing the appropriate material based on the curriculum for eighth grade of Junior High School and determining the focus of the research.
2. Constructing lesson plans collaboratively with the teacher
3. Constructing the students' worksheet dealing with the regular and irregular verbs exercises and the observation guide
4. Preparing the picture file related to the material
5. Constructing the Regular and Irregular verbs achievement test

3.6.2 The Implementation of the Action

The implementation of the actions were done in the classroom during the school hours based on the schedule of the class. The implementation of each cycle based on lesson plans. In the actions the students were taught about regular and irregular verbs in the recount text using a picture file. The test was administered in the third meeting.

3.6.3 Observation

The activities in the classroom could determine whether the result could achieved the object or not. Observation was conducted during the implementation of the actions. Conducting observation was to record the students' participation. the

effect of the teaching and learning process to the students' regular and irregular verbs achievement or not could be seen in the result of observation. The more the students participate in the teaching and learning process, the more the students master regular and irregular verbs. To know the students' participation, the researcher used observation checklist. Besides, to know whether the teaching and learning process gave an effect to the students' achievement on regular and irregular verbs, the teacher used achievement test as the measurement. Observation is done during the implementation of the plans (meeting 1 and 2), while achievement test is administered after the implementation of the plans (meeting 3)

There were criteria to determine whether the action achieved the target successfully or not. In this research, The criteria of the successful classroom action research were as follows:

1. At least 70 % of the students are active during the teaching and learning process by using a picture file
2. At least 70 % of the students achieve the minimum standard score that is 75.

The score obtained by the students are then classified based on the classification score below.

The classification of the score levels

Score	Category
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
< 39	Failed

(Depdiknas: 2006)

3.6.4 Reflection

In reflection, the researcher and the English teacher reviewed the process of teaching and learning to get information about the strengths and the weaknesses of

the teaching and learning process, and analyzed the result of observation and regular and irregular verbs test. The result of the reflection was used as the guide to revise the implementation of the previous action and to draw a conclusion of the research. The researcher did reflection with the English teacher collaboratively.

3.7 Data Analysis Method

To analyze the result of observation that the data represented the percentage of students' participation during the implementation of the planning, the researcher used the following formula:

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

(Ali, 1993:186)

Note:

E = The percentage of the students who are active during the teaching and learning process

n = The number of the students who are active

N= The total number of the students in the classroom

Besides, to find the percentage of the data from achievement test, the researcher used the following formula:

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

(Ali, 1993:186)

Note:

E = The percentage of the students who gain score ≥ 75 in the achievement test

n = The number of the students who get score ≥ 75

N= The total number of the students doing the test

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter presents the Implementation of actions in Cycle 1 and Cycle 2. They consist of the Results of Observations, the Results of Regular and Irregular Verbs Achievement Test, and the Results of Reflection. The Results of Supporting Data and Discussion are presented in this chapter as well.

4.1 The Implementation of the Action in Cycle 1

The actions in cycle 1 was conducted in three meetings and each meeting was done in 2x30 minutes. The research subjects consisted of 31 students. The first meeting was conducted on September 19, 2014 and the second meeting was done on September 20, 2014. In addition, the test was done in the third meeting on September 26, 2014. In the first meeting, the implementation of the action was done by the researcher and the English teacher was the observer. Then, in the second meeting the English teacher became the teacher, and the researcher was the observer. The schedule and the doers of the actions can be seen easily in the following table.

Table 4.1 The Schedule of Cycle 1

Meeting	Date	Time	Teacher	Observer
Meeting 1	September 19, 2014	07.15 - 08.15	Researcher	English Teacher
Meeting 2	September 20, 2014	08.45 – 09.45	English Teacher	Researcher
Test 1	September 26, 2014	07.15 - 08.15		

The implementation of the actions were based on the lesson plans constructed by the researcher and the English teacher, then they were consulted to the research consultants. The first meeting was done based on the lesson plan 1 and the second meeting was done based on the lesson plan 2. The materials given were about vocabulary covered regular and irregular verbs stated in recount text.

In the first meeting, the teacher taught regular and irregular verbs in recount text with the topic of holiday. The teaching of the regular and irregular verbs was integrated with reading skill by using a picture file as the medium of teaching.

In the set induction, the teacher showed a picture of children cooking with their grandmother to gain the students' attention. Then the teacher asked some questions related to the picture to lead the students to the topic to be discussed.

In the main activity, the teacher asked the students to form a group of four, and distributed a recount text which the verbs used in the text were underlined to every group. The text entitled " My Weekend in My Grandmother's House". The teacher asked the students to read the text silently and paid more attention to the underlined words. Then the teacher reviewed about regular and irregular verb briefly. After that, the teacher modeled how to pronounce the underlined words and asked the students to repeat them. To explain about the meaning of the verbs taught and the change of the verbs form, the teacher used a picture file. The teacher showed some pictures as the examples and gave explanation that every picture indicated the meaning of the verbs below them. In addition, the teacher explained that the verbs below the pictures provided the change form from bare infinitive into past form. Furthermore, the teacher distributed a picture file consisted the pictures of the verbs used in the text to every group. Then, the teacher showed the pictures of hers one by one. In addition, the pictures showed by the teacher consists of picture only. Showing the pictures the teacher asked the students to mention the appropriate regular or irregular verbs and guess the meaning using the pictures they had.

The following activities were that the teacher had the students do some exercises. Exercise I was matching the pictures with the appropriate verbs which was done in group and followed by discussing the students' works together. In the

exercise, there were two columns, the right column was the list of the pictures and the left one was the list of the verbs. The students were asked to match the pictures with the appropriate regular and irregular verbs correctly. This activity was intended to strengthen the students' understanding about the meaning of the verbs used in the recount text.

Then, the students were asked to do exercise II in their group as well. the exercise was completing the sentences using the appropriate past form of the verbs based on the verbs in the box. This activity was to make sure that the students understood the verbs change from bare infinitive to past form. having done exercise II, the students and the teacher discussed the answers together. The last assignment that was done in group as well was that the students were asked to do exercise III in form of multiple choice and the answers were discussed together. In the closing session, the teacher guided the students to draw a conclusion about the material given.

In the second meeting, the teacher taught about regular and irregular verbs in recount text with the topic of Bad Day. In the meeting, the doer of the research was exchanged. The English teacher became the teacher while the researcher did the observation. The procedure of teaching of the second meeting was the same as that in the first meeting.

In the set induction, the teacher tried to attract the students' attention by showing a picture of a little girl falling from her bike. The teacher also asked some questions related to the picture to lead the students to the topic discussed. Coming to the main activity, the teacher asked the students to form a group of four. The members of the group in the second meeting was the same as that of the first meeting. After the students formed their group, the teacher distributed a recount text entitled "My Bad Day" which the verbs used in the text were underlined to every group. The teacher asked the students to read the text silently and paid more attention to the underlined words. After that, the teacher reviewed about regular and irregular verbs in brief. Then the teacher modeled how to pronounce the underlined words in the text. The teacher also asked the students to repeat how to pronounce the words following the teacher's model. After learning how to pronounce the words, the

teacher distributed a picture file to every group. It was like in the first meeting, after explaining the function of the picture file and what the pictures consisted of, the teacher showed the picture one by one and asked the students to mention verbs as well as the meaning.

The next activity was that the teacher asked the students to do some exercises. All the exercises were done in group. The first exercise given was matching the pictures with the appropriate regular or irregular verbs. The second exercise was completing the sentences using the appropriate past form of the verbs based on the verbs in the box and the last one was answering multiple choice questions. The students and the teacher then discussed the answer after doing every exercise. Finally, in the closing session, the teacher helped the students to make a conclusion about the material they had learned.

There were two kinds of evaluation conducted in this research, namely process and product evaluations. The process of evaluation was done in each meeting during teaching and learning process of regular and irregular verbs using a picture file. The observation guide in the form of checklist was used to evaluate the students' active participation. The indicators observed were paying attention to the teacher while showing a picture file, mentioning regular or irregular verbs based on the pictures shown, doing the exercises enthusiastically by using a picture file, discussing the answers with the teacher actively. Besides process evaluation, there was also product evaluation conducted in this research. The product evaluation focused on the students' regular and irregular verbs achievement test. The test was done in the third meeting on September, 26 2014. The test done to measure the students achievement on regular and irregular verbs after actions given in the first and second meeting.

4.1.1 The Results of Observations in Cycle 1

As stated previously, the classroom observation in the first meeting was done by the English teacher. Meanwhile, in the second meeting it was done by the researcher. In other words, both classroom observations were conducted by the researcher and English teacher collaboratively. The observation guide was in the form

of checklist. The indicators observed were: (1) paying attention to the teacher while showing a picture file, (2) mentioning regular and irregular verbs and the meaning based on pictures shown, (3) doing the exercises enthusiastically by using the picture file, (4) discussing the answers with the teacher actively. The students' were considered as active students if they fulfilled at least three of four indicators. The results of observations can be seen in the table 4.2 below.

Table 4.2 the Observation Results in Cycle 1

Number of Subjects	Meeting 1						Meeting 2					
	1	2	3	4	Passive	Active	1	2	3	4	Passive	Active
1	✓	✓			✓		✓			✓	✓	
2				✓	✓					✓	✓	
3	✓	✓		✓		✓	✓	✓	✓			✓
4	✓	✓	✓	✓		✓	✓		✓	✓		✓
5	✓	✓	✓			✓	✓		✓	✓		✓
6	✓		✓	✓		✓	✓	✓	✓	✓		✓
7	✓	✓		✓		✓	✓	✓	✓	✓		✓
8	✓	✓	✓	✓		✓	✓		✓	✓		✓
9				✓	✓					✓	✓	
10				✓	✓		✓			✓	✓	
11	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
12			✓	✓	✓					✓	✓	
13	✓		✓	✓		✓	✓	✓	✓	✓		✓
14	✓		✓	✓		✓	✓	✓	✓			✓
15		✓	✓	✓		✓	✓	✓		✓		✓
16				✓	✓					✓	✓	
17				✓	✓		✓		✓	✓		✓
18	✓	✓		✓		✓	✓		✓	✓		✓
19	✓	✓		✓		✓	✓	✓	✓			✓
20	✓				✓		✓		✓	✓		✓
21				✓	✓		✓	✓	✓	✓		✓
22	✓	✓	✓			✓	✓		✓	✓		✓
23	✓		✓	✓		✓	✓	✓	✓	✓		✓
24	✓		✓	✓		✓	✓		✓	✓		✓
25				✓	✓				✓		✓	
26	✓	✓	✓	✓		✓	✓		✓	✓		✓
27			✓		✓		✓	✓		✓		✓
28	✓			✓	✓				✓	✓	✓	
29				✓	✓		✓			✓	✓	
30	✓		✓		✓		✓	✓			✓	
31				✓	✓				✓	✓	✓	
Total	18	12	15	25	15	16	24	12	21	26	11	20

Note:

1. Paying attention to the teacher while showing the picture file
2. Mentioning regular or irregular verbs and the meaning based on the pictures shown
3. Doing the exercises enthusiastically by using the picture file
4. Discussing the answers with the teacher actively

The table above informed the student's participation in cycle 1. It could be seen that every indicator was improved from meeting 1 and meeting 2., except the indicator 2 was the same. Furthermore, the active students was also improved from the first meeting to the second meeting. There were 16 of 31 students or 51.61% of the total number of the students took a part actively in the teaching and learning process in meeting 1. In meeting 2, 20 of 31 students or 64.52% of the total number students were active in the teaching and learning. As a result, the average of the percentage of the students' participation in cycle 1 was 58.06 %. Eventhough, the number of active students was improved from meeting 1 to meeting 2, but it did not reach the success criterion that at least 70% of the students participate actively in the teaching and learning process. As the consequence, the action needed to be continued to cycle 2 with some revisions.

4.1.2 The Result of the Regular and Irregular Verbs Achievement Test in Cycle 1

The regular and Irregular verbs achievement test was conducted in the third meeting of cycle 1. The test was administered on September 26, 2014. There were two students who did not join the test because of sick. Therefore, there were 29 of 31 students who joined the test. To see the students' achievement in reaching the target research, their scores were compared with the standard minimum score. Then they were catagorized into achieved (A) and non achieved (NA). The result could be seen in the table 4.4.

Table 4.3 The Students' Score of Regular and Irregular Verbs Test in Cycle 1

NO	Subjects	Score	The standard score		Category	
			≤75	≥75	NA	A
1	ANK	-	-	-	-	-
2	ACA	50	✓		✓	
3	ABR	74	✓		✓	
4	AB	84		✓		✓
5	AUN	80		✓		✓
6	AY	84		✓		✓
7	ANH	76		✓		✓
8	BIC	70	✓		✓	
9	EF	70	✓		✓	
10	EM	80		✓		✓
11	FE	78		✓		✓
12	FMA	64	✓		✓	
13	FKN	78		✓		✓
14	FFD	84		✓		✓
15	IFW	56	✓		✓	
16	KIF	84		✓		✓
17	MNF	70	✓		✓	
18	MRH	84		✓		✓
19	MFH	62	✓		✓	
20	MRY	80		✓		✓
21	NI	78		✓		✓
22	NH	82		✓		✓
23	NVK	80		✓		✓
24	OK	58	✓		✓	
25	RFAP	-	-	-	-	-
26	SAP	94		✓		✓
27	SF	76		✓		✓
28	VAA	82		✓		✓
29	AAN	60	✓		✓	
30	WAS	40	✓		✓	
31	YAM	54	✓		✓	
	Total	2112	12	17	12	17

The result of the achievement test provided in the table above stated that the number students in achieved category was higher than those in non achieved category. There were 17 students whose score reached the standard minimum score and the percentage was 58.62%. Referring to the research target that at least 70% of

the total number students got the standard score, it means that there should be at least 22 students reach the standard score. It can be concluded that eventhough the achieved students was more than the non achieved students, the result was below the percentage required in this research. Consequently, the cycle needed to continue to cycle 2.

In addition, to know the students' level in regular and irregular verbs, the score of the students' achievement test were classified into five levels. They covered excellent, good, fair, poor and failed. The levels were determined by the interval score. The data of the students' regular and irregular verbs achievement test classification is provided in the following table.

Table 4.4 The Classifications of Frequency and Score Levels in Cycle I

Classification	Interval Score	Frequency	%
Excellent	80-100	14	48.3
Good	70-79	7	24.1
Fair	60-69	3	10.3
Poor	40-59	5	17.2
Failed	< 39	0	0
Total		29	100

Table 4.4 above stated that the classification which had highest frequency was excellent with interval 80-100. Its frequency was 14. Besides, the lowest one was fair with interval 60-69 which had frequency 3.

Furthermore, the percentage of the results of observation and test evaluations were below the research target. It was necessary to continue the action to cycle 2 with some revisions. The revisions were determined based on the results of reflection and they were explained in the following subchapter.

4.1.3 The Result of Reflection in Cycle 1

The reflection was done by the English teacher and the researcher after analyzing the results of the observations and the test. The teacher and the researcher as the collaborator did the reflection by discussing the results to find out the weaknesses or the problems of the implementation of the actions in cycle 1.

The results of data analysis were 58.06% of the total number students who were active during the teaching and learning process and 58.62% of the total number students who reach the standar score (75). From the data above, it can be concluded that the results of the actions did not fulfilled the criteria of success in this research. Therefore cycle 2 was conducted to improve the students' active participation and regular and irregular verbs achievement.

There were some factors that influenced the unsuccessful results in cycle 1. The factors were the size of the picture, the students' group member, and the teacher's movement. The explanation of them is presented below.

- a. The size of the picture file was able to determine the students' understanding about the verbs taught because the use of the picture file in this research was as visual aid to give information about the meaning of the verbs and the change of the verb form. In fact, the teacher's picture file shown to the students was small for the class. It was as large as HVS paper so it was not interesting enough to attract the students' attention. It made not all of the students paid attention to the teacher when she was showing the pictures. Besides, the size of the picture file given to the students were more about 10x8. This case made the picture file unclear and not interesting enough to be implemented in the group of four. Not all of the students were able to see the pictures, consequently, there were some students not paying attention to the picture file given so they might be still difficult to understand the meaning of the verbs taught using the picture file. It could be concluded that the picture file was not clear for the students because of the size.
- b. In order to make the use of picture file more economical, the teacher applied a group work. Therefore, the students were able to share the picture file in listening to the teacher's explanation and doing the exercises as well. The students worked in

group of four. The group was determined by the teacher. Every group gave a picture file. In fact, there were some students dominated the group. They dominated the group in seeing the picture file and doing exercises. This case made the other members did not have any chance to see the picture file given. Consequently, they were tend to be passive and not enthusiastic in doing the exercises with their groups. It can be concluded that the picture file was not appropriate to be implemented to the group of four.

c. In conveying the material, the teacher should attract all the students eventhough the students sat in the corner or in the back row to pay attention to her. However, when the researcher became the teacher, the researcher didn't walk to the whole class. It made the students who sat in the back row and in the corner were not motivated in paying attention to the teacher moreover to do the exercises with their group.

Three points above were the results of the reflection that should be solved in order to make some revisions to conduct the actions in cycle 2. The revisions were expected to make the results of cycle 2 better than cycle 1. Therefore, the objectives of the research could be achieved successfully. The revisions implemented in cycle 2 were presented in the table 4.6 below.

Table 4.5 The Revisions of the Implementation of the Actions in cycle 1

No.	The Aspect	Cycle 1	Cycle 2
1.	The size	The teacher's picture file shown to the students was small for the class so it was not interesting enough to attract the students' attention. Besides, the picture file given to the students was not clear to be implemented to the group of four. Not all of the member could see the pictures clearly.	The researcher gave the picture file with the clearer picture so it could attract the students' attention. The researcher used LCD to show the pictures in the classroom, in order that the pictures would be more interesting and all of the students could see the pictures shown so they were excited to pay attention to the teacher showing the pictures. moreover the picture file given to students was still the same size, but the teacher change the total number of the group member.
2.	The group member	The students worked in group of four. In fact, there were some students dominated the group. They dominated the group in seeing the picture file and doing exercises. This case made the other members did not have any chance to see the	The students were asked to form group in pair to share the picture file so it was easier for the students to see the pictures and enthusiastic in doing the exercises.

		picture file given. Consequently, they were tend to be passive and not enthusiastic in doing the exercises with their groups.	
3.	The teacher's movement	The researcher didn't go around to the whole class when she taught regular and irregular verbs using a picture file. It made the students who sat in the back row and in the corner were not motivated to join the teaching and learning .	The teacher went around the class while explaining the material. It was intended to give the students the sense of belonging of the class as one part, not only for some students whi sat in the front row so it could motivate the student to join the teaching and learning process of regular and irregular verbs using a picture file.

4.2 The Implementation of the Action in Cycle 2

Cycle 2 was conducted because the actions in cycle 1 did not achieved the research objectives yet. The actions in cycle 2 were also done in three meetings. The first and the second meetings were the implementation of the actions and the third meeting was the test. The first meeting was done on October 3, 2014, the second one was done on October 4, 2014 and the test was done on October 10, 2014. The action was done collaboratively with the English teacher. In the first meeting, the teacher was the English teacher and the researcher became the observer. In the second meeting, the teacher was the researcher and the English teacher became the observer.

The implementation of the action was based on the revised lesson plans made by the researcher and the English teacher collaboratively which were consulted to the

consultants. The revisions was made based on the problems occurred in cycle 1. The implementation of the actions in cycle 2 based on the lesson plan 3 and 4, the students were taught regular and irregular verbs in recount text entitled “My Childhood” and “My busy holiday”. To see the schedule and the doers in cycle 2 of the actions easily, it is presented in the following table.

Table 4.6 the Schedule of Cycle 2

Meeting	Date	Time	Teacher	observer
Meeting 3	October 3, 2014	07.15 - 08.15	English Teacher	Researcher
Meeting 4	October 4, 2014	08.45 – 09.45	Researcher	English Teacher
Test 2	October 10, 2014	07.15 - 08.15		

In the first meeting of cycle 2, the teacher taught regular and irregular verbs in a recount text entitled “My Childhood”. In the set induction, the teacher showed a picture of some children playing together using LCD and asked some questions related to the picture to the students. Asking the questions were intended to attract the students’ attention and to gain students’ interest to the topic discussed. In the main activity, the teacher asked the students to work in pair then distributed a recount text and asked the students to read the text silently as well as pay more attention to the underlined verbs. In the meeting of cycle 2 the teacher did not explain about regular and irregular verbs anymore because the students had understood about the difference both of the verbs. However the teacher directly asked the students to mention which verbs are regular verbs and which ones the irregular verbs. While the students were mentioning the verbs, the teacher paid attention to how the students pronounced the words. When the teacher found the students pronounced the words incorrectly, the teacher would make it correct and asked the students to repeat the words again. The teacher sometimes pointed some of students who seemed passive to repeat the words to motivate them to be involved in teaching and learning. After knowing the

pronunciation of the words, the teacher attracted the students to learn about the meaning of the words taught using a picture file. Before distributing the picture file, the teacher formed the students into a pair. Then the teacher explained that she would show some pictures in LCD and asked the students to mention the verbs and the meaning. The students could see the verbs and guess the meaning based on the pictures they had. The teacher showed the pictures one by one, and asked the students to mention the verbs and guessed the meaning of verbs.

After learning the form, the pronunciation, and the meaning of the verbs in the recount text, the teacher had the students do exercises. There were three exercises which all of them were done in pair. The first exercise was matching exercise. In the exercise, there were two columns, the right column was the list of the pictures and the left one was the verbs. The students were asked to match the pictures with the appropriate regular and irregular verbs correctly. Then the teacher and the students discussed the answer together. Having done matching exercise, they were asked to do the second exercise, that is completing the sentences with the appropriate past verb based on the verbs in the box. Then the teacher and the students discussed the answer together as well. For the last exercise, the students were asked to do multiple choice. At last, the teacher guided the students to make the conclusion of what they have learned.

In the second meeting of cycle 2, the teacher taught regular and irregular verbs in the recount text entitled “My Busy Holiday”. The steps of teaching were the same as that of the first meeting of cycle 2. After showing a picture and asking some questions in the set induction, the teacher started the main activity. She asked the students to work in pair then distributed the recount text and asking the students to read the text silently. The teacher asked them to paid more attention to the underlined words as well. Then the teacher asked the students to mention the regular and irregular verbs stated in the text. While the students were mentioning the verbs, the teacher checked the students’ pronunciation. The teacher also modeled how to pronounce the words correctly and asked the students to repeat the words. Furthermore, the teacher randomly pointed to repeat the words. To have the students

learn about the meaning of the verbs taught, the teacher used the picture file. Thus, the teacher distributed the picture file to students and asked them to use it in pair. Then the teacher showed the pictures one by one and asked the students to mention the verbs and the meaning.

After that the teacher asked the students to do exercises. The exercise was matching the list of pictures with the appropriate regular or irregular verbs correctly in pair. The second exercise was completing the sentences with the appropriate past verb based on the verbs in the box. The second exercise was done in pair as well. The last exercise was multiple choice that should be also done in pair. After that, the teacher guided the students to draw a conclusion and closed the meeting.

The process evaluation was done in each meeting during the teaching and learning process by using picture files. To evaluate the process evaluation, the researcher used observation guide in form of checklist. The evaluation process was done to record the students' active participation during the teaching and learning process. Besides the process evaluation, the product evaluation was also done at the end of cycle 2 in the third meeting in form of test. The regular and irregular verbs achievement test was conducted to measure the students' achievement after giving the first and the second actions in cycle 2. The following present the results of observation, the students' regular and irregular verbs achievement test, and the reflection.

4.2.1 The Results of Observations in cycle 2

In this cycle, the students had already showed their active participation in the teaching and learning process by using a picture file. The teacher showed the pictures using LCD so all the students were interested in paying attention to the pictures and the materials. Moreover, the students just shared the picture file with their friends beside them so the picture file distributed to the students could be seen clearly. Consequently, the students were able to be more enthusiastic and cooperative in doing the exercises with their groups than the meetings in cycle 1. In addition, the teacher also walked around to the whole class to observe the students activities and

motivated the passive students who sat in the back row or in the corner. As the result, the class were condusive and the teaching and learning process ran better.

The observation guide in the form of checklist containing the indicators observed was used to observe the students. The indicators observed were (1) paying attention to the teacher while showing a picture file, (2) mentioning regular or iregular verbs and the meaning based on the pictures shown, (3) doing the exercises enthusiastically by using the picture file, (4) discussing the answers with the teacher actively. The results were described in the following table:

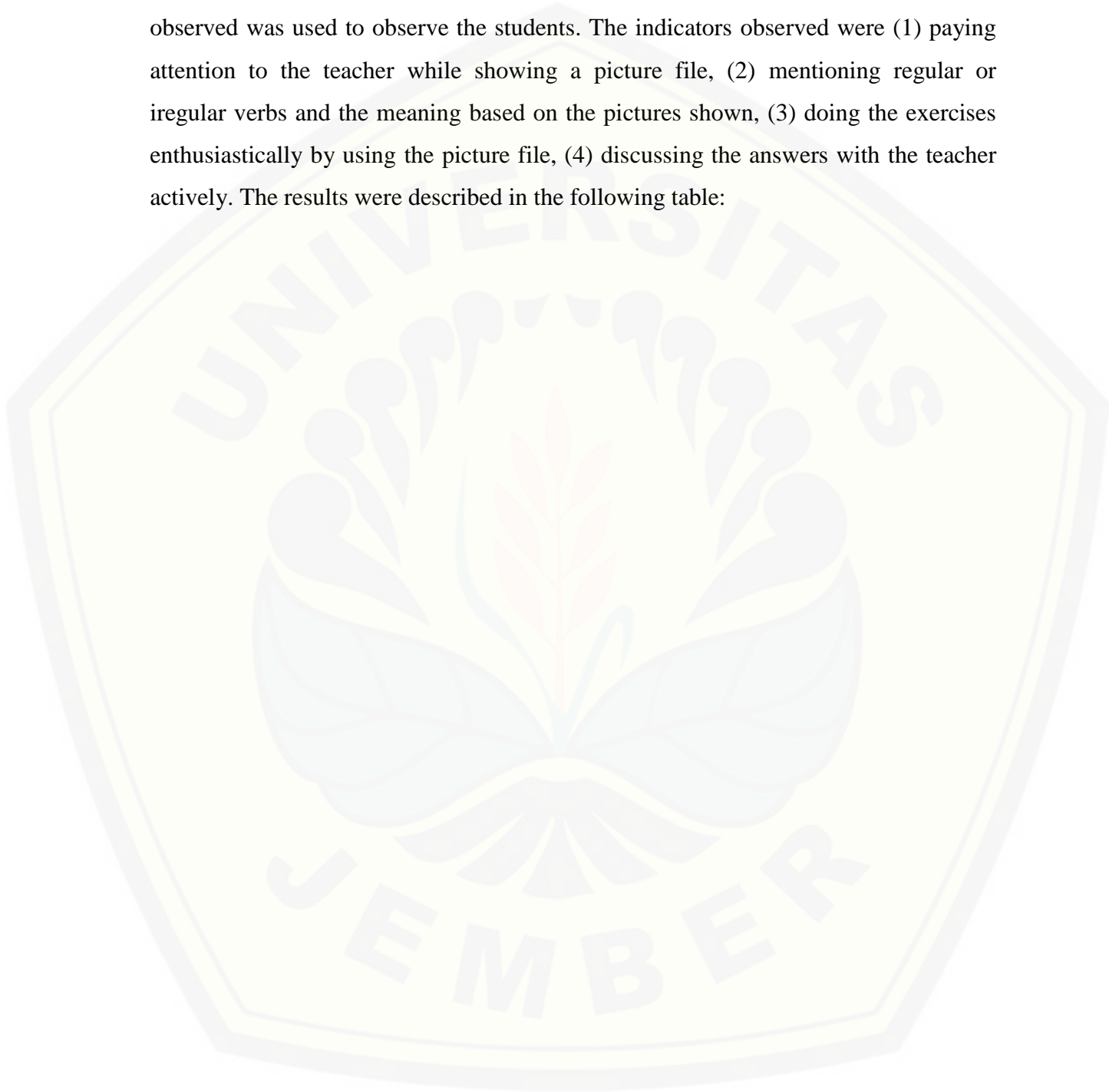


Table 4.7 the Observation Results in Cycle 2

Number of Subjects	Meeting 1						Meeting 2					
	1	2	3	4	Passive	Active	1	2	3	4	Passive	Active
1	✓		✓	✓		✓	✓	✓	✓	✓		✓
2	✓			✓	✓		✓		✓		✓	
3	✓	✓	✓	✓		✓	✓		✓	✓		✓
4	✓	✓	✓	✓		✓	✓		✓	✓		✓
5	✓		✓	✓		✓	✓	✓	✓	✓		✓
6	✓	✓	✓	✓		✓	✓		✓	✓		✓
7	✓		✓	✓		✓	✓	✓	✓	✓		✓
8	✓	✓	✓	✓		✓	✓		✓	✓		✓
9	✓	✓	✓	✓		✓	✓		✓	✓		✓
10	✓		✓	✓		✓	✓		✓	✓		✓
11	✓	✓	✓	✓		✓	✓		✓	✓		✓
12	✓	✓	✓	✓		✓	✓		✓	✓		✓
13	✓		✓	✓		✓	✓	✓	✓	✓		✓
14	✓		✓	✓		✓	✓		✓	✓		✓
15	✓	✓	✓	✓		✓	✓		✓		✓	
16	✓		✓		✓		✓	✓	✓	✓		✓
17	✓		✓	✓		✓	✓		✓	✓		✓
18	✓		✓		✓		✓	✓	✓	✓		✓
19	✓	✓	✓	✓		✓	✓		✓	✓		✓
20	✓	✓	✓	✓		✓	✓		✓	✓		✓
21	✓		✓	✓		✓	✓	✓	✓	✓		✓
22	✓		✓	✓		✓	✓		✓	✓		✓
23	✓		✓	✓		✓	✓		✓	✓		✓
24	✓	✓		✓		✓	✓		✓	✓		✓
25	✓	✓	✓	✓		✓	✓		✓	✓		✓
26	✓		✓	✓		✓	✓	✓	✓	✓		✓
27	✓		✓	✓		✓	✓	✓	✓	✓		✓
28	✓			✓	✓		✓	✓	✓	✓		✓
29	✓	✓	✓		✓		✓			✓	✓	
30				✓	✓		✓			✓	✓	
31	✓			✓	✓		✓			✓	✓	
Total	30	12	24	28	7	24	31	10	28	29	5	26

Note:

1. Paying attention to the teacher while showing the picture file
2. Mentioning regular and irregular verbs and the meaning based on the pictures shown
3. Doing the exercises enthusiastically by using the picture file
4. Discussing the answer with the teacher actively

From the data on table 4.7, it could be seen that some indicators were improved in meeting 2 and one indicator was decreased. Moreover, the total number of students

were active was improved as well. There were 24 of 31 students or 77.42 % who were involved actively in the first meeting of cycle2. Moreover, there were 26 of 31 students or 83.87% who took a part in the second meeting. Hence, the average of the percentage of the students' participation was 80.65%.

From the results of classroom observation in cycle 2, the students were categorized as active students more than 70%. It can be concluded that the actions done had been successful in improving the students' participation during the teaching and learning process.

4.2.2 The Result of Students' Regular And Irregular Verbs Achievement Test in cycle 2

The regular and Irregular verbs achievement test was conducted in the third meeting of cycle 2. The test was conducted on October 10, 2014. In the test of cycle 2, all of the students joined the test. To know the students' achievement, their scores were compared with the standard score. Then, the scores which more than the standard score were cotergrized into achieved (A). however, those which were under the standard score were categorized into non achieved (NA). The result of the achievement test in detail could be seen in the table 4.8.

Table 4.8 the Students' Regular and Irregular Test Score in Cycle 2

NO	Subjects	Score	Standard Score		Category	
			≤ 75	≥ 75	NA	A
1	ANK	78		✓		✓
2	ACA	64	✓		✓	
3	ABR	80		✓		✓
4	AB	92		✓		✓
5	AUN	84		✓		✓
6	AY	78		✓		✓
7	ANH	80		✓		✓
8	BIC	76		✓		✓
9	EF	80		✓		✓
10	EM	86		✓		✓
11	FE	76		✓		✓
12	FMA	84		✓		✓
13	FKN	86		✓		✓
14	FFD	88		✓		✓
15	IFW	62	✓		✓	
16	KIF	66	✓		✓	
17	MNF	80		✓		✓
18	MRH	82		✓		✓
19	MFH	76		✓		✓
20	MRY	80		✓		✓
21	NI	80		✓		✓
22	NH	88		✓		✓
23	NVK	78		✓		✓
24	OK	66	✓		✓	
25	RFAP	80		✓		✓
26	SAP	100		✓		✓
27	SF	82		✓		✓
28	VAA	80		✓		✓
29	VAN	60	✓		✓	
30	WAS	52	✓		✓	
31	YAM	66	✓		✓	
	Total	2404	7	24	7	24

It could be seen in the table above that the number students who achieved the standard score were more than the nonachieved students. There were 24 or 77.42 % of the total number students who reached the standar score. This result fulfilled the success criterion of this research that at least 70% of the students got score ≥ 75 .

Furthermore, the students' scores were classified into five levels. They were excellent, good, fair, poor and failed. The levels were determined by interval score.

The result was that most of the students were in the level excellent with the interval score between 80 and 100. Its frequency was 18. Besides, poor level which the interval score was between 40-59 and 79 had the lowest frequency. The frequency was just 6. The classification result in detail was provided in the table below.

Table 4.9 The Classification of Frequency and Score Levels in Cycle 2

Classification	Interval Score	Frequency	%
Excellent	80-100	18	58.1
Good	70-79	6	19.3
Fair	60-69	6	19.3
Poor	40-59	1	3.2
Failed	< 39	0	0
Total	10	31	100

4.2.3 The Result of Reflection in cycle 2

As the reflection in cycle 1, reflection in cycle 2 was conducted after analyzing the result of the observation and the result of achievement test. Moreover the reflection was done collaboratively with the English teacher. From the results of observations in cycle 2, the average of the percentage of the students who were active during the teaching and learning were 80.64%. It indicates that there was improvement of the average of the percentage of students' active participation. It can be concluded that the percentage of the active students achieved the research target which at least 70% of the students were active during the teaching and learning process.

Moreover, the result of regular and irregular verb achievement test showed that there were 24 or 77.41% of the total number of the students who got score at least \geq 75. It also indicates that the percentage of the result of the students' test was higher, than that of in the cycle 1. In brief, the result of the students' test in the cycle 2 could achieve the research target in which at least 70% of the students got score 75.

In conclusion, teaching regular and irregular verbs using a picture file was able to improve the students' active participation and the students' achievement on regular and irregular verbs. Therefore, the cycle was stopped because the classroom action research had achieved the research objectives.

4.3 The Results of Interview

Doing interview was intended to obtain the information about the process of learning English in the school. The interviewee was the English Teacher of the eighth year students of MTs N 1 Jember. There were four basic information related to the teaching and learning English gotten by the reseacher. They covered the curriculum used in the school, the schedule of the English, the standar score, the problem in process of teaching and learning English and the solution from the teacher. The results of the interview were described as follows.

The teacher said that the eighth grade of MTs N 1 Jember used 2006 Institutional Level Curriculum or KTSP. She taught English twice in a week. The standard score of English in the school was 75. In the teaching and learning English process the teacher usually used Lembar Kerja Siswa "PRIVAT" book to provide the material. Based on the teacher's information, the students' problem in learning English was vocabulary. Because of lack of vocabulary, they often did not understand the material given in English teaching and learning process so it could affect the students' achievement in English skills very much.

However, the English teacher did not teach vocabulary in detail. She usually taught vocabulary integratedly with other English language skills (listening, reading, speaking and writing). Before teaching the main material, she asked the students about the difficult words they had or she wrote the difficult vocabulary in the white board and discuss the meaning. Moreover, she wrote a list of vocabulary and meaning to the students and asked them to memorized the vocabulary in their home. The next meeting, the teacher would checked whether the students had memorized the vocabulary. However, it did not work well, because the students forgot the vocabulary easily. The teacher never used any media because she did not have much

time to make it. Furthermore, she never did vocabulary test after teaching the material.

Because the teacher said that she had never done vocabulary test, the researcher decided to apply a diagnostic test. The test was intended to know the students' weaknesses in English, whether in vocabulary or not. The consideration to make the test items was based on the materials had been taught. Based on the information from the English teacher, the materials given were about simple present tense, simple past tense. She had not taught many material because it was just the beginning of the new year academic. Information about diagnostic test would be provided in the following part.

4.4 The Result of Documentation

There were two kinds of data gotten from documentation. The results of documentaion method were about the names of the research respondents and the students' dianostic score. The respondents in this research were the students of VIII C at MTs N 1 Jember in the 2014/2015 Academic Year which consisted of 31 students.

4.5 The Result of Diagnostic Test

Diagnostic test was conducted to know the students' weaknesses in learning English. The test was conducted two times. The first test was conducted to know the lowest class, while the second test was conducted to know more about the weaknesses of the lowest class. The first test was conducted on 11, Agust 2014 and the second one was conducted on September 13, 2014. The allocation time of each test was 50 minutes. There was a difference between test items in the first test and the second one. The test item of first test consisted of vocabulary only. However, the second one consisted of all the material that had been taught to the students. They covered simple present tense, simple past tense, and vocabulary included noun, adjective, adverb and verb. There are two kinds of verbs included in the test, they were bare infinitive verb and regulars and irregular verbs. The total number of the test

item was 25. The diagnostic test had been consulted to the English teacher to know the appropriateness of the test items with the students level of comprehension.

The first test was administered in class VIII A, B, and C to know the lowest class. The results were that 36% of the total number of VIII A students got the standard score. Besides, there were 30% of the total number VIII B got the standard score, and VIII C was just 27%. It can be concluded that the VIII C students was the lowest class. Then, to convince more about the weaknesses of the students of VIII C, they were given one more test

Based on the result, there were 15 (48.38%) of 31 students got the standard minimum score in that school (75). There were many students still got the score below the standard minimum score. In fact, the students made many mistake in aspect of vocabulary in particular regular and irregular verbs. In conclusion, the students still had a problem with vocabulary mastery in the form of regular and irregular verbs. The result of diagnostic test became the consideration of the focus of the research. Thus, this research focused on improving the students' achievement on regular and irregular verbs.

4.6 Discussion

Based on the results of classroom observations and regular and irregular verbs achievement test in cycle 1, it was known that the percentage of the students participating in the teaching and learning process actively was 58.06%. Referring to the success criterion related to the students' active participation, it was said that at least 70% the students were active during the teaching and learning process. It can be said that the result of observation in cycle 1 did not achieved the target requirement of the students' active participation yet. Furthermore, the result of regular and irregular verbs achievement test in cycle 1 revealed that the percentage of the students who obtained the standard score (75) was 58.62%. Based on the success criterion related to the students' achievement used in this research that at least 70 % the students got the standard minimum score, it means that the result of achievement test in cycle 1

did not achieve the target requirement as well. Accordingly, it could be said that the success criteria had not been achieved yet in cycle 1.

There were some factors that caused the results of the action in cycle 1 did not achieved the objectives of the research. The factors were that the pictures shown by the teacher were not interesting to be implemented in the class because the size was small. It made the students not pay attention to the teacher while showing the pictures moreover to the teacher's explanation. In addition, a group of four was not an effective way to share the picture file in the size of 10x8 cm. There were some students who dominated the group that could see the pictures clearly so the others couldnot see the pictures and became passive students even not to be enthusiastic in doing the exercise in their group. The other problem was that the teacher conveyed the material in front of the class, so the students in the back row or in the corner were not motivated to be active in the teaching and learning process.

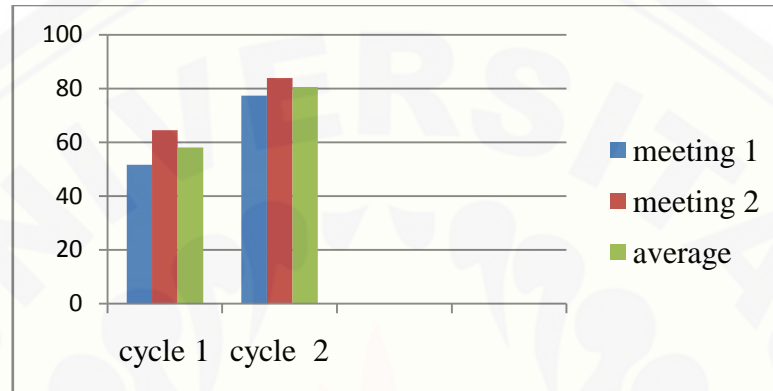
After having done reflection with the English teacher about the results of the observations of the students' active participation and the students' regular and irregular achievement test in the cycle 1, it was decided to continue to cycle 2 by revising some aspects to solve the problems faced in cycle 1. The aspects were the size of the pictures, the total number of the group members, and the teacher's movement.

The researcher used LCD to show the pictures in order that all of the students were able to see the pictures so they were attracted to pay attention to the material given. Moreover, the teacher reformed the students' group. They were not asked to make a group of four anymore, but in pair. Thus, it was easier for the students to share the pictures. This case made the students more enthusiastic in doing the exercises. The teacher also went around the class, and paid more attention to the students' activities. Besides, the teacher also motivated the non active students.

After being given the actions in cycle 2, the students could improve either their active participation during the teaching and learning process or their achievement on regular and irregular verbs. In the cycle 2, the percentage of the average of the students' active participation was 80.64%. It means that the success criterion that was

at least 70% of the students took a part actively during teaching and learning was achieved. The result increased as much as 16.12% from the result in cycle1. The detailed improvement of the students' participation between cycle 1 and cycle 2 is presented in the chart below.

Chart 4.1 The Improvement of the Students' Active Participation

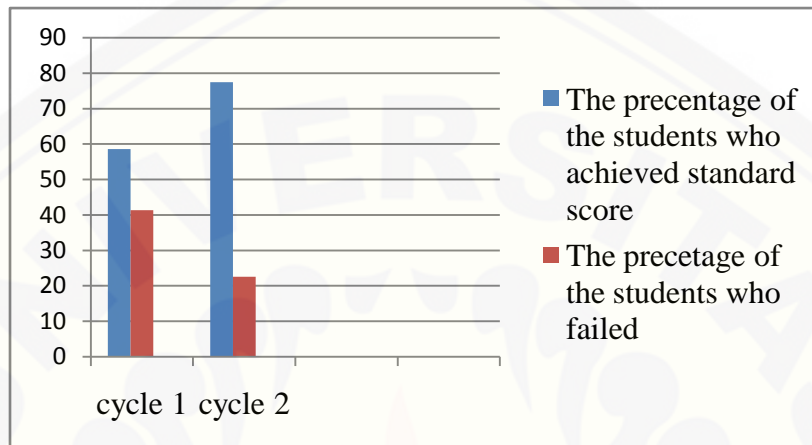


The chart above showed that the percentage of students who were active improved from 58.06% in cycle 1 to 80.65% in cycle 2. This improvement proved that the use of picture file could attract the student's interest to the material given. The clearer pictures shown were able to attract more the students' attention. Moreover, being able to see the pictures shared with their friends ease the students to see the pictures and the caption of regular and irregular verb so they were more enthusiastic in doing the exercises given. It is in line with Wright's idea (1989:2) that using picture in the teaching and learning is interesting so it could give motivation to the students to involve in the teaching and learning process.

The improvement of the students active participation in cycle 2 gave positive effect to their achievement on regular and irregular verbs. It was known that the percentage of the students who achieved the standard score reached 77.41%. This result had increased as much as 18.79% from the result in cycle 1 (58.62%). It means the success criterion that at least 70% the students got at least 75 was fulfilled. In conclusion, the criteria of the success were achieved in cycle 2.

The following chart presents the improvement of the students' achievement on regular and regular verbs from cycle 1 to cycle 2.

Chart 4.2 The Improvement Of Students' Achievement On Regular And Irregular Verbs



The improvement of the students' achievement on regular and irregular verbs from cycle 1 to cycle 2 showed that the use of a picture file in regular and irregular verbs teaching and learning could stimulate the students' thought to find the meaning easily. Moreover, material conveyed using pictures could stay longer in the students' memory. Therefore, teaching regular and irregular verbs using a picture file was not only able to make the students understand the verbs but also able to make the students' memory to recall what they had learned easily. In conclusion, a picture file is helpful for the students to improve their participation in teaching and learning process resulting to the improvement of their achievement on vocabulary in particular regular and irregular verbs. It is in line with what Karim and Hasbullah's idea (1986:4.23) that picture file is effective aid to teach the meaning of words and provoke the students' memory about the material given.

In addition, in the implementation of the action in this research, one picture was used to explain regular and irregular verbs. Therefore, on each picture the regular and irregular verbs written clearly to have the students identify them easily. Using the picture file, the students were taught to identify the form and the meanings of the

regular and irregular verbs stated in the text. Because they have learned the rule how to form regular verb and irregular verbs into past form, the students relatively easy in differentiating the regular verbs from irregular verbs

Related to the previous research results conducted by Istifaiyah (2014) at SDN Bangsalsari 02, it was revealed that picture files could improve the fourth grade students' participation during the teaching and learning as well as their achievement on vocabulary. Her research results showed that the percentage of the average of the total number of the students who were active was improved from 67.05% in cycle 1 to 81.82% in cycle 2. Besides, the improvement of the percentage of the total number of the students who reached the standard score in their vocabulary achievement was from 74.42% in cycle 1 became 88.64% in cycle 2. Another research using the use of picture files was done by Susilowati (2012) at SMP Nuris Jember. She used picture files to improve the eighth grade students' vocabulary achievement as well. The results of her research revealed that picture files could improve the students' active participation during teaching and learning process. The percentage of the average of the total number of the active students was 68.05% in cycle 1. However, it became 81.95% in cycle 2. The students also could improve their vocabulary achievement. As many as 55.6 % of the total number of the students achieved the standard score in the cycle 1. It was improved 77.8% in the cycle 2.

In addition, classroom action research which investigated sixth grade students' vocabulary achievement using picture conducted by Nurlaeli, Sutisna and Rahmah (2012) at MI Sirojul Aulad Bogor, revealed that the students' vocabulary achievement was increased after being taught using pictures. The percentage of the total number of the students who got standard score in that school was 63.3% in cycle 1. However, it became 86.7% in the cycle 2. Moreover, a Siddiqa and Saragih (2012) who conducted classroom action to improve in the seventh grade students' vocabular achievement at SMP Nurul Hasannah Medan also used pictures. Their research result revealed that the students' mean of the second cycle (77.29%) was higher than the mean of the first cycle (72.71%) and pre test (67.14%).

Thus, based on both previous researches done by Istifaiyah, Susilowati, Nurlaeli, Sutisna and Rahmah, and Siddiqa and Saragih, it was found that a picture file was a useful medium in teaching and learning vocabulary. Further, a picture file could help the students to participate actively in the teaching and learning. Consequently, they could improve their achievement on vocabulary test. In the previous researches, a picture file was used to teach large vocabulary. However, in this research it was used to teach one part of large vocabulary only. It was verb covering regular and irregular verbs.

Another aspect of previous researches finding was a picture file was implemented in the level of Elementary School and Junior High School. It means that a picture file was an appropriate medium to help teaching and learning English from Elementary until Junior High School level.

Thus, the results of this action research in two cycles proved the action hypotheses. A picture file could improve the students' active participation during the teaching and learning process and their achievement on regular and irregular verbs as well.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions. The suggestions are proposed to the English teacher, the students, and the future researcher.

5.1 Conclusion

Based on the results of observations and regular and irregular verbs achievement test after the actions given in two cycles, it could be concluded that the use of a picture file could improve the students' active participation as well as their achievement on regular and irregular verbs. In other words, the results of the action research in two cycles proved the action hypothesis.

1. The use of a picture file could improve the students' active participation during the teaching and learning regular and irregular verbs process. The students were encouraged to be more involved actively in regular and irregular verbs teaching learning process. The improvement of the students' participation was shown from the results of observations in each cycle. The percentage of the total number of the students who were active during the teaching and learning process before conducting the research was 45.16%. It was improved 58.06% in cycle 1. Besides, the average of the percentage of the students who were active during the teaching and learning process increased as much as 22.59% in cycle 2 so it became 80.65%. The results successfully fulfilled the first criterion of success that was at least 70% the students were active during teaching and learning process.

2. The students' achievement on regular and irregular verbs also reached the research target. The improvement could be seen from the percentage of the total number of the students who got score at least ≥ 75 . In preliminary study, it was known the percentage of the total number of the students who reached the standard

minimum score was 48.38%. In cycle 1, 58.62% of the total number of the students achieved standard score. The result became 77.42% in cycle 2. The result increased as much as 18.8% from the result in cycle 1. In brief, the second criterion of the success that at least 70% of the students achieved the standard score was fulfilled.

5.2 Suggestions

Based on the research findings, the following suggestions are proposed to the English teacher, the students, and the other researchers :

1. The English Teacher

The fact that the use of a picture file not only could attract the students' interest and increase their participation, but also improve the students' achievement on regular and irregular verbs, the English teacher is suggested to apply a picture file as the alternative media in teaching regular and irregular verbs. The size of the picture should be appropriated with the large of the class. The pictures should be in large size and the colour should be as clear as possible.

2. The Students

The students are suggested to be more actively involved in teaching and learning process of regular and irregular verbs since a picture file was able to help them to their achievement on regular and irregular verbs.

3. The Future Researchers

The future researchers are suggested to conduct a further research dealing with the use of a picture file by using different or the same research design at different school, different level of the research subject and different skill language, because a picture file is such a worth media for learning English. It is also suggested to use large size pictures in the future research to help students see them clearly and relate between the verbs used in the sentences and in the pictures.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method	Hypothesis
Improving VIII C Students' Achievement on Regular And Irregular Verbs In Recount Text by Using a Picture File at MTs N 1 Jember	<ol style="list-style-type: none"> 1. Can the use of a picture files improve VIII C students' active participation in teaching and learning process of regular and irregular verbs in recount text at MTs N 1 Jember? 2. Can the use of a picture files improve VIII C students' achievement on regular and irregular verbs in recount text by using a picture file at MTs N 1 Jember? 	<ol style="list-style-type: none"> 1. Independent variable Teaching regular and irregular verb by using a picture file 2. Dependent variable <ol style="list-style-type: none"> a. Students' active participation in teaching and learning process of regular and irregular verbs by using a picture file b. Students' achievement on regular and irregular verbs in recount text 	<ol style="list-style-type: none"> 1. The use of a picture file in teaching regular and irregular verbs 2. The students' active participation covering the following indicators: <ol style="list-style-type: none"> a. Paying attention to the teacher while showing a picture file b. Mentioning regular or irregular verbs and the meaning based on the pictures shown c. Doing the exercises enthusiastically by using the 	<ol style="list-style-type: none"> 1. Research respondents VIII C grade students at MTs N 1 Jember 2. Informant and collaborator The eighth English teacher of MTs N 1 Jember 3. The school document: The name of the research respondents and the students' previous score 4. The diagnostic test result: The test result 	<ol style="list-style-type: none"> 1. Research design Classroom Action Research with the cyclical model: <ol style="list-style-type: none"> a. The planning of the action b. The implementation the action c. Doing observation d. Doing reflection of the action 2. Area determination method purposive method Purposive method 3. Data Collection Method: <ol style="list-style-type: none"> a. Primary data: achievement test and observation b. Supporting data: interview, documentation, and diagnostic test 4. Data Analysis Method <ol style="list-style-type: none"> a. The results of the observations are analyzed using the following formula: 	<ol style="list-style-type: none"> 1. The use of picture files can improve VIII C grade students' active participation in teaching and learning process of regular and irregular verb in recount text at MTs N 1 Jember 2. The use of picture files can improve VIII C grade students' achievement on regular and irregular verbs in recount text at MTs N 1 Jember in 2014-1015 Academic Year

			<p>picture file</p> <p>d. Discussing the answers with the teacher actively</p> <p>3. The students' regular and irregular verbs test score in each cycle</p>	<p>of VIII C.</p>	<p>$\Sigma = \frac{n}{N} \times 100 \%$</p> <p>Note:</p> <p>$\Sigma$: The precentage of the students' active presentation</p> <p>n: the total number of the students' who were categorized as active students</p> <p>N: The total number of the students</p> <p>(Ali:1993:186)</p> <p>b. The result of regular and irregular verbs test is analysed using the following formula:</p> <p>$E = \frac{n}{N} \times 100\%$</p> <p>E = the percentage of students who get score ≥ 75 as standard score</p> <p>n = the total number of students who get score ≥ 75 as standard score</p> <p>N = the total number of the students</p> <p>(Ali:1993:186)</p>	
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Supporting Data Instrument

Day/ date : Monday/ August 11, 2014

Interviewer : The researcher

Interviewee : The eighth English teacher of
MTs N 1 Jember

I. Interview Guide

No.	Researcher's Questions	Interviewee's Answers
1.	What curriculum do you use in the teaching and learning process?	I use Kurikulum Tingkat Satuan Pendidikan (KTSP)
2.	How many times do you teach English in a week?	Twice in a week
3.	Do you find any problems in teaching and learning process.	Yes, I do.
4.	What problems do you find in teaching and learning process?	Actually, overall the basic problem in English teaching and learning process is vocabulary. The students are lack of vocabulary. Therefore, they are difficult to understand the material, and teaching and learning process is time consuming.
5.	How do you usually teach vocabulary in the classroom	I do not teach vocabulary in detail. I teach vocabulary integrated with teaching language skills. Moreover, I just ask them to memorize the vocabulary themselves. Sometimes, i asked them to find the difficult words

		in the textbook and discuss the difficult words together.
6.	How many percent of the students who are active during the teaching and learning English?	It is about 45.16 % of the students who are active during the teaching and learning process.
7.	Have you ever presented vocabulary using a picture file?	No, I have not.
8.	Do you have students' vocabulary score?	No, I do not. I never conduct a vocabulary test.
9.	What materials have you taught in the classroom?	They cover simple present tense, and simple past tense, regular and irregular verb.
10.	Do you agree to do a classroom action research to improve the students' achievement on vocabulary and their participation collaboratively in order to improve the process of teaching and learning vocabulary ?	Yes, I agree
11.	What is the standard minimum score of English of this school?	It is 75.

II. Documentation

No.	Data Taken	Data Resources
1.	Names of VIII C students	School documents
2.	The student's previous score	Diagnostic test

III. Diagnostic test.

Subject : English
 (Simple Present Tense, Simple Past Tense, and Vocabulary, includes: Verb, Regular Verb, Irregular Verb, Adjective, Adverb, and Noun.)

Class/ Semester : VIII/1

Time Allocation : 50 minutes

Choose a, b, c, or d for the correct answer. Do it in your answer sheet.

- She is because she will have speaking examination some minutes later.
 a. angry b. doubt c. nervouse d. afraid
- I my pencil case in the class an hour ago so I have to take it back.
 a. bought b. brought c. forgot d. fought
- Flood often happens in this town because the is full of rubbish.
 a. house b. river c. street d. office
- My sister noodle for her breakfast every morning.
 a. frying b. fries c. frys d. fry
- Our car cannot pass this way because the road is very
 a. little b. narrow c. small d. wide
- I at the world map carefully last night.
 a. saw b. looked c. watched d. glanced
- Some students the floor because it is very dirty.
 a. stand b. sat c. sweep d. walk
- Celine Dion two songs in the talk show two days ago.

- a. sang b. gave c. performed d. showed
9. Heroes always defeat enemies without any fear. They fight.....
a. beautifully b. bravely c. carefully d. slowly
10. Lisa lives far from her parents. She a letter for them once a week.
a. brings b. reads c. makes d. writes
11. Jakarta is a big It becomes the central of goverment in Indonesia
a. area b. city c. park d. town
12. Merry is a diligent girl. She helps her mother every morning
a. always b. never c. seldom d. often
13. Merry and Vera their next holiday last night.
a. planned b. talked c. spoke d. spent
14. An horse can run fast but a tortoise can walk....
a. calmly b. loudly c. quickly d. slowly
15. My friend left for malang at 6 a.m and there two hours ago.
a. arrived b. dropped c. lived d. stayed
16. It is raining outside. The ground begins to be....
a. dry b. water c. wet d. warm
17. Can you take the in the corner? I want to sweep the floor.
a. broom b. duster c. rope d. stick
18. I a beautiful scenery for me yesterday.
a. brought b. drew c. gave d. made
19. Shofia and Sarah playing volley ball.
a. don't like b. doesn't like c. isn't like d. aren't like
20. My friend alot of money last week. She bought an expensive bag.
a. spend b. spent c. spended d. spending
21. When does Ahmad usually television?
a. watch b. watches c. watched d. watching
22. When did Barbara this novel in the library?
a. borrowed b. borrowing c. borrows d. borrow
23. The teacher to the class on time yesterday.

- a. wasn't came b. didn't come c. didn't came d. aren't come

24. My aunt gave me a new two days ago. Now, I am wearing it in my right hand.

- a. ring b. bracelet c. necklace d. earring

25. Nindy and Nadia a short story to a teen magazine every week.

- a. send b. have c. buy d. get

Answer key:

- | | |
|-------|-------|
| 1. c | 14. d |
| 2. c | 15. a |
| 3. b | 16. c |
| 4. b | 17. a |
| 5. b | 18. b |
| 6. b | 19. a |
| 7. c | 20. b |
| 8. a | 21. a |
| 9. b | 22. d |
| 10. d | 23. b |
| 11. b | 24. b |
| 12. a | 25. a |
| 13. a | |

Distribution Items

No .	Material	item number	Total
1.	Simple present tense	4, 19, 21	3
2.	Simple past tense	20, 23, 22	3
3.	Verb	7, 10, 25	3
4.	Regular verb	6, 13, 15	3
5.	Irregular verb	2, 8, 18	3
6.	Noun	3, 24, 11, 17	4
7.	Adjective	1, 5 16	3
8.	Adverb	9, 12, 14	3
			25

DIAGNOSTIC TEST SCORE OF VIII C

NO.	NAME	SCORE
1.	ABIDAH NAILA KARIMAH	76
2.	AHMAD CHOIRUL AKBAR	56
3.	AL BIMANTARA RAHMATULLAH	76
4.	ALDI BENALDI	76
5.	ALFIYAH ULIN NIKMAH	80
6.	AMELIKA YUSTIANA	76
7.	ARISTA NOVIANTI HABIBAH	64
8.	BIMA INDRA CITRANEGARA	76
9.	ELIF FARDIANA	56
10.	ELSA MELIANA	76
11.	FARAH EMIRA	80
12.	FATMA MUHAMMAD AL AMUDI	52
13.	FAUZIAH KHOIRUN NISSA	76
14.	FIRDAUS FAIRUS DIANTI	76
15.	IVAN FAHMI WAHDINI	56
16.	KHULAILA INDA F.	76
17.	MELVINDA NESTY FIKRIATUZZAHRO	60
18.	MOCH. RAFFY HADIWINOTO	80
19.	MUHAMAD FAISHAL HAIDAR AL AMIN	52
20.	MUHAMMAD RIFKY YUSTISIA	76
21.	NADHILAH IZAZI	68
22.	NAILATUL HUSNA	72
23.	NIDA VISI KHUSNUL K.	80
24.	OKTARINA AYUNINGTIYAS	64
25.	RIZKI FAJAR ADI PUTRA	68
26.	SATRIA AJI PANGESTU	84
27.	SITI FATIMA	72
28.	VIQRI ARDIANSYAH APRILianto	80
29.	VIVIN AL VIANA NINGSIH	60
30.	WIDIYA AJENG SAFITRI	56
31.	YOVANTA A. MIRANDY	48

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

$$E = \frac{15}{31} \times 100 \% = 48.38\%$$

Note:

E : The percentage of the students who achieve the standard minimum score

n = The number of the students who are achive

N= The total number of the students in the classroom

Table Below Explains the Total Number of Test Items Done Correctly by the Students

No.	Name	1	2	3	4	5	6	7	8	Score
1	ANK	2	2	3	3	2	2	3	2	76
2	ACA	2	1	0	3	2	2	2	2	56
3	ABR	3	2	2	3	2	2	3	2	76
4	AB	3	3	2	3	1	1	3	3	76
5	AUN	3	2	2	4	3	2	2	2	80
6	AY	2	3	2	3	3	2	2	2	76
7	ANH	3	1	0	4	2	2	2	2	64
8	BIC	3	3	3	2	2	1	2	3	76
9	EF	2	1	0	3	2	2	3	1	56
10	EM	2	2	3	4	3	1	2	2	76
11	FE	3	3	3	3	2	2	2	2	80
12	FMA	2	1	0	3	2	2	2	1	52
13	FKN	3	3	3	3	2	1	2	2	76
14	FFD	3	2	2	4	3	2	2	2	76
15	IFW	3	0	1	3	2	2	1	1	56
16	KIF	2	2	3	4	3	1	2	2	76
17	MNF	3	0	1	4	2	2	1	2	60
18	MRH	3	3	2	3	3	2	2	2	80
19	MFH	2	0	1	3	2	2	1	2	52
20	MRY	3	2	2	4	2	2	2	2	76
21	NI	2	1	1	4	3	2	2	2	68
22	NH	3	1	1	4	3	2	2	2	72
23	NVK	3	3	3	3	1	2	2	3	80
24	OA	3	1	1	3	2	2	2	2	64
25	RFAP	3	1	1	4	2	2	2	2	68
26	SAP	3	3	3	3	2	2	2	2	80
27	SF	3	1	1	3	3	3	2	2	72
28	VAA	2	1	1	4	3	2	2	2	68
29	VAN	2	0	0	4	3	2	3	1	60
30	WAS	3	0	0	4	3	2	1	1	56
31	YAM	2	0	0	4	3	1	1	1	48

Note:

1. Verb
2. Regular verb
3. Irregular verb
4. Noun
5. Adjective
6. Adverb

Appendix C

7. Simple present tense
8. Simple past tense

The Classification of Frequency and Score Level of Diagnostic Test

Classification	Interval Score	Frequency	%
Excellent	80 – 100	5	16.13
Good	70 – 79	12	38.71
Fair	60 – 69	7	22.58
Poor	40 – 59	7	22.58
Failed	< 39	0	0
Total		31	100

LESSON PLAN 1

School	: Junior High School
Subject	: English
Level/semester	: VIII/1
Language component	: Vocabulary (Regular and Irregular Verbs)
Language Skill	: Reading
Genre	: Recount Text
Time allocation	: 2x30 minutes

I. Standard of Competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

II. Basic Competence

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

III. Indicator

1. Cognitive Product

1.1 Applying regular and irregular verbs in sentences correctly in group

2. Cognitive Process

2.1 Mentioning regular or irregular verbs and the meaning based on the pictures shown correctly orally

2.2 Matching the pictures with the appropriate regular or irregular verbs correctly in group

2.3 Completing the sentences by using the suitable verbs in the box then change them into past form correctly in group

3. Affective

- 3.1 Paying attention to the teacher while showing the picture file
- 3.2 Mentioning regular or irregular verbs and the meaning based on the pictures shown
- 3.3 Doing exercises enthusiastically by using the picture file
- 3.4 Discussing the answers with the teacher actively

IV. Learning Objectives

1. Cognitive Product

- 1.1 The students are able to apply regular and irregular verbs in sentences correctly in group.

2. Cognitive Process

- 2.1 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown correctly orally.
- 2.2 The students are able to match the pictures with the appropriate regular or irregular verbs correctly in group.
- 2.3 The students are able to complete the sentences by using the suitable verbs in the box then change them into past form correctly in group.

3. Affective

- 3.1 The students are able to pay attention to the teacher while showing the picture file.
- 3.2 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown.
- 3.3 The students are able to do exercises enthusiastically by using the picture file.
- 3.4 The students are able to discuss the answers with the teacher actively.

V. Learning Material :Enclosed

VI. Teaching Approach and Method

Approach : Contextual Teaching and Learning

Method : Group Discussion, Question and Answer

VII. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time
I.	<p>Set Induction</p> <ol style="list-style-type: none"> 1. Greeting and checking students' attendance. 2. Giving leading questions to the students. 	<ol style="list-style-type: none"> 1. Responding 2. Responding 	3'
II.	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Asking the students to form a group of four 2. Distributing a recount text 3. Asking the students to read the text silently and pay more to the underlined words 4. Reviewing regular and irregular verbs 5. Modelling how to pronounce the regular and irregular verbs stated in the text 6. Distributing the picture file to the students 7. Showing the pictures one by one and asking the students to mention regular or irregular verbs and the meaning based on the 	<ol style="list-style-type: none"> 1. Forming into a group of four 2. Accepting recount text 3. Reading the recount text and pay more attention to the underlined words 4. Paying attention 5. Repeating 6. Accepting 7. Mentioning 	55'

	<p>pictures shown correctly orally</p> <p>8. Doing exercise I, Matching the pictures with the appropriate regular or irregular verbs</p> <p>9. Discussing the answer</p> <p>10. Doing exercise II, completing uncomplete sentences by changing the appropriate verbs in box into past form in group correctly</p> <p>11. Discussing the answer</p> <p>12. Doing exercise III : Asking the students to apply regular and irregular verbs in sentences correctly in group</p> <p>13. Discussing the answer</p>	<p>8. Doing exercise I</p> <p>9. Discussing the answer</p> <p>10. Doing exercise II</p> <p>11. Discussing the answer</p> <p>12. Doing exercise III</p> <p>13. Discussing together</p>	
III.	<p>Closure</p> <p>1. Guiding the students to draw conclusion</p> <p>2. Parting</p>	<p>1. Drawing conclusion</p> <p>2. Parting</p>	2'

VIII. Media

- Media : A Picture file, recount text, students worksheet

IX. Assessment

1. Process assessment
 - Students' participation

Instrument: observation checklist of students' participation in the learning process. The Indicators assessed are (1) paying attention to the teacher while

showing a picture file, (2) mentioning regular or irregular verbs and the meaning based on the pictures shown, (3) doing the exercises enthusiastically by using a picture file, (4) discussing the answers with the teacher actively. The students are considered as active students if they fulfill at least three indicators.

Observation Checklist

No.	Name	Indicators				Passive	Active
		1	2	3	4		
1.							
2.							
3.							

Note:

1. Paying attention to the teacher while showing a picture file
2. Mentioning regular or irregular verbs and the meaning based on the pictures shown
3. Doing the exercises enthusiastically by using picture file
4. Discussing the answers with the teacher actively

2. Product assessment :

Objective written test

Jember, 19th September 2014

The researcher,

Hasnah

100210401054

I. Leading questions

1. Who do you see in the picture?
2. What do they do?
3. How about you, When were the last time you go to your grandmother's house?
4. What did you do in your grandmother's house?

II. Theory

1. Verb is a word that denotes an action.
2. The form of verb will change based on the tense used. Bare infinitive is used to tell an activity or an event that exists now or habitual activity. While past form is used to tell an activity or event in the past.
3. There are two kinds of verb based on the tense, regular, and irregular verb.
4. Regular verb is a verb that should be added by d/ed in the end of the word in the past form and past participle form. For example: cook-cooked, laugh-laughed, etc.
5. Irregular verb is a verb that has different form in the past and past participle form. For example: give-gave, sleep-slept, etc.

III. Recount Text:

Recount text below was given to the students. Then students were asked to read the text and identify the verbs stated on the text.

VISITING MY GRANDMOTHER

My mother and I went to my grandmother's house last weekend. Her house was big, clean, and colorful with flowers in the large garden. My mother and I gave her some clothes as the gifts. She was very happy and kissed my cheek.

In the morning, my grandmother and I went to the traditional market by motorcycle. We bought vegetable, fruit, fish and so many others. After that, my grandmother and I swept her large garden while My mother cooked for our breakfast.

I brought a comedy movie of Radtya Dika entitled "Cinta Brontosaurus". In the afternoon, we watched a movie together. Sometimes, we laughed at the funny scene.

There were so many books in my grandmother's house. She read one of the books for me at night. After reading a book, We prayed together, then we slept soundly beside her.

I was so happy to visit my best grandmother. I will always her.

IV. Picture Files



COOK - COOKED



GIVE - GAVE



KISS - KISSED



BUY - BOUGHT



SWEEP - SWEEP



BRING - BROUGHT



WATCH - WATCHED



LAUGH - LAUGHED



SLEEP - SLEPT






PRAY - PRAYED

V. Exercises

1. Exercise I

Match the pictures in the column A with the appropriate verbs in the column by giving a line correctly.

No.	A	B
1.		a) cooked
2.		b) swept
3.		c) prayed
4.		d) bought
5.		e) kissed

6.		f) slept
7.		g) gave
8.		h) laughed
9.		i) brought
10.		j) watched

2. Exercise II

Complete sentences by using the suitable verbs in the box then change them into past form correctly in group.

1. My father me a new motorcycle last month.

2. The students the school yard an hour ago.
3. Yesterday was farah birthday. I..... her a new novel.
4. Shella very delicious fried rice last night.
5. Amira Negeri 5 Menara movie with me two days ago
6. My mother me before going to bed last night.
7. The boys at the clown in the circus just now.
8. Mr. Fakhri was sick so he..... earlier last night.
9. We together before starting the lesson five minutes ago.
10. Every student a plant in Go Green Day event last week.

bring	sleep	pray
give	cooke	watch
	laugh	buy
kiss		sweep

3. Exercise III

Choose the correct answer by crossig a,b,c, or d. Do it in group.

1. My cousin some new bags in Roxy two days ago.
 - a. bought
 - b. brought
 - c. lent
 - d. took
2. My uncle many gifts from Japan for me last month.
 - a. brought
 - b. came
 - c. gave
 - d. sent
3. Anggi is a good cheff. She delicious grilled chicken last night.
 - a. ate
 - b. bought
 - c. cooked
 - d. wanted
4. Annisa me some tips how to write a good short story last week.
 - a. lent
 - b. gave
 - c. spoke
 - d. talked
5. Mr. Agung his two years- son before going to his office this morning.
 - a. talked
 - b. smiled
 - c. kissed
 - d. kikced
6. We many times watching the comedy one hour ago.
 - a. cried
 - b. laughed
 - c. yawned
 - d. smiled
7. Alphin seriously before he started to do mathematics test.

a. prayed b. thought c. studied d. wrote

8. The baby was tired, he soundly yesterday.

a. cried b. felt c. slept d. played

9. Lala and I the school yard one hour ago.

a. made b. cleared c. built d. swept

10. Doni Noah Concert in the town square last night.

a. saw b. danced c. looked d. watched

VI. Answer key

1. Exercise I:

- | | |
|------|-------|
| 1. g | 6. i |
| 2. h | 7. j |
| 3. d | 8. c |
| 4. b | 9. e |
| 5. a | 10. f |

2. Exercise II

- | | |
|------------|-------------|
| 1. bought | 6. kissed |
| 2. swept | 7. laughed |
| 3. gave | 8. slept |
| 4. cooked | 9. prayed |
| 5. watched | 10. brought |

3. Exercise III

- | | |
|------|-------|
| 1. a | 6. b |
| 2. a | 7. a |
| 3. c | 8. c |
| 4. b | 9. d |
| 5. c | 10. d |

LESSON PLAN 2

School	: Junior High School
Subject	: English
Level/semester	: VIII/1
Language component	: Vocabulary (Regular and Irregular Verbs)
Language Skill	: Reading
Genre	: Recount Text
Time allocation	: 2x30 minutes

I. Standard of Competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

II. Basic Competence

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

III. Indicator

1. Cognitive Product

1.1 Applying regular and irregular verbs in sentences correctly in group

2. Cognitive Process

2.1 Mentioning regular or irregular verbs and the meaning based on the pictures shown correctly orally

2.2 Matching the pictures with the appropriate the appropriate verbs correctly in group

2.3 Completing the sentences by using the suitable verbs in the box then change them into past form correctly in group

3. Affective

3.1 Paying attention to the teacher while showing the picture file

3.2 Mentioning regular or irregular verbs and the meaning based on the pictures shown

3.3 Doing exercises enthusiastically by using the picture file

3.4 Discussing the answers with the teacher actively

IV. Learning Objectives

1. Cognitive Product

1.1 The students are able to apply regular and irregular verbs in sentences correctly in group

2. Cognitive Process

2.1 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown correctly orally

2.2 The students are able to match the pictures with the appropriate regular or irregular verbs correctly in group

2.3 The students are able to complete the sentences by using the suitable verbs in the box then change them into past form correctly in group

3. Affective

3.1 The students are able to pay attention to the teacher's while showing the picture file

3.2 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown

3.3 The students are able to do exercises enthusiastically by using the picture file

3.4 The students are able to discuss the answers with the teacher actively

V. Learning Material : Enclosed

VI. Teaching Approach and Method

Approach : Contextual Teaching and Learning

Method : Group Discussion, Question and Answer

VII. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time
I.	<p>Set Induction</p> <ol style="list-style-type: none"> 1. Greeting and checking students' attendance. 2. Giving leading questions to the students. 	<ol style="list-style-type: none"> 1. Responding 2. Responding 	3'
II.	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Asking the students to form a group of four 2. Distributing a recount text 3. Asking the students to read the text silently and pay more to the underlined words 4. Reviewing regular and irregular verbs 5. Modelling how to pronounce the regular and irregular stated in the recount text 6. Distributing picture files to the students 7. Showing the pictures one by one and asking the students to mention regular or irregular verbs and the meaning based on the pictures shown orally 	<ol style="list-style-type: none"> 1. forming a group of four 2. Accepting recount text 3. Reading the recount text and pay more attention to the underlined words 4. Paying attention 5. Repeating 6. Accepting 7. Mentioning 	55'

	<p>correctly</p> <p>8. Doing exercise I, Matching the pictures with the appropriate regular or irregular verbs</p> <p>9. Discussing the answer</p> <p>10. Doing exercise II, completing uncomplete sentences by changing the appropriate verbs in box into past form in group correctly</p> <p>11. Discussing the answer</p> <p>12. Doing exercise III : Asking the students to to apply regular and irregular verbs in sentences correctly in group</p> <p>13. Discussing the answer</p>	<p>8. Doing exercise I</p> <p>9. Discussing the answer</p> <p>10. Doing exercise II</p> <p>11. Discussing the answer</p> <p>12. Doing exercise III</p> <p>13. Discussing together</p>	
III.	<p>Closure</p> <p>1. Guiding the students to draw conclusion</p> <p>2. Parting</p>	<p>1. Drawing conclusion</p> <p>2. Parting</p>	2'

VIII. Media

Media : Picture file, recount text, students worksheet

IX. Assessment

1. Process assessment

- Students' participation

Instrument: observation checklist of students' participation in the learning process. The Indicators assessed are (1) paying attention to the teacher while

showing a picture file, (2) mentioning regular or irregular verbs and the meaning based on the pictures shown, (3) doing the exercise enthusiastically by using picture file, (4) discussing the answers with the teacher actively. The students are considered as active students if they fulfill at least three indicators.

Observation checklist

No.	Name	Indicators				Pasive	Active
		1	2	3	4		
1.							
2.							
3.							

Note:

1. Paying attention to the teacher while showing a picture file
 2. Mentioning regular or irregular verbs and the meaning based on the pictures shown
 3. Doing the exercises enthusiastically by using picture file
 4. Discussing the answers with the teacher actively
2. Product assessment :
- Objective written test

Jember, 20th September 2014

The researcher,

Hasnah

100210401054

INSTRUCTIONAL MATERIAL**I. Leading question**

1. What do you see in the picture?
2. Have you ever had the same experience like in the picture?
3. When did it happen?
4. What another bad experience did you have?

II. Theory

1. Verb is a word that denotes an action.
2. The form of verb will change based on the tense used. Bare infinitive is used to tell an activity or an event that exists now or habitual activity. While past form is used to tell an activity or event in the past.
3. Regular verb is a verb that should be added by ed in the end of the word in the past form and past participle form. For example: cry - cried, walk - walked, etc.
4. Irregular verb is a verb that has different form in the past and past participle form. For example: run - ran, sit - sat etc.

III. The recount text:

Recount text below is given to the students. Then students are asked to read the text and identify the verbs stated on the text.

My Bad Day

I woke up so late this morning and it was the beginning of my bad day. I ran towards the school as fast as I could, unfortunately I was still late. The teacher scolded

me and I wrote a sentence “I will not come late again” two hundred times as the consequence.

At the break time, I walked towards the canteen. Unfortunately, Someone threw a banana peel in front of me so I slipped. Everyone laughed at me. I was so embarrassed and I almostly cried.

In the afternoon, when I was playing football in the yard with my classmates, someone kicked my leg unintentionally. It was so painful so I could not play anymore. Then, I just sat untill the football play was finished.

It was about my bad day but I prayed to God in order tomorrow would be better.

IV. Picture File



WAKE – WOKE



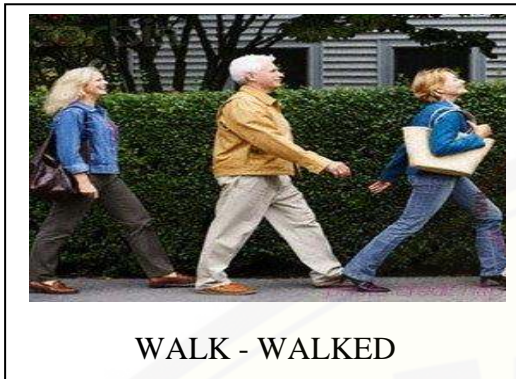
RUN - RAN



SCOLD - SCOLDED






WRITE - WROTE








V. Exercises

1. Exercise I

Match the pictures in the column A with the appropriate verbs in the column B by giving a line correctly.

No.	A	B
1.		a) cried
2.		b) walked
3.		c) scolded
4.		d) sat
5.		e) kicked

6.		f) wrote
7.		g) slipped
8.		h) ran
9.		i) woke
10.		j) threw

2. Exercise II

Complete sentences by using the suitable verbs in the box then change them into past form correctly in group.

1. My sister up earlier than me this morning.

2. Ahmad around the yard before playing football last weekend.
3. I stepped on a plastic bag so I one hour ago.
4. My teacher me because I forgot to bring my homework yesterday.
5. Laura and Nisa on the bench and chatted each other last night.
6. Riza saw a boy the rubbish in the river yesterday.
7. Eva..... towards the library to borrow some books two days ago.
8. My cousin a job vacancy letter three hours ago.
9. Mirna when she watched Habibi and Ainun moved last night.
10. He the ball precisely two times yesterday

kick		run	wake
slip	write		throw
	scold	sit	
walk			cry

3. Exercise III

Choose the correct answer by crossig a,b,c, or d. Do it in group.

1. Ms. Wanda up suddenly because she had a nightmare last night.
 - a. cried
 - b. sat
 - c. slept
 - d. woke
2. I woke up late so I as fast as possible towards the school.
 - a. drove
 - b. ran
 - c. rode
 - d. walked
3. The teacher me because I came late again this morning.
 - a. knew
 - b. scolded
 - c. talked
 - d. saw
4. The boss a memo for his secretary two hours ago.
 - a. read
 - b. made
 - c. wrote
 - d. sent
5. Edo to cafeteria to buy fried rice five minutes ago.
 - a. bought
 - b. booked
 - c. cooked
 - d. walked
6. Rina the rubbish in front of the class an hour ago.
 - a. brought
 - b. put
 - c. made
 - d. threw
7. The man when he walked on the wet floor yesterday.

- a. cleaned b. slipped c. swept d. mopped
8. The little kid fell from his bike, then he loudly.
a. cried b. smiled c. yelled d. laughed
9. Wahyu the ball many times but he couldn't make any goal yesterday.
a. brought b. kicked c. played d. watched
10. I down under the shady tree two days ago.
a. stood b. climbed c. sat d. cut

VI. Answer key

Exercie I:

- | | |
|------|-------|
| 1. d | 6. b |
| 2. e | 7. f |
| 3. a | 8. c |
| 4. g | 9. h |
| 5. j | 10. i |

Exercise II:

- | | |
|------------|------------|
| 1. woke | 6. threw |
| 2. ran | 7. walked |
| 3. slipped | 8. wrote |
| 4. scolded | 9. cried |
| 5. sat | 10. kicked |

Exercise III:

- | | |
|------|-------|
| 1. c | 6. a |
| 2. b | 7. c |
| 3. b | 8. a |
| 4. d | 9. b |
| 5. d | 10. c |

ACHIEVEMENT TEST

Subject : English
Class/Semester : VIII/1
Language Component : Vocabulary
Time : 50 minutes

I. Choose the correct answer by crossing a, b, c, or d. Do it in your answer sheet.

1. A school gardener took a broom and the school yard an hour ago.
a. cleaned b. swept c. cleared d. cleansed
2. Everybody the concert of Wali Band in the town square two hours ago
a. looked b. went c. saw d. watched
3. Yesterday, my mother.... me because I played with my friends until evening.
a. Kissed b. hugged c. scolded d. talked
4. Joko was happy when his father him a new motorcycle last month.
a. bought b. rode c. brought d. took
5. Eventhough the robbers so fast, the police could catch them an hour ago.
a. rode b. jogged c. ran d. walked
6. Sarah a new school uniform to her poor neighbour last week.
a. gave b. stole c. washed d. brought
7. Two days ago, Beny from home to school because his bike was broken.
a. cycled b. stepped c. walked d. played
8. I went to my aunt home last month and I her a rainbow cake.
a. cooked b. brought c. sent d. made
9. Suddenly, Lucy because he got a bad score at science last week.
a. cried b. sat c. read d. learned

10. Ali on the school bench and read a magazine yesterday.

- a. ate b. laid c. slept d. sat

II. Complete the sentences by changing the appropriate verb in the box into past form correctly. Do it in your answer sheet.

1. He his snack into the dustbin when the bell rang some minutes ago.
2. Unfortunately when I was walking on the wet floor, I last night
3. Sari chicken soup and fried egg for her lunch yesterday.
4. The clown's attraction was funny last week so we at him.
5. Because Nita late last night, she was sleepy in the classroom this morning.
6. Mrs. Septia hugged and her cute daughter yesterday.
7. The students together seriously in the mosque last friday.
8. He up earlier to do his housework before going to work this morning.
9. On last Mothers' Day, Yosi a lovely greeting card for her mother.
10. Dito the ball too high and unintentionally it hit Mr. Adrian's window last week.

Kick	write	
Laugh	kiss	Pray
Wake	sleep	
	Cook	
Slip		throw

Answer Key

I.

- | | |
|------|-------|
| 1. b | 6. a |
| 2. d | 7. c |
| 3. c | 8. b |
| 4. a | 9. a |
| 5. c | 10. d |

II.

- | | |
|------------|------------|
| 1. threw | 6. kissed |
| 2. slipped | 7. prayed |
| 3. cooked | 8. woke |
| 4. laughed | 9. wrote |
| 5. slept | 10. kicked |

Distribution Items

No.	Regular	Irregular
I.	2, 3, 7, 9	1, 4, 5, 6, 8, 10
II.	2, 3, 4, 6, 7, 10	1, 5, 8, 9
Total	10	10

LESSON PLAN 3

School	: Junior High School
Subject	: English
Level/semester	: VIII/1
Language component	: Vocabulary (Regular and Irregular Verbs)
Language Skill	: Reading
Genre	: Recount Text
Time allocation	: 2x30 minutes

I. Standard of Competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

II. Basic Competence

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

III. Indicator

1. Cognitive Product

1.1 Applying regular and irregular verbs in sentences correctly in pair

2. Cognitive Process

2.1 Mentioning regular or irregular verbs and the meaning based on the pictures shown correctly orally

2.2 Matching the pictures with the appropriate regular or irregular verbs correctly in pair

2.3 Completing the sentences by using the suitable verbs in the box then change them into past form correctly in pair

3. Affective

- 3.1 Paying attention to the teacher while showing the picture file
- 3.2 Mentioning regular or irregular verbs and the meaning based on the pictures shown
- 3.3 Doing exercises enthusiastically by using the picture file
- 3.4 Discussing the answers with the teacher actively

IV. Learning Objectives

1. Cognitive Product

- 1.1 The students are able to apply regular and irregular verbs in sentences correctly in pair.

2. Cognitive Process

- 2.1 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown correctly orally.
- 2.2 The students are able to match the pictures with the appropriate regular or irregular verbs correctly in group.
- 2.3 The students are able to complete the sentences by using the suitable verbs in the box then change them into past form correctly in pair.

3. Affective

- 3.1 The students are able to pay attention to the teacher while showing the picture file.
- 3.2 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown.
- 3.3 The students are able to do exercises enthusiastically by using the picture file.
- 3.4 The students are able to discuss the answers with the teacher actively.

V. Learning Material :Enclosed

VI. Teaching Approach and Method

Approach : Contextual Teaching and Learning

Method : Pair Discussion, Question and Answer

VII. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time
I.	<p>Set Induction</p> <ol style="list-style-type: none"> 1. Greeting and checking students' attendance 2. Giving leading questions to the students 	<ol style="list-style-type: none"> 1. Responding 2. Responding 	3'
II.	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Asking the students to work in pair 2. Distributing a recount text 3. Asking the students to read the text silently and pay more to the underlined words 4. Modelling how to pronounce the regular and irregular verbs stated in recount text 5. Distributing picture file 6. Showing the pictures one by one and asking the students to mention regular or irregular verbs and the meaning based on the pictures shown correctly orally 7. Doing exercise I, Matching the pictures with the appropriate regular or 	<ol style="list-style-type: none"> 1. Work in pair 2. Accepting recount text 3. Reading the recount text and pay more attention to the underlined words 4. Repeating 5. Accepting 6. Mentioning 7. Doing exercise I 	55'

	irregular verbs 8. Discussing the answer 9. Doing exercise II, completing uncomplete sentences by changing the appropriate verbs in box into past form corectly in pair 10. Discussing the answer 11. Doing exercise III : Asking the students to apply regular and irregular verbs in sentences correctly in pair 12. Discussing the answer	8. Discussing the answer 9. Doing exercise II 10. Discussing the answer 11. Doing exercise III 12. Discussing together	
III.	Closure 1. Guiding the students to draw conclusion 2. Parting	1. Drawing conclusion 2. Parting	2'

VIII. Media

- Media : A picture file, laptop, LCD, PPT, students worksheet

IX. Assessment

1. Process assessment

- Students' participation

Instrument: observation checklist of students' participation in the learning process. The Indicators assessed are (1) paying attention to the teacher while showing a picture file, (2) mentioning regular or irregular verbs and the meaning based on the pictures shown, (3) doing the exercises by the using picture file, (4) discussing the answers with the teacher actively. The students are considered as active students if they can fulfill at least three indicators.

Observation Checklist

No.	Name	Indicators				Passive	Active
		1	2	3	4		
1.							
2.							
3.							

Note:

1. Paying attention to the teacher while showing a picture file
 2. Mentioning regular or irregular verbs and the meaning based on the pictures shown
 3. Doing the exercises enthusiastically by using picture file
 4. Discussing the answers with the teacher actively
2. Product assessment :
- Objective written test

Jember, 3 Oktober 2014

The Researcher,

Hasnah

100210401054

INSTRUCTIONAL MATERIAL**I. Leading questions**

1. Do you still remember this game?
2. Have you ever played this game when you were child?
3. What did you usually do when you were child?

II. Recount Text:

Recount text below is given out to the students. Then students are asked to read the text and identify the verbs stated on the text.

My childhood

My childhood was memorable time. There were many unforgettable moments that could be told about that time.

When I was a seven years old, I was allergic to cold so my mother often boiled water for me to take a bath in the morning. One of my weaknesses was that I could not tie my shoes. Therefore, my mother tied my shoes until I was in the third grade of elementary school.

Then, in my eighth birthday, my mother gave me a new bicycle. I cycled around the city with my friends at that day. While my father built me a treehouse in the brackyard. It became my wonderful gift and favorite place to put my toys. Therefore, I locked the door if was not there.

One of my hobbies was drawing. I drew many things like my treehouse, flowers, fruits, my family, mountain etc. After finishing the pictures I stuck them in the wall of tree house.

On Sunday morning, my friends and I used to go to town square. We jogged around it. Besides, sometimes on the Sunday afternoon, we swam in one of my friend's swimming pool. We also climbed at his mango tree to get some fruits. How exciting my childhood was and I missed all the moment.

IV. Picture File



LOCK - LOCKED



TIE - TIED



BOIL - BOILED



DRAW - DREW



JOG - JOGGED



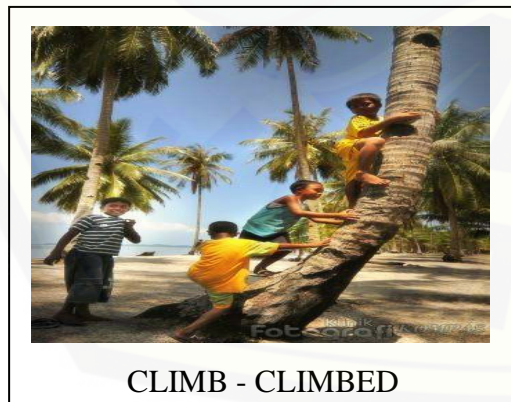
STICK - STUCK



CYCLE - CYCLED



SWIM - SWAM



CLIMB - CLIMBED













BUID - BUILT

V. Exercises

Exercise I

Match the pictures in the column A with the appropriate verbs in the column B by giving a line correctly.

No.	A	B
1.		a) swam
2.		b) locked
3.		c) climbed
4.		d) drew
5.		e) stuck

6.		f) jogged
7.		G) boiled
8.		h) tied
9.		i) built
10.		j) cycled

Exercise II

Complete sentences by using the suitable verbs in the box then change them into regular or irregular verbs correctly in pair.

1. My aunt the peanuts last night.

2. Dewi her sister's long hair with ribbon this morning.
3. Sarah and her classmates in the town square yesterday.
4. Mr. Hartono an inn in front of his house last week.
5. My cousin and I around the city last weekend
6. I could not enter the house yesterday because my mother the door .
7. Alif..... in Botani swimming pool the day before yesterday.
8. Rifqy a beautiful flower last night.
9. My brother many pictures of Leonel Messy on the wall two days ago.
10. Sultan and his friends the guava tree two days ago.

climb	stick	boil
cycle	jog	draw
tie	build	
lock	swim	

Exercise III

Choose the correct answer by crossing a,b,c, or d. Work in pair.

1. My mother water to make a hot green tea last night
a. boiled b. took c. poured d. cooked
2. Yanti some stems of rose with red ribbon yesterday.
a. cut c. bought c. tied d. brought
3. Mr. Anwar a house in Angrek Street last year.
a. built b. made c. gave d. sold
4. I my room this morning, but now I forget where I put the key.
a. closed b. locked c. knocked d. opened
5. Iwan a beautiful in drawing competition five years ago.
a. built b. drew c. made d. painted
6. Rina her friends' picture on her diary two months ago
a. stuck b. took c. tore d. painted
7. He in the two meters high swimming pool yesterday.

- a. fell b. jumped c. swam d. soaked
8. My classmates had a new bicycle, He and I around the city last saturday.
a. cycled b. walked c. toured d. travelled
9. Some students the school fence to escape yesterday.
a. closed b. climbed c. opened d. locked
10. My family and I..... around the park last weekend.
a. jogged b. jumped c. walked d. played

VI. Answer key

1. Exercise I:

- | | |
|------|-------|
| 1. d | 6. b |
| 2. e | 7. i |
| 3. f | 8. j |
| 4. a | 9. h |
| 5. c | 10. g |

2. Exercise II

- | | |
|-----------|-------------|
| 1. boiled | 6. locked |
| 2. tied | 7. swam |
| 3. jogged | 8. drew |
| 4. built | 9. stuck |
| 5. cycled | 10. climbed |

3. Exercise III

- | | |
|------|-------|
| 1. a | 6. a |
| 2. c | 7. c |
| 3. a | 8. a |
| 4. b | 9. b |
| 5. b | 10. a |

LESSON PLAN 4

School	: Junior High School
Subject	: English
Level/semester	: VIII/1
Language component	: Vocabulary (Regular and Irregular Verbs)
Language Skill	: Reading
Genre	: Recount Text
Time allocation	: 2x30 minutes

I. Standard of Competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

II. Basic Competence

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

III. Indicator

1. Cognitive Product

1.1 Applying regular and irregular verbs in sentences correctly in pair

2. Cognitive Process

2.1 Mentioning regular or irregular verbs and the meaning based on the pictures shown correctly orally

2.2 Matching the pictures with the appropriate regular or irregular verbs correctly in pair

2.3 Completing the sentences by using the suitable verbs in the box then change them into regular or irregular verbs into past form correctly in pair

3. Affective

- 3.1 Paying attention to the teacher while showing the picture file
- 3.2 Mentioning regular or irregular verbs and the meaning based on the pictures shown
- 3.3 Doing exercises enthusiastically by using the picture file
- 3.4 Discussing the answers with the teacher actively

IV. Learning Objectives

1. Cognitive Product

- 1.1 The students are able to apply regular and irregular verbs in sentences correctly in pair.

2. Cognitive Process

- 2.1 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown correctly orally.
- 2.2 The students are able to match the pictures with the appropriate regular or irregular verbs correctly in group.
- 2.3 The students are able to complete the sentences by using the suitable verbs in the box then change them into past form correctly in pair.

3. Affective

- 3.1 The students are able to pay attention to the teacher while showing the picture file.
- 3.2 The students are able to mention regular or irregular verbs and the meaning based on the pictures shown.
- 3.3 The students are able to do exercises enthusiastically by using the picture file.
- 3.4 The students are able to discuss the answers with the teacher actively.

V. Learning Material :Enclosed

VI. Teaching Approach and Method

Approach : Contextual Teaching and Learning

Method : Pair Discussion, Question and Answer

VII. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time
I.	Set Induction 1. Greeting and checking students' attendance 2. Giving leading questions to the students	1. Responding 2. Responding	3'
II.	Main Activity 1. Asking the students to work in pair 2. Distributing a recount text 3. Asking the students to read the text silently and pay more to the underlined words 4. Modelling how to pronounce the the regular and irregular verbs stated in recount text 5. Distributing a picture file to the students 6. Showing the pictures one by one and asking the students to mention regular or irregular verbs and the meaning based on the pictures shown correctly	1. Work in pair 2. Acceptig recount text 3. Reading the recount text and pay more attention to the underlined words 4. Repeating 5. accepting 6. Mentioning	55'

	orally 7. Doing exercise I, Matching the pictures with the appropriate regular or irregular verbs 8. Discussing the answer 9. Doing exercise II, completing uncomplete sentences by changing the appropriate verbs in box into past form correctly in pair 10. Discussing the answer 11. Doing exercise III : Asking the students to apply regular and irregular verbs in sentences correctly in pair 12. Discussing the answer	7. Doing exercise I 8. Discussing the answer 9. Doing exercise II 10. Discussing the answer 11. Doing exercise III 12. Discussing together	
III.	Closure 1. Guiding the students to draw conclusion 2. Parting	1. Drawing conclusion 2. Parting	2'

VIII. Media

- Media : A picture file, laptop, LCD, PPT, students worksheet

IX. Assessment

1. Process assessment
 - Students' participation

Instrument: observation checklist of students' participation in the learning process. The Indicators assessed are (1) paying attention to the teacher while

showing a picture file, (2) mentioning regular or irregular verbs and the meaning based on the pictures shown, (3) doing the exercises by the using picture file, (4) discussing the answers with the teacher actively. The students are considered as active students if they can fulfill at least three indicators.

Observation Checklist

No.	Name	Indicators				Passive	Active
		1	2	3	4		
1.							
2.							
3.							

Note:

1. Paying attention to the teacher while showing a picture file
2. Mentioning regular or irregular verbs and the meaning based on the pictures shown
3. Doing the exercises enthusiastically by using picture file
4. Discussing the answers with the teacher actively

2. Product assessment :

- Objective written test

Jember, 4 Oktober 2014

The Researcher,

Hasnah

100210401054

INSTRUCTIONAL MATERIAL**I. Leading questions**

1. What does the girl do in the picture?
2. When do you usually do your homework?
3. What do you think about doing homework on weekend?
4. What do you usually do on weekend?

II. Recount Text:

Recount text below is given out to the students. Then students are asked to read the text and identify the verbs stated on the text.

My Busy Holiday

On last weekend, I thought it would be a great holiday for me. I was so tired about the study, so I could get full refresh anyway. However, the fact was different.

First like an ordinary daughter, I woke up early morning helping my mother. I swept and mopped all the room. Then I fed my three years old brother. After that I washed the dish. Second, my aunt called me in the afternoon. The last time I met her one year ago, so I talked with her for hours.

After that, when I entered my room, I was shocked. My three years old brother tore my homework which I put on the table besides my bed. Therefore, I did my homework again untill late at night.

I did not think it was holiday instead of busy day.

IV. Picture File














V. Exercises

Exercise I

Match the pictures in the column A with the appropriate verbs in the column B by giving a line correctly.

No.	A	B
1.		a) mopped

2.		b) fed
3.		c) entered
4.		d) called
5.		e) met
6.		f) talked
7.		g) thought

8.		h) washed
9.		i) tore
10.		j) put

Exercise II

Complete sentences by using the suitable verbs in the box then change them into regular or irregular verbs correctly in pair.

1. I about how the way to be a good student last night.
2. My sister spilt her porridge on the floor so I it just now.
3. Antony and his brother his anggora cats two hours ago.
4. After having dinner together, my sister the dishes last night.
5. Ms. Alfi me an hour ago. She asked me to come to her birthday party tonight.
6. Ratna about her next study tour to her parents yesterday.
7. Noval got a letter from his girl friend, but he the letter after reading it.
8. Nana her old friend in his cousins' wedding party last week.
9. Zain the hall and sat in first row one hour before the drama started last night.
10. I saw Dinda some money under her bed last week.

put	enter	think
talk	call	mop
	tear	feed
meet		wash

Exercise III

Choose the correct answer by crossig a,b,c, or d. Do it in pairs.

- Mr. Julio.... about her old mother in the hometown last night
a.missed b. visited c. called d. thought
- Ana.... the kitchen floor by using Super Pel two hours ago.
a. cleaned b. mopped c. swept d. cleared
- Mrs. Ana her baby lately yesterday so the baby cried because of hunger.
a. fed b. met c. ate d. took
- Mrs. Wanda her dirty clothes using washing machine last week.
a. rinsed b. dried c. washed d. cleaned
- Hana missed her aunt last night so she her more than one hour.
a. called b. spoke c. talked d. waited
- Mira much about her favorite actress to me last night.
a. listened b. spoke b. talked d. watched
- She all his ex-boyfriend's pictures last week.
a. kept b. read c. wrote d. tore
- Alvina Zaskia Adya Mecca and asked her signature yesterday.
a. looked b. met c. watched d. faced
- The students were suddenly quite when Mss Ana the classroom.
a. entered b. came c. arrived d. joined
- My sister a memo for me on the table two hours ago.
a. made b. stuck c. put d. wrote

VI. Answer key

Exercise

- | | |
|------|------|
| 1. d | 6. b |
| 2. h | 7. i |
| 3. a | 8. j |
| 4. g | 9. f |
| 5. c | 10.e |

Exercise II:

- | | |
|------------|------------|
| 1. thought | 6. talked |
| 2. mopped | 7. tore |
| 3. fed | 8. met |
| 4. washed | 9. entered |
| 5. called | 10. put |

Exercise III

- | | |
|------|-------|
| 1. d | 6. b |
| 2. b | 7. d |
| 3. a | 8. b |
| 4. c | 9. a |
| 5. a | 10. c |

ACHIEVEMENT TEST

Subject	: English
Class/Semester	: VIII/1
Language Component	: Vocabulary
Time	: 50 minutes

I. Choose the correct answer by crossing a, b, c, or d. Do it in your answer sheet.

- Two students from the dirtiest class the floor an hour ago.
a. cleaned b. mopped c. wiped d. walked
- Mr. Vino and Mr. Putra about National Basket Competition yesterday.
a. spoke b. joined c. talked d. watched
- The English teacher the classroom ten minutes before the class began this morning.
a. came b. entered c. locked d. taught
- I tried to make an e-mail last night. I it was difficult. However it was easy.
a. felt b. guessed c. thought d. knew
- Izza was surprised when she Aliando in Eco Green Park last holiday.
a. found b. caught c. got d. met
- There was no body at home, so I the invitation on the table of veranda yesterday.
a. gave b. put c. set d. wrote
- Mr. Husin the water by himself to make a a cup of hot tea five minutes ago.
a. boiled b. cooked c. poured d. stirred
- Iqbal's mother worried when he all day alone with his new bike last Sunday.
a. cycled b. left c. slept d. moved

9. The river in my grandmother's village was clean. I in the river twice last holiday.
- a. soaked b. sailed c. sank d. swam
10. Many people the president candidate sticker in their motorcycle some months ago.
- a. drew b. gave c. put d. stuck

II. Complete the sentences by changing the verb in the bracket into past form correctly. Do it in your answer sheet.

1. When the dog barked, the boys were afraid and the tree an hour ago.
2. Mr. Hari a boarding house as his business two years ago.
3. My mother did not know why My sister the door of her room last night.
4. After going home from school, Ahmad his rabbits yesterday.
5. Lisa a sheet of paper to make a plane for his younger brother two minutes ago.
6. After he felt better from his fever, he around the yard last Sunday.
7. I saw Mr. Todi the firewoods with string two hours ago.
8. Lina two birds on the tree beautifully yesterday.
9. Ali's father his new car in front of his house two days ago.
10. Mss. Azizah the teacher to permit her sick niece last night.

darw	call	
Laugh	feed	tie
lock		boil
	tear	
climb		jog

ANSWER KEY

I.

1. b
2. c
3. b
4. c
5. d
6. b
7. a
8. a
9. d
10. d

II.

1. climbed
2. built
3. locked
4. fed
5. tore
6. jogged
7. tied
8. drew
9. washed
10. called

Distribution Items

No.	Regular	Irregular
I.	1, 2, 7, 8, 3	4, 5, 6, 9, 10
II.	1, 3, 6, 9, 10	2, 4, 5, 7, 8
Total	10	10

The Students' Worksheets of Cycle 1







The Students' Worksheets of Cycle 2







