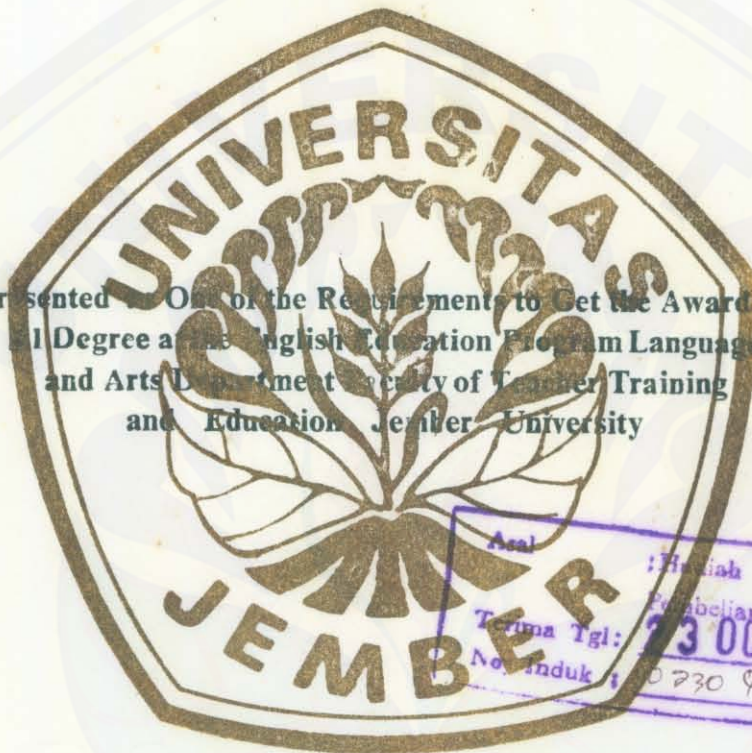




**INCREASING THE STUDENTS VOCABULARY
ACQUISITION THROUGH THE USE OF PICTURE FILES OF THE
FIRST YEAR STUDENTS OF SLTP 6 JEMBER**

REPORT WRITING

Presented as One of the Requirements to Get the Award of
1 Degree at the English Education Program Language
and Arts Department Faculty of Teacher Training
and Education Jember University



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By

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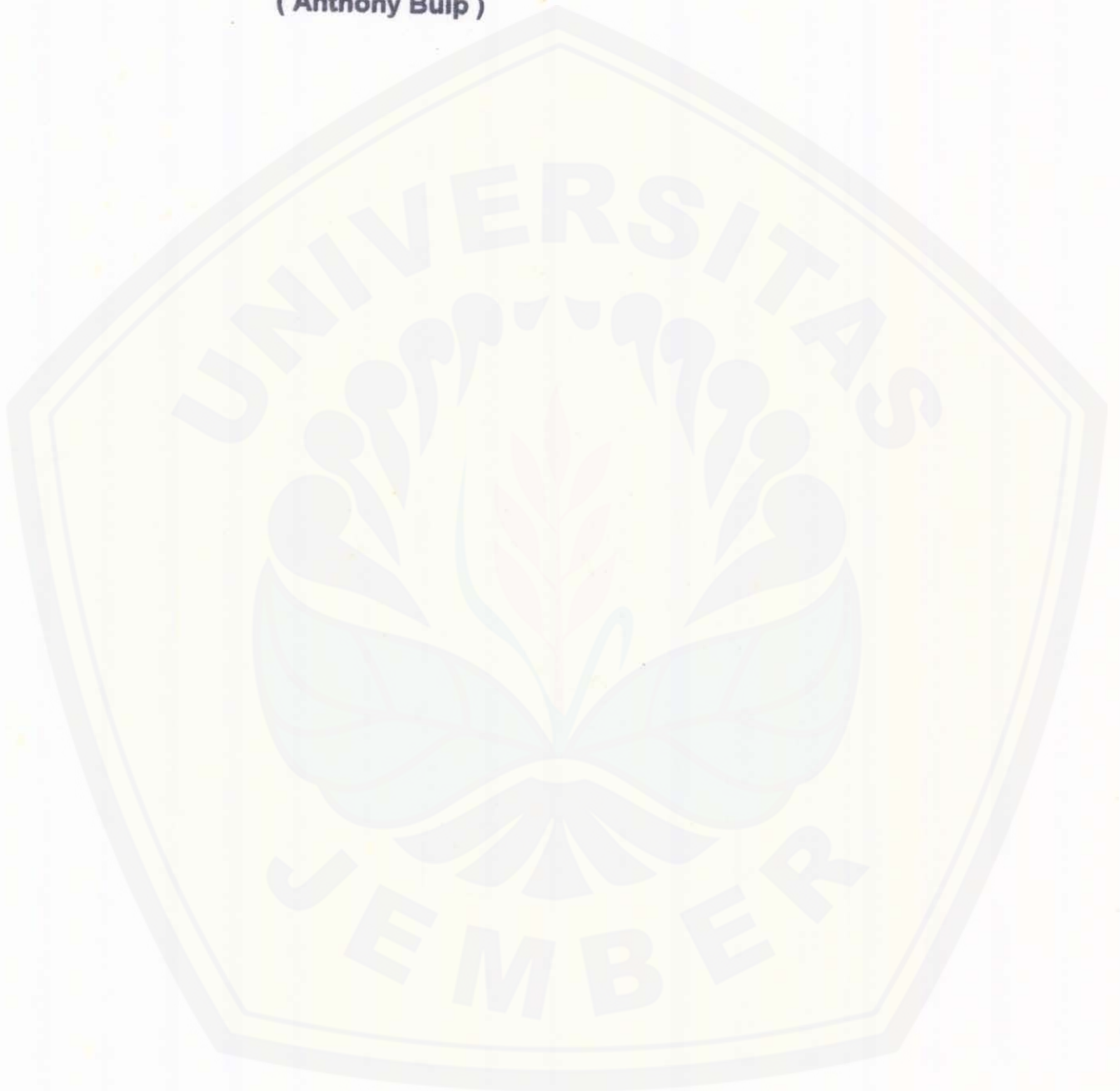
JEMBER UNIVERSITY

2000

MOTTO :

“ Success in made not born “

(Anthony Bulp)



DEDICATION

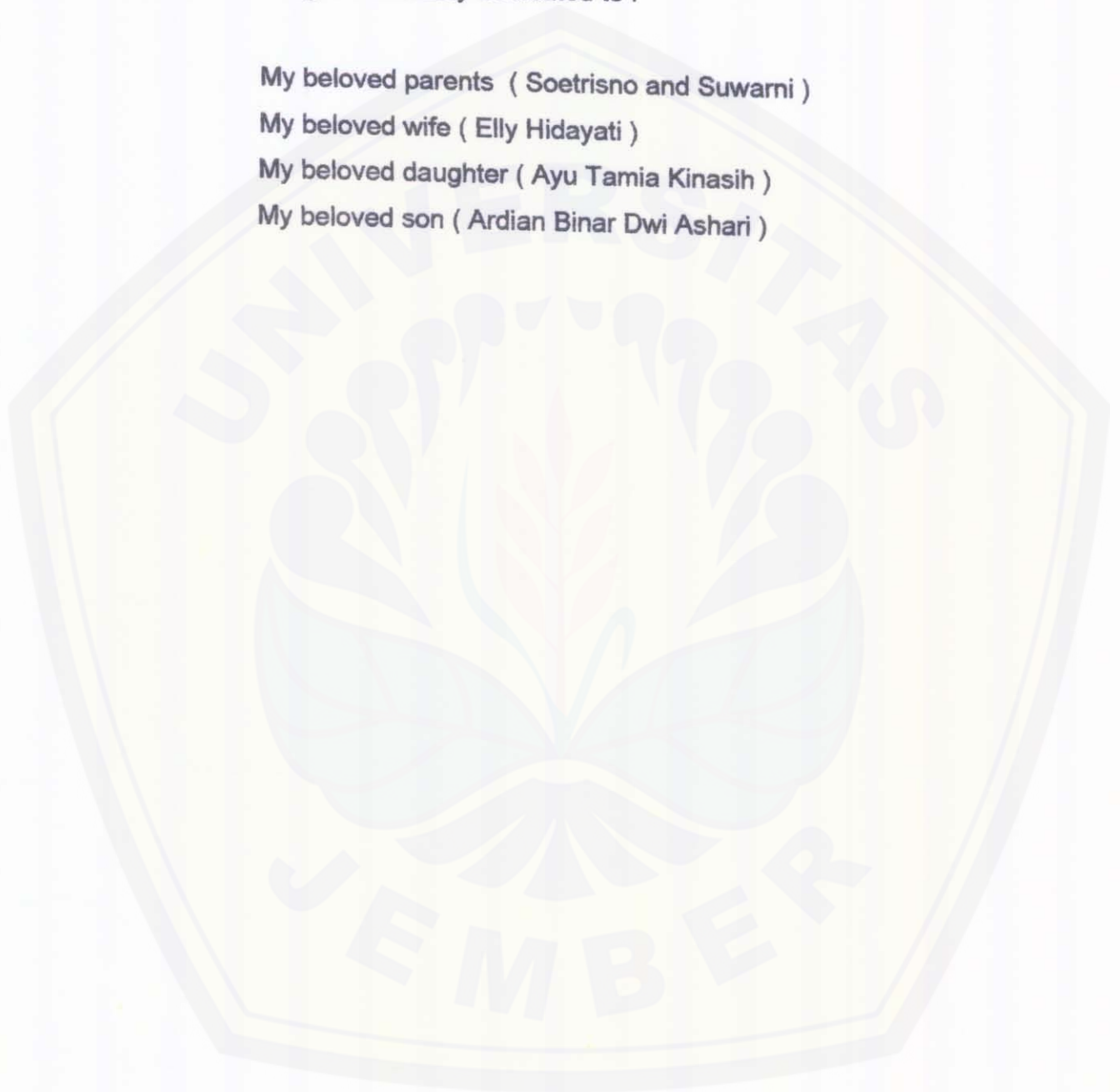
This report writing is honorably dedicated to :

My beloved parents (Soetrisno and Suwarni)

My beloved wife (Elly Hidayati)

My beloved daughter (Ayu Tamia Kinasih)

My beloved son (Ardian Binar Dwi Ashari)



**INCREASING THE STUDENTS' VOCABULARY
ACQUISITION THROUGH THE USE OF PICTURE FILES
OF THE FIRST YEAR STUDENTS OF SLTP 6 JEMBER**

CLASSROOM ACTION RESEARCH REPORT

**Proposed as one of the requirements to get S – 1 degree in English
Education at the Faculty of Teacher Training and Education**

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5. The principal of SLTP 6 Jember who has given him opportunity to conduct this classroom action research

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Jember, August , 2000

The Writer



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ABSTRACT

Joko Trihananto, Juli 2000, Increasing the students' Vocabulary Acquisition through the use of Picture Files of the First Year Students of SLTP 6 Jember in the Academic Year 1999 / 2000.

Report Writing, English Program, Language and Art Department , Faculty of Teacher Training and Education, Jember University.

The Consultant : Dra. Wiwiek Eko Bindarti, Mpd.

The Key Words : Picture Files, Vocabulary Acquisition.

Learning English as a second language is difficult. The difficulties arise because of many factors. However, the most important factor comes from the differences in terms of the cultural background of the two languages; the target language and the learners' first language.

English teachers should find out an effective effort to make the vocabularies acquisition possible to be done. It means that the effort can make the learners be able to acquire the vocabularies needed in their process of mastering the target language. The effort, therefore, should be directed in making the learners interested in studying English especially vocabularies.

Generally, English teachers teach vocabularies by giving the Indonesian version of some English words. This method has been used orally and in written form. Unfortunately, the method has been considered unsuccessful since learners forget every vocabulary given to them as soon as the class ends. One of the most suggested visual aids is picture files. Picture files can increase the effectiveness of learning by helping learners to remember the vocabularies and the meaning through the concrete things that appeal to the eyes. In this case, picture files play a great deal in vocabularies acquisition since picture files can present the real and alive forms of words that attract more attention .Picture files also give a clear visualization of a certain event so that vocabularies will be much easier to be understood.

In the teaching learning process, the writer applied picture files in such interesting and clear way to the whole class. Finally, the vocabulary test achieved by students can improve. It proves that the use of picture files can increase the students' vocabulary acquisition. From the data analysis, it was found that the result of the vocabulary test in the first cycle has an average score 64,50. Then, increasing to be 70,00 in the second cycle. At the end of the action, it is found that there is a significant difference of the mean although it is only 5,50. It can be concluded, that the use of picture files can increase the students' vocabulary acquisition in the First Year students of SLTP 6 Jember in the Academic Year 1999 / 2000.

CHAPTER I

INTRODUCTION

1.1 Background of the research

Learning a foreign language such as English is a complex matter. It deals with so many things that differ from those of the learners' first language. One of the differences is that, it is difficult to acquire vocabulary of the target language. In this case, learners have difficulties in acquiring a certain amount of vocabulary of the target language. As a result, they are not able to communicate as well as to interact in the target language.

The difficulties arise because of many factors. However, the most important factor comes from the difference in term of the cultural background of the two languages; the target language and the learners' first language. The differences, for example, can be shown that there are words that refer to things or concepts in the target language, but there are no such things or concepts in the learners first language, such as the term halloween, autumn, spring, winter, snow, etc. These terms or phenomena only occur in western country, so it is difficult for English teachers to explain the meaning of the terms. Therefore, students find difficulties to keep them in their mind.

In fact, despite its difficulties, vocabulary plays an important role in second language acquisition. In relation with this matter, one can speak, write and express his (her) idea and feeling only if he (she) possesses a certain number of vocabulary. In addition, vocabulary acquisition gives him (her) possibility to understand what others say to him (her) in the target language.

Due to the fact that vocabulary is one of the important things for English learners, teacher should find out an effective way to make the vocabulary acquisition possible to achieve. It means that, the effort can make the learners able to acquire the vocabulary needed in their process of mastering the target language. The effort, therefore, should be directed in making the learners interested in studying English especially its vocabulary.

In relation to this matter, a classroom action research in increasing the students' vocabulary acquisition by using picture files, especially in the first year students of SLTP 6 Jember was conducted. According to the writer's teaching experience, they often get some difficulties to master vocabulary they had in class. These can be seen from the facts that;

- The students got low score on vocabulary.
- The students got difficulties in understanding instructions in doing the exercises.
- The students had difficulties in expressing their ideas.

1.2 Problem of the research.

In relation to the problem of the background above, the use of picture files to increase the students' vocabulary acquisition was applied. Related to the thing above, the problem is formulated as follows ;

- How far can Pictures files increase the students' vocabulary acquisition ?

1.3 Scope of the research

The scope of this research can be stated as follows ;

1.3.1 The use of Picture Files as teaching media was applied to improve the students' vocabulary.

1.3.2 The use of Picture Files as teaching media to improve the students' vocabulary was applied in "Hobby" as a theme and in the selected sub theme "Sport and Art".

1.3.3 The respondents of this classroom action research were the first year of third quarter at SLTP 6 Jember in the 1999/2000 academic year.

1.4 Purpose of the research

This classroom action research was intended :

- 1.4.1. To develop the students' vocabulary acquisition and give them better result in English teaching learning process.
- 1.4.2. To help another institution at school to stimulate students in improving their knowledge.

1.5 The significance of the Research

Hopefully, the research result will be significant to the following people ;

1.5.1 For English teacher

- To get experience in using picture files in vocabulary teaching learning process.
- To overcome difficulties in vocabulary acquisition among the learners of English.
- To add their experience in English teaching learning process.
- To give them an alternative to overcome the problem of vocabulary.

1.5.2. For the Learners of English

- To get the benefits by using picture files on their vocabulary acquisition.
- To arise the students' interest in learning English.
- To improve their vocabulary related to the pictures provided.

1.5.3. For Other Researcher

- The result of the research can encourage other researchers to conduct researches in similar topic with different design. It is expected that they can conduct better research in the future by using the result of this research as one of their references, Such as experimental design.

CHAPTER II THEORITICAL FRAMEWORK

It is important to support this classroom action research with theories. This chapter presents the theories related to the use of picture files in teaching learning process of English, especially on vocabulary.

2.1. The use of Pictures in Teaching Learning Process

Pictures can help teachers and students increase an understandable teaching learning process. Through pictures we can encourage students and make an interesting situation of the class.

2.1.1 Picture File

Some experts define the term "pictures" in various statements, however, in general, their purposes refer to the same thing. Pictures are paintings, drawings, sketches, etc. especially as the work of art (Hornby, 1995 : 871). Gerlach states that, pictures may be drawn, printed, or photographically processed and they vary in size and color. Besides, pictures are the same as pictorial materials (1980 : 273).

Moreover, pictures can be used by teacher and students whatever they emphases of the syllabus they are following (Wright, 1989 : 2). Further, he explains that pictures are not just an aspect of method but through their representation of places, objects, and people, they are essential part overall experience that teachers must help students to grasp the lesson (Wright, 1989 : 2).

It means that picture is important, because it very possible to predict, deduce and infer not only from what we hear and read but from what we see around us and from what we remember as well.

So it can be concluded that picture file is a compile or collection of silence or motionless pictures used as media to develop teaching learning process.

2.1.2. Types of Picture File

a. Individual Pictures

Individual pictures are single pictures of objects, person, or activities (Yunus, 1987 : 50). Furthermore, Wright (1981 : 196) also gives examples of individual pictures such as pictures of one person, famous people, and places. Pictures of places could be a landscape or townscape, single building views.

b. Composite Pictures

A composite picture is a picture that shows a scene. For example, an activity that occurs in a hospital, beach, canteen, railway station, street, etc. In this picture, it can be seen a number of people who are doing their activities (Yunus, 1987 : 49)."A composite picture is a picture which shows different information" (Wright, 1989 : 197). It means that a composite picture can give different activity or information in the picture. There may be a lot of people doing different things or it may be a landscape or cityscape showing lots of objects, buildings, etc.

c. Pictures in Series

Pictures in series are a number of related composites pictures linked to form a series of sequence (Yunus, 1987 : 50).

The function of picture in series is to tell stories or events. Basically, pictures in series consist of more than one picture which show the activities which are related to one another.

2.1.3. Sources of Pictures

We have an abundance of pictures around us. The English teacher can build up an enormous picture library. In this country, it is possible to find at least some free or inexpensive picture materials. For example, there are many kinds of pictures that can be used for both teachers and students (Wright, 1989 : 82).

Furthermore, teachers and students can find pictures in many different sources. Such as ; newspapers, magazines, advertisements, holiday brochures, catalogue, calendars, greeting cards, post cards, reproduction of art, posters, old books, comics and cartoon strips, family photographs, stamps, playing cards, the teachers' and students' drawing, photocopying (Wright, 1989 : 182).

Based on the description above, the teachers and students can work together in having the pictures. It will be more interesting for the students if they are involved in the production of the pictures.

2.1.4 Picture Selection.

There are some criteria to select good pictures. The following five criteria are presented as a practical guide in the selection of pictures for classroom use.

1. Pictures must be pleasing, clear, interesting, easy to understand and large enough to show the details.

2. Pictures must be suitable with teaching purpose. It means that the selecting of pictures should be appropriate with the specific teaching purpose that is exactly what the teachers want to explain and the appropriateness of class level.
3. Pictures must be true and authentic. The effectiveness of pictures makes it powerful in teaching learning process. It is important that the impression be left in students' mind be correct and truthful.
4. Pictures must be simple. The complicated pictures cause the students hard to grasp.
5. The use of harmony and effective color stimulates student's interest.
(Sulaiman, 1981 : 29)

2.2 The advantages of using Picture File.

Some experts describe the advantages of using picture file on teaching English vocabulary as follows; According to Gerlach (1980 : 277) picture files has five advantages. They are ;

1. Inexpensive and widely available.
2. Provide common experience for the entire students in class.
3. Prevent and correct misconception.
4. The visual details make it possible to study subject than verbal explanation.
5. Help to focus attention.

In addition, there are three advantages of pictures as follows; easy to collect, to use, and teachers do not need many tools, they can cut it from magazines, inexpensive media than slide or film, teacher can collect pictures in very long time (Sulaiman, 1981 : 29).

2.2.1. Steps of using Picture File.

In order that teachers can apply picture in their teaching learning process successfully , they should consider some steps. There are four steps that teachers should do. They are ; considering the goal, preparing the materials, selecting the appropriate media and practicing the use of media (Sulaiman, 1981 : 20).

By doing these steps, hopefully the teaching learning process by using picture file, especially on teaching vocabulary will run well and more effectively. As a result, students can understand the lesson easily and the teachers can save the time in explaining the lesson

2.3. Action Hypothesis.

Hypothesis is important in any research since it leads the research to its direction. Hypothesis is a temporary answer toward the problem, it is also called a hint or intelligent guess to the problem (Best, 1981 : 8). That is why the action hypothesis is formulated as follows ; the use of picture files is able to increase the vocabulary acquisition of the first year students of SLTP 6 Jember in the academic year 1999/2000.

CHAPTER III RESEARCH METHOD

This chapter discusses about research setting and research procedures.

3.1 Research Setting

This classroom action research was carried out at SLTP 6 Jember which is located on Jl. Hayam Wuruk 44 Jember. The subjects of this research were all of the first year students of the third quarter of SLTP 6 Jember especially class IE. The reason of focussing to this class is that ; most of the students in this class had difficulties in English teaching learning process, mainly on the vocabulary acquisition.

This classroom action research was conducted collaboratively. The collaborator is Mrs.Sumiaty, Spd. She was graduated from S 1 equivalent Program of English Department Jember University in 1998. She has been teaching English at SLTP 6 since 1992.

3.2. Research Procedures

3.2.1 General Description of the Research

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

1. *planning action*
2. *implementing action*
3. *observation, and*
4. *reflection*

(Kemmis and Elliot in Mc.Niff, 1993 : 27).

a. Preparation

- Prepare the theme and sub theme taught in class
- Show the students some pictures related to the topic
- Ask some of them to determine what the pictures are about
- Prepare the vocabulary test dealing with the topic
- Ask the collaborator to compare the result of the test with the result of the test before the action

b. Implementation

The implementation of this classroom action research was carried out during the school hours. It was not more than one month. In order to get better result, the writer and the collaborator planned to hold this research based on teaching learning process which had been proposed in the third quarter.

c. Monitoring and Evaluation

Monitoring was conducted by the other teacher who has the same subject in every English teaching learning process especially in IE class. She watched the activities conducted by researcher and she wrote the strengths and the weaknesses of the teaching learning process by using pictures.

Evaluation was carried out to know how far the use of picture can make the students able to express their own ideas using vocabulary they have gotten in class. Hopefully, the students will get better vocabulary than the previous scores.

d. Analysis and Reflection

To analyze the data about the students' vocabulary achievement the use of statistical analysis was applied.



CHAPTER IV RESEARCH RESULT AND DISCUSSION

4.1 Results

This chapter presents the results of the research implementation both in the first or in the second cycle. As it is stated in the previous chapters that the classroom action research had two cycles, and took one month beginning from May up to June 2000. In the first and the second cycles the actions were given to the students during the lesson hours, mainly in teaching vocabulary.

Further, this chapter will present the description of the English vocabulary score achieved by students at the end of the cycle which was taken either from their vocabulary test. The score of the vocabulary test achievement will compare in average.

The final results of this implemented action has shown gradually significant improvements toward the learners' vocabulary achievement. This means that both of their learning progress and their vocabulary achievement become much better compared with their previous achievement. It may be concluded that the use of picture files as teaching media can motivate the students in learning vocabulary and improve their vocabulary mastery.

4.1.1. Description of the Action Cycle 1

a. Classroom Atmosphere

In the first cycle, the students seemed more interested in their learning process. The class looked more silent contrasted with it used to be

because most of the students focused their attention to the picture files shown by the teacher. The better condition of the class was very helpful for the teacher to keep the class run more effectively. This was contrasted with the usual class which was usually noisy at the beginning of the lesson hours.

In this cycle, the students even became more serious in joining the lesson and very enthusiastic to give the need responses in the teaching learning process. They seemed to have high motivation to express their ideas toward the teacher's questions.

In the first cycle, however, many students still had some misperception toward the given picture files especially for those who had never known before. When the writer showed unfamiliar picture files to the students, some of them gave various responses.

Related to the disturbing factors found in the first cycle, the writer had made a lot of efforts in order to solve them. For example, the writer made preparation more perfectly before conducting the actions, such as presented interesting picture files taken from magazines, and selected them from any different sources which were big enough that they could be seen by the whole class.

Based on the actions done in the first cycle, the use of picture files in teaching vocabulary has made the teaching learning activities and the students' vocabulary acquisition have better result.

b. Vocabulary Achievement

Furthermore, the use of picture files as teaching media really helped the students increase their English scores and get better English

achievement although there were some students who still got the same achievement as the previous ones before the action in the first cycle. But the average mean score of the whole class members has been increasing. The mean score of student's vocabulary achievement is shown in the table below.

Table 1. The Data of Students' Scores of English Vocabulary Test

The Firs Cycle					
Respondent	Score	Respondent	Score	Respondent	Score
1	70	16	40	31	70
2	60	17	70	32	70
3	65	18	50	33	65
4	50	19	70	34	70
5	60	20	65	35	40
6	60	21	40	36	70
7	65	22	70	37	60
8	70	23	60	38	55
9	50	24	70	39	65
10	70	25	75	40	75
11	70	26	60	41	75
12	75	27	70	42	70
13	70	28	70	43	65
14	60	29	70	44	75
15	65	30	75	45	65
$N_1 = 45$			$\Sigma X_1 = 2905$		
Mean = 64,50					

4.1.2 Description of the Action cycle 2

a. Classroom Atmosphere

In the second cycle, the students were given enough chance to cooperate with the others, to work within groups to find out the solution of the given questions, tasks, and guessing what the picture files was about. Every student was allowed to share with the others to work in pairs.

The use of picture files helped the students to be more familiar with the things related to the topic which were visualized. The students had a few mistakes in guessing what the given picture files visualized was about. There was almost no more misperception made by them, and it might help them easily keep in their mind the meanings of the picture files.

The use of the bright, colorful picture files made them interested in joining the class more effectively and actively. This, really helps both the student and the teacher in reaching a better result in the English teaching learning process.

b. Vocabulary Achievement

In the second cycle, the writer gave the second test to find out the students' achievement in vocabulary. The mean score of the students' vocabulary achievement is shown in the table below.

Table 2. The Data of Students' Score of English Vocabulary Test
(Taken from the second cycle)

The Second Cycle					
Respondent	Score	Respondent	Score	Respondent	Score
1	80	16	65	31	75
2	75	17	65	32	70
3	70	18	80	33	70
4	65	19	75	34	50
5	70	20	50	35	70
6	80	21	70	36	70
7	70	22	70	37	70
8	50	23	70	38	75
9	70	24	70	39	80
10	70	25	70	40	80
11	85	26	70	41	80
12	75	27	70	42	70
13	70	28	75	43	80
14	70	29	70	44	60
15	50	30	70	45	60
$N_2 = 45$			$\Sigma X_2 = 3150$		
Mean = 70,00					

Table 3. The Data of the Students' Scores of English Vocabulary Test in Cycle1 and Cycle 2

Vocabulary Score		
No. Respondent	Action Cycle 1	Action Cycle 2
1	70	80
2	60	75
3	65	70
4	50	65
5	60	70
6	60	80
7	65	70
8	70	50
9	50	70
10	70	70
11	70	85
12	75	75
13	70	70
14	60	70
15	65	50
16	40	65
17	70	65
18	50	80
19	70	75
20	65	50

No. Respondent	Action Cycle 1	Action Cycle 2
21	40	70
22	70	70
23	60	70
24	70	70
25	75	70
26	60	70
27	70	70
28	70	75
29	70	70
30	75	70
31	70	75
32	70	70
33	65	70
34	70	50
35	40	70
36	70	70
37	60	70
38	55	75
39	65	80
40	75	80
41	75	80
42	70	70
43	65	80

44	75	60
45	65	60
N₁ = 45	Σ X₁ = 2905	ΣX₂ = 3150
Mean Score	64,50	70,00

4.2 Discussion

The result of the vocabulary test given to the student can be seen in Table 3. The table shows the improvement of the vocabulary acquisition achieved by the student.

Having analyzed the data of the students' scores gained from the first and the second cycles, it is found that there is a significant difference of mean although it is only 5,50. It shows that teaching vocabulary by using picture files result in higher vocabulary achievement than without using them. It may happen because picture files are helpful to the students as they can stimulate the students' imagination and encourage the students' participation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

At the end of the classroom action research, it can be concluded that there is a significant difference on vocabulary achievement between the use of picture files and without them of the first year students of SLTP 6 Jember in the Academic Year 1999 / 2000.

It can be concluded that the students' vocabulary achievement was improved by the use of picture files as teaching media in teaching learning process of vocabulary conducted in both the first cycle and second cycles. The mean score of the students' vocabulary test has increased from 64,50 in the first cycle up to 70,00 in the second cycle.

5.2 Suggestion

a. For English Teachers

As it is proved true that there is a significant result of using picture files on vocabulary acquisition, it is hoped that English teachers can modify their method of teaching so that the use of picture files in vocabulary lesson can be practiced. The method should be modified in such a way that it will involve the students in teaching learning process. Then, it must attract the students' attention so that they will not get bored during the teaching learning process.

b. For other Researchers

Hopefully, the result of this classroom action research is not the final one so that any research related to the topic will be valuable to be conducted by any other researchers, for example, experimental research.

c. To the School

It is hoped that the school will be willing to supply sufficient media especially picture files to help the students in learning English especially on vocabulary.

d. For Students

Students who learn English should understand that vocabulary is one of the most important elements of the language, so that it is hoped they will develop their vocabulary acquisition. This can be reached by learning vocabulary with picture files.

Appendix 1

Data Observasi Selama Cycle I

No.	Aspek	Jumlah	Ket.
1	Siswa menunjukkan minat yang tinggi pada gambar yang ditunjukkan oleh guru (situasi kelas yang hening, siswa memperhatikan gambar)		
2	Siswa yang memberi respon lisan pada gambar dengan benar	10 25	
3	Siswa yang mengajukan pertanyaan berkaitan dengan gambar	20	
4	Siswa yang mengacungkan jari dengan membandingkan gambar yang lain dengan pengertian kosa kata yang sama	17	

Gambaran Umum situasi kelas.

1. Keberanian Siswa

Pada awal – awal pertemuan situasi kelas hening, karena siswa memperhatikan pada gambar – gambar yang ditampilkan oleh guru.

Namun keadaan tersebut hanya berlangsung sesaat, berikutnya siswa mulai menunjukkan minatnya pada gambar – gambar yang digantung di papan dengan cara merespon pertanyaan guru. Siswa mulai berani mengemukakan pendapat walau jumlahnya kecil.

2. Kemajuan Belajar

Dibandingkan dengan keadaan sebelumnya, siswa mulai lebih memahami materi pelajaran yang didiskusikan . Siswa lebih komunikatif, terbukti dengan banyaknya siswa yang langsung merespon pertanyaan dan instruksi guru berkaitan dengan gambar – gambar yang tersedia.

Appendix 2

Data Observasi Selama Cycle II

No	Aspek	Jumlah	Ket.
1	Siswa menunjukkan minat yang besar dengan merespon gambar yang tersedia (mengacungkan jari)	30	Kesempatan
2	Siswa memberi respon lisan dengan kosa kata baru sesuai dengan gambar yang ada.	25	diberikan sesuai
3	Siswa mengajukan pertanyaan berkaitan dengan gambar.	10	alokasi waktu
4	Siswa mengungkapkan kalimat – kalimat dengan ilustrasi gambar.	15	

Gambaran Umum situasi kelas.

1. Keberanian Siswa

Pada tahap ini siswa mulai terbiasa dengan proses belajar yang menggunakan gambar, dan siswa mulai menunjukkan minatnya yang besar pada perintah dan tugas yang diminta guru.

Beberapa orang siswa bahkan bisa mengungkapkan beberapa kosa kata lain yang mempunyai kesamaan dengan gambar yang dimaksud.

2. Kemajuan Belajar.

Siswa lebih cepat memahami materi pelajaran yang diberikan. Semua pertanyaan dapat direspon dengan baik, dan mereka semakin aktif dengan seringnya mengajukan berbagai pertanyaan dan memberikan jawaban yang benar dengan tugas yang diberikan oleh guru.

Appendix 3

PROGRAM SATUAN PELAJARAN

Mata Pelajaran : Bahasa Inggris
Tema : Hobby
Anak Tema : Sport and Art
Kelas / Cawu : 1 / 3
Waktu : 16 jam pelajaran

- I. Tujuan Pembelajaran (lihat AMP)
- II. Tujuan Pembelajaran Khusus (lihat RP)
- III. Bahan Pelajaran
 - A. Pertemuan 1 : Lihat RP I
 - B. Pertemuan 2 : Lihat RP II
 - C. Pertemuan 3 : Lihat RP III
 - D. Pertemuan 4 : Lihat RP IV
 - E. Pertemuan 5 : Lihat RP V
 - F. Pertemuan 6 : Lihat RP VI
 - G. Pertemuan 7 : Lihat RP VII
 - H. Pertemuan 8 : Ulangan harian.
- IV. Penilaian
 - A. Prosedur :
 1. Penilaian proses dilaksanakan selama KBM
 2. Penilaian hasil belajar dilaksanakan setelah selesai satu tema / anak tema.

Appendix 4

PROGRAM SATUAN PELAJARAN

Mata Pelajaran : Bahasa Inggris

Tema : Hobby

Anak Tema : Sport and Art

Kelas / Cawu : 1 / 3

Alokasi Waktu : 2 x 45 menit

Tatap muka ke : 4 (empat)

I. Tujuan Pembelajaran

Siswa dapat :

1. Menjodohkan gambar dengan deskripsi tentang nama jenis olah raga dan art.
2. Membuat kalimat dengan menggunakan ilustrasi gambar yang tersedia.

II. Bahan Pembelajaran :

1. GBPP 1993
2. Buku Paket klas I
3. Sumber lain yang sesuai.

III. Alat Peraga.

- Picture Files

IV. Kegiatan Pembelajaran.

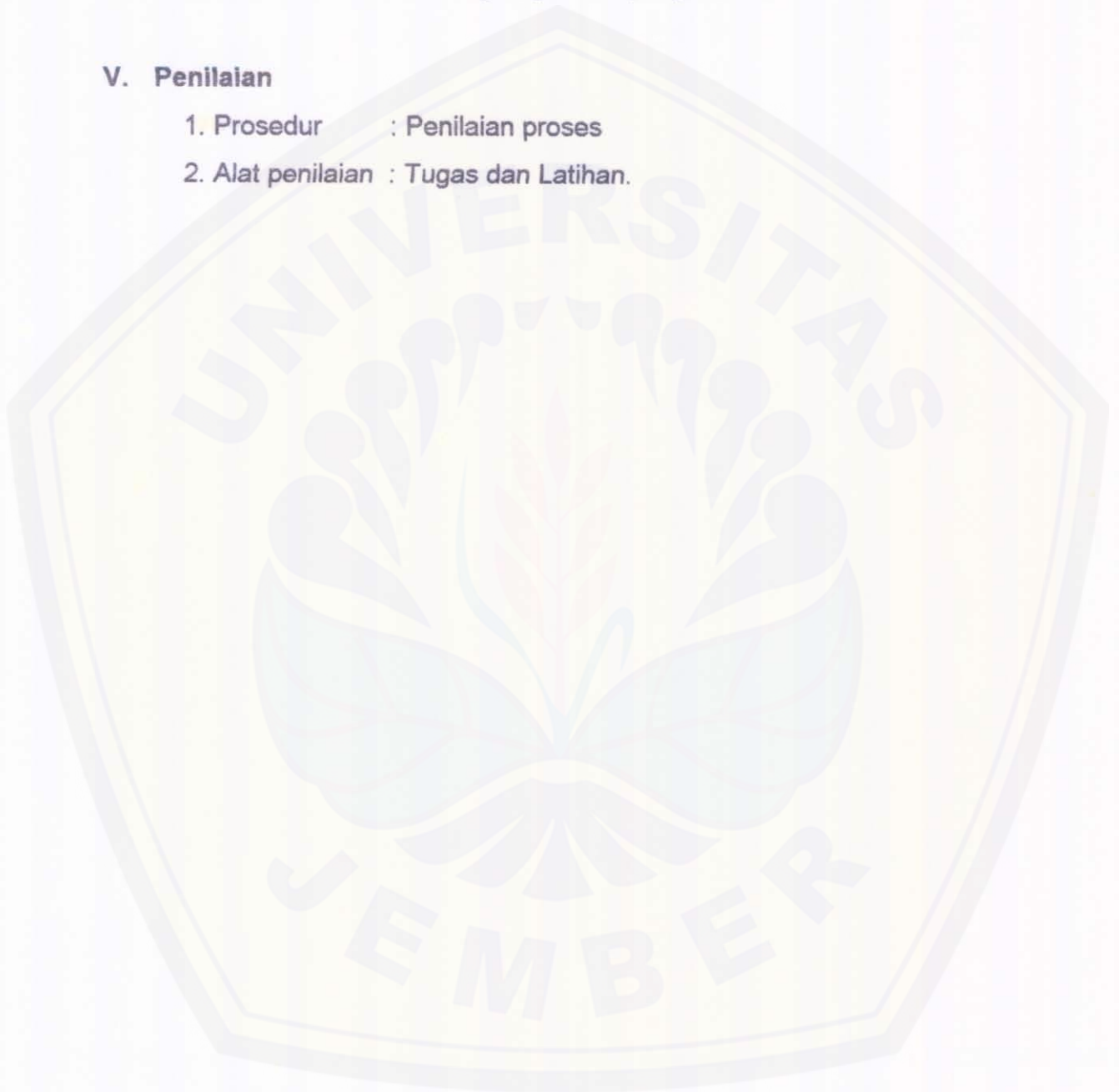
- a. Kegiatan Awal.
 1. Salam dan tegur sapa
 2. Mengabsen siswa
 3. Memberi motivasi

b. Kegiatan Inti

1. Mengamati gambar yang tersedia.
2. Memahami deskripsi tentang gambar yang tersedia
3. Membuat kalimat dengan gambar yang tersedia.

V. Penilaian

1. Prosedur : Penilaian proses
2. Alat penilaian : Tugas dan Latihan.



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Subject : English
Level : SLTP
Class : 1 / 3
Theme : Hobby

CROSS THE RIGHT ANSWER !

1. It is a kind of sport. What is it ?



- a. cycling b. swimming c. boxing d. shooting

2. It is a place you play.....



- a. football b. volleyball c. tennis d. basketball

3. It is a



- a. trumpet b. flute c. piano d. banjo

4. It is a



- a. guitar b. trumpet c. drum d. bongo

5. The children are playing.....in the field.



- a. volleyball b. football c. basketball d. tennis

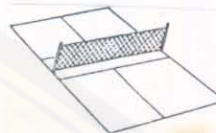


6. Mr. Budi usually plays this sport in Sunday morning. It's a



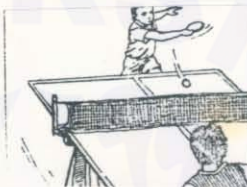
- a. soccer b. baseball c. golf d. table tennis

7. Yayuk Basuki is the most popular.....player to this sport.



- a. soccer b. tennis c. table tennis d. golf

8. The two boys are playing.....



- a. soccer b. table tennis c. basketball d. football

9. We have to throw the ball into the basket. It's a



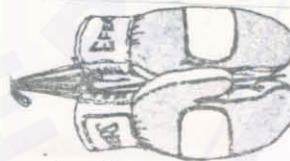
- a. soccer b. table tennis c. basketball d. volleyball

10. Joko tries to spike the ball, and his opponent tries to block. The children are playing.....



- a. basketball b. volleyball c. tennis d. football

11. Mike Tyson needs this. It is a



- a. racket b. glove c. shuttlecock d. net

12. We usually use them for playing badminton. It is a ...



- a. racket b. glove c. ball d. net

13. If we want to play tennis we need this.



- a. racket b. glove c. net d. board

14. The stick is usually use to play.....



- a. hockey b. snooker c. billiard d. pole vaulting

15. Budi wants to buy this equipment to play this sport.



- a. hockey b. shooting c. fishing d. cycling

16. It is a kind of sport. We usually play this game inside the building.



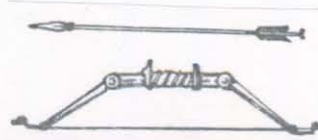
- a. volleyball b. bowling c. basketball d. snooker

17. Velodrome is a place for



- a. cycling b. volleyball c. football d. running

18. Partini needs this equipment in this sport.



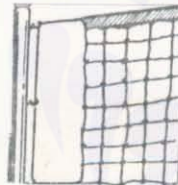
- a. cycling b. archery c. boxing d. shooting

19. The boy is buying ain the sport shop.



- a. tennis ball b. glove c. board d. shuttlecock

20. The small boy can't reach the,because it is too high.



- a. net b. shuttlecock c. ball d. stick

21. Everybody enjoys the party. They laugh...



- a. happy b. noisy c. happily d. loudly

22. Rini is a good student. So,.....teacher likes her very much.



- a. he b. his c. him d. her

23. My parents are very patient. I love.....very much.



- a. they b. their c. them d. themselves

24. We can use this to sing a song.



a. mike

b. bass

c. flute

d. stick

25. Mince sings a song, and Budi plays a

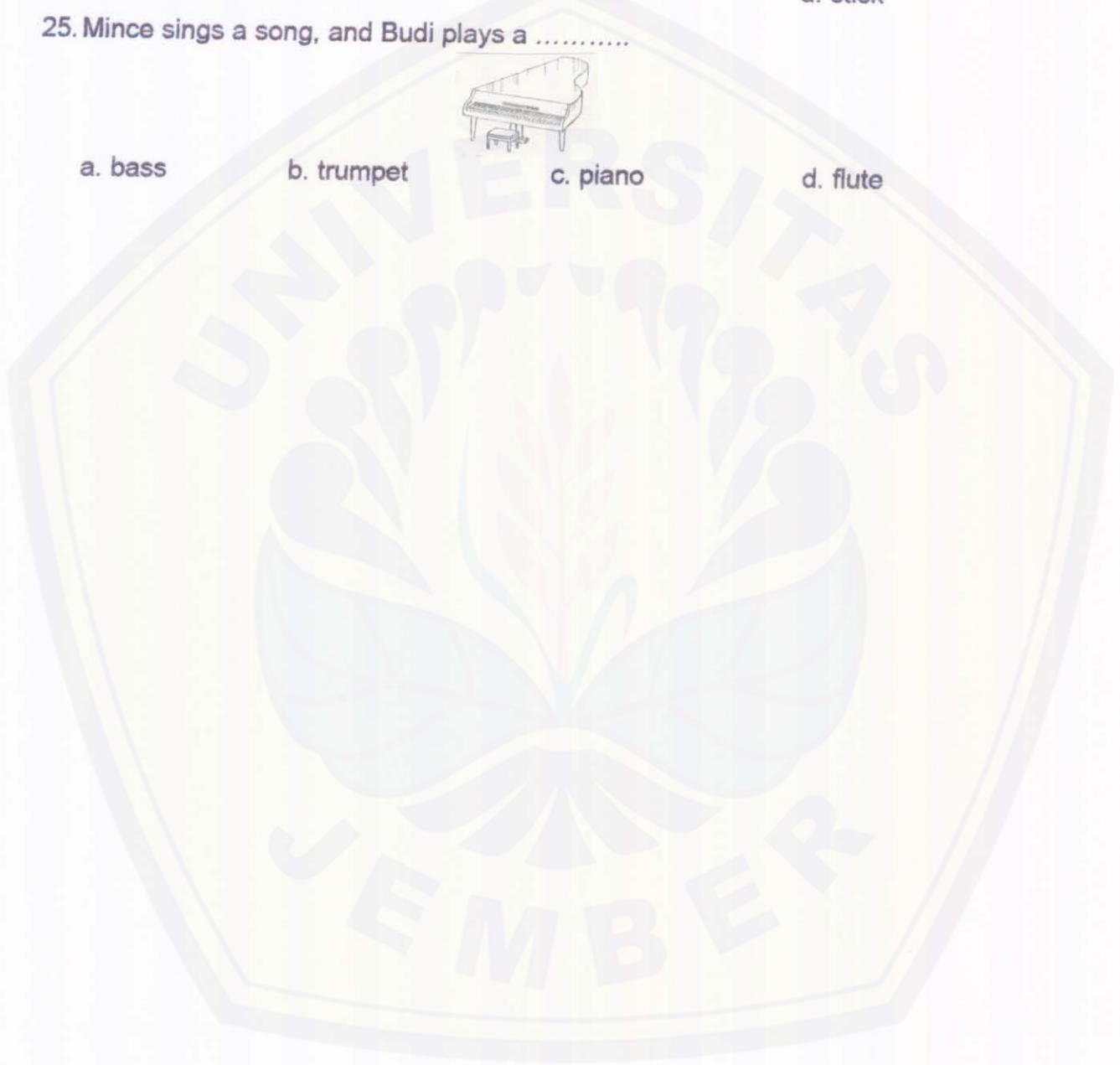


a. bass

b. trumpet

c. piano

d. flute



Subject : English
Level : SLTP
Class : I / 3
Theme : Hobby
Sub Theme : Sport and Art

CROSS THE RIGHT ANSWER

1. The students often swim in the pool. Swimming is includingsport.

- a. out door b. in door c. land d. new



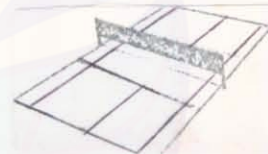
2. The children are playing.....in the field.

- a. volleyball b. football c. basketball d. tennis



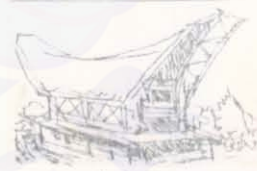
3. The boys want to play tennis in the

- a. court b. field c. table tennis d. pool



4. This is a traditional house from.....

- a. Batak b. Dayak c. Toraja d. Minangkabau



5. This is a house of.....

- a. Java b. Sasak c. Minangkabau d. Toraja



6. Karapan Sapi is very interesting. It's comes from _____

- a. Java b. Madura c. East Java d. Bali



7. Mirna is watching

- a. film b. sport c. dancing d. singing



8. The two boys areon the street.

- a. walking b. jogging c. cycling d. hunting



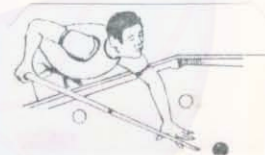
9. Budi's hobby is

- a. swimming b. fishing c. hunting d. running



10. Mr. Jones can play.....well.

- a. billiard b. table tennis c. badminton d. squash



11. The man playsusing a long stick.

- a. billiard b. golf c. archery d. tennis



12. These men are playingvery seriously.



- a. billiard b. snooker c. table tennis d. chess

13. She is curious on



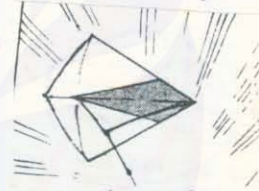
- a. painting b. hunting c. swimming d. cycling

14. This girl's hobby is



- a. dancing b. swimming c. tennis d. volleyball

15. When I was a child I liked making and flying this.



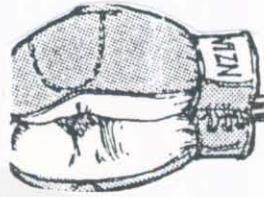
- a. painting b. plane c. kite d. card

16. We can see this in the badminton game. It's a



- a. shuttlecock b. ball c. chessboard d. chessmen

17. We usually use this for boxing.



- a. glove b. racket c. shoes d. shuttlecock

18. John isthe car.



- a. in b. on c. beside d. at

19. Rini can sing.....Everybody admires her.



- a. good b. well c. bad d. badly

20. I give the watch.....him.



- a. for b. from c. to d. on

21. Tuti is a nice girl.

.....has a lot of friends.



- a. She b. Her c. Herself d. Him

22. There are so many dirty dishes in the kitchen. The maid is so.....



- a. clean b. dirty c. busy d. lasy

23. Thatman is very funny.



a. fat

b. tall

c. small

d. long

24. The boy is playing.....



a. table tennis

b. tennis

c. archery

d. squash

25. This equipment is use in fishing.



a. bait

b. tent

c. racket

d. stick

ANSWER KEY

CYCLE ONE

1. B	11. B	21. C
2. D	12. A	22. D
3. A	13. A	23. C
4. D	14. A	24. A
5. B	15. D	25. C
6. C	16. B	
7. B	17. A	
8. B	18. B	
9. C	19. D	
10. B	20. A	

CYCLE TWO

1. B	11. B	21. A
2. B	12. D	22. C
3. A	13. A	23. A
4. D	14. A	24. A
5. D	15. C	25. A
6. B	16. A	
7. A	17. A	
8. C	18. A	
9. B	19. B	
10. A	20. C	