



WILIK PERPUSTAKAAN
UNIVERSITAS JEMBER

**IMPROVING THE SECOND YEAR STUDENTS SPEAKING SKILL
THROUGH PICTURES AT SLTP NEGERI I KENCONG JEMBER
IN THE ACADEMIC YEAR OF 1999/2000**

CLASSROOM ACTION RESEARCH REPORT

**Presented as One of the Requirements to Get the Award of
S1 Degree at the English Education Program Language
and Arts Department Faculty of Teacher Training
and Education Jember University**



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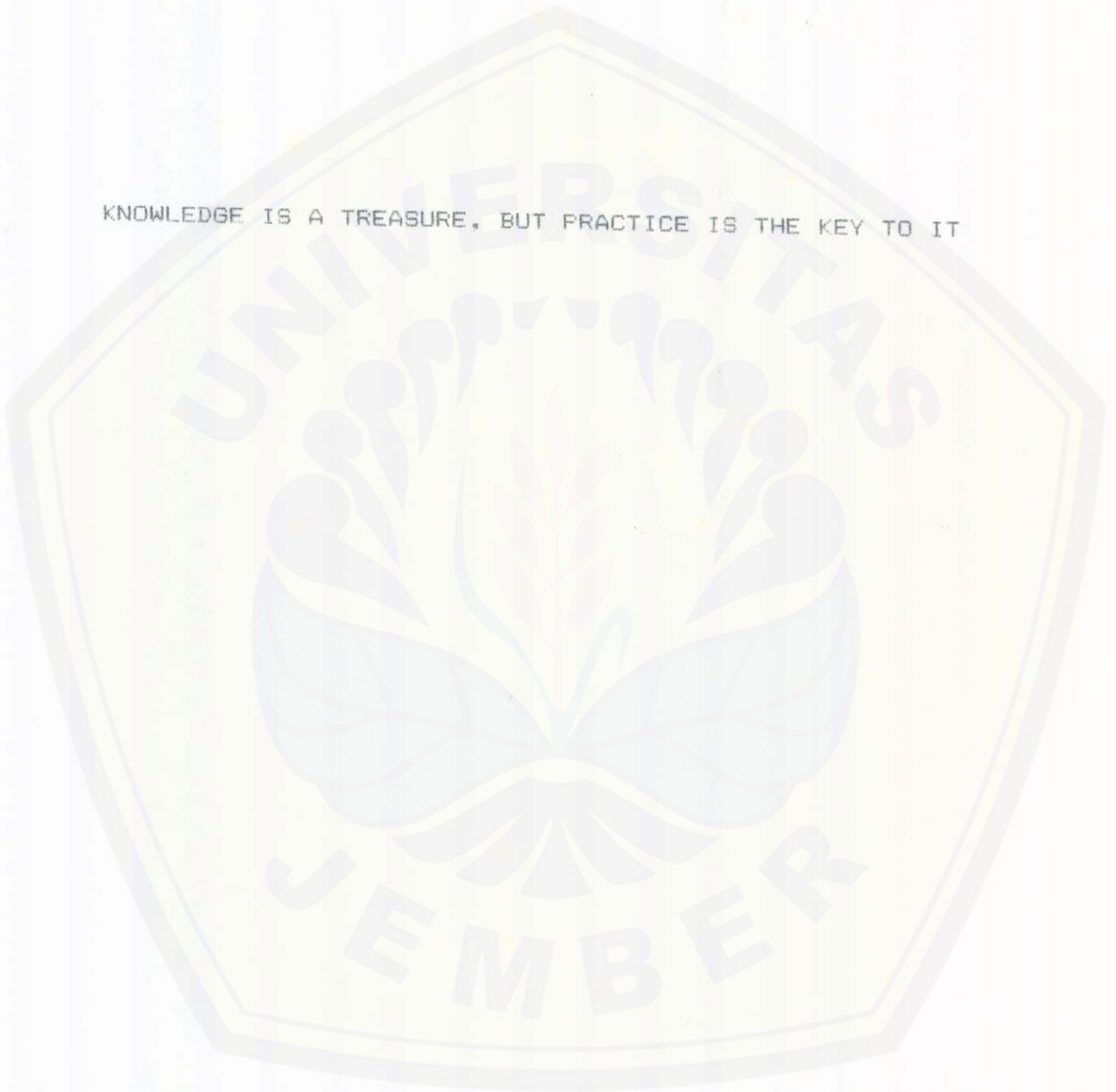
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2000**

MOTTO

KNOWLEDGE IS A TREASURE, BUT PRACTICE IS THE KEY TO IT



DEDICATION

This report writing is gratefully dedicated to :

MY BELOVED PARENTS

Thanks for your spiritfull help and kindness for making me have a great desire to complete my study

MY BELOVED WIFE

Thanks for your great supports. You are the only one

I am very fond of

MY BELOVED SONS and DAUGHTER

Thanks for your help let me continue my study at Jember University

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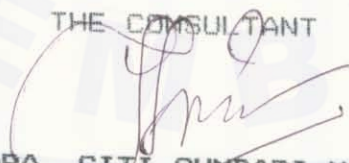
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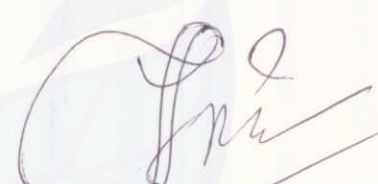
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Then, I wish to say my thanks to :

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2. The Chairman of the Language and Art Education Department.
3. The Chairman of the English Education Program.
4. My Consultant who helped me in the writing of this report writing.
5. The Principal of SLTP Negeri I Kencong Jember who gave me a chance to do this classroom action research.

Many thanks are also due to anyone who gave me useful help to conduct this research and to complete its report.

At the end I expect this research gives useful information for the readers, especially those who are involved in the teacher's profession.

Jember, August 2000

Liswiadji

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ABSTRACT

LISWIADJI, 2000, Improving The Second year Students' Speaking Skill Through Pictures at SLTP Negeri 1 Kencong in the Academic year 1999/2000

Classroom Action Research, English Program, Language and Art Department, The Faculty of Teacher Training and Education, Jember University

Consultant : Dra. Siti Sundari, MA.

Key Words : Pictures, Speaking Skill

This classroom action research was aimed to develop the students' English speaking skill through pictures, and to arouse students' motivation to express their ideas orally. This research was carried out at SLTP Negeri 1 Kencong Jember, which took one month to implement two cycles. The data about the students' progress were gathered from observation in the form of field notes. The data about the improvement of students' speaking skill were gathered from the English speaking test. The collected data were analyzed by descriptive quantitative technique. The results showed that there was better improvement of the speaking skill achieved by the students at the end of the action cycle 2. The mean score increased from 60 in the first cycle to 71,4 that was categorixed as good.

CHAPTER I
INTRODUCTION

1.1 Background of the Research

In the 1994 English curriculum for the second year students of SLTP, it is stated that the objective of studying English is the students have four English skills, namely listening, speaking, reading and writing. By using the meaningful approach, the students are expected to use English as a means of communication either in oral or written forms. In the teaching of English, the four English skills are taught integratedly including the components, such as structure and vocabulary.

Speaking is one of the important skills for the students to have. Here, the students have to be able to (1) give a simple command to the others in oral form, cronologically, (2) express his ideas, or thoughts and feelings in oral communication (Depdikbud: 1994:32). It is clear that the main instructional goal of speaking is to enable the students to use English as a means of communication.

In fact, many students have problems with speaking. They have difficulties in speaking English or in saying something in English.

In other words, the students are passive to use English either in asking some questions or in answering the questions given by the teacher. It seems that they are afraid of speaking English. They have low motivation in learning English. This class condition is necessary to be handled and solved so that the students are active in learning English, especially in speaking English in the class.

Such classroom condition inspired the writer to find out the constructive solution of this teaching learning problem. Therefore, he tries to conduct classroom action research by presenting a learning media of pictures in teaching speaking, which is hoped to help them be more involved in using English. It is believed that the learning media, such as pictures can arouse the learners' motivation, in learning English (Soekartawi at all: 1995:73).

1.2 The Problem of the Research

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

- a. Can the use of pictures increase the students' speaking skill ?
- b. Can the use of pictures motivate the students to speak English in the class ?

1.3 The Scope of The Research

This classroom action research was conducted in the second year students of SLTP in the 1999/2000 academic year of the third Cawu. Thus, the subjects were limited to the the second year students of class II A of SLTP NEGERI Kencong Jember. Therefore, the results could not be generalized to other classes.

Then, the research problem was limited to the students' speaking skill through pictures for the purpose of improving the students' speaking skill. The pictures used in teaching speaking covered individual pictures and composite pictures.

The materials of speaking covered Wild animals and Pets. These topics were taken from the 1994 English curriculum for the second year students of SLTP.

The action was implemented by the researcher in two cycles, in which the activities conducted in each cycle covered (1) planning the action, (2) implementing the action, (3) observing the class, and (4) reflecting the results.

1.4 The Objectives of the Research

Related to the research problems, the objectives of this action research are as follows:

- a. To increase the students' speaking skill through pictures

- b. To increase the students' motivation to speak English in the classroom through pictures

1.5 Significances of the Research

The research results are expected to be significant for the following people.

- a. For the English teachers, the results are useful as information or input to improve the teaching of speaking and to increase the students' speaking skill.
- b. For the students, the results are useful to improve the students' speaking skill.
- c. For the school, the results are useful as information or an output to develop the quality of the English teaching learning process by providing the teaching media.
- d. For other researchers, the results are useful as information or a reference to conduct a further research dealing with a similar problem to other classes of junior or high school students to improve their speaking skill.
- e. For the researcher, the results are useful to be socialized to other English teachers through MGMP for the purpose of sharing this research results.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Pictures as Instructional Media

Media is usually considered as the important learning instrument in the process of the teaching learning in the classroom. They are always used to arouse the learners' motivation, attention and the desires to improve the learning activity. According to Hadi (1984:9) media consists of pictures, and the other learning instruments which usually give visual experiences for the students.

It can be said that pictures as one of the most important instructional media are often used by the teacher to help his students arouse their motivation, more serious attention toward the instructional process, and increase desires to get involved in the learning activity.

2.2 The Kinds of Pictures

A picture, according to Webster (1983:279) is a representation of an object or scene on the forms of paper. The picture may be in the form of drawing or painting or else. It can visualize a human being, an animal, a plant and any other objects. The pictures can be taken from books, magazines, newspapers and the like.

According to Zulkarnaen (1984:39) picture are classified into different kinds, they are pictures, photos, sketsa and charts. Further, he said that those pictures should fulfill some criteria to be used as the insrtuc-tional media in the process of teaching and learning in the classroom. They must be authentic, simple and beautiful-looking.

2.2.1 Individual Picture

Individual picture used in this research is the picture that presents something, and which symbolizes one meaning only. For example, the picture of cow. In this case, the picture just represents this animal in stead of the other animal.

2.2.2 Composite Picture

According to Webster (1983:172) composite is made up of different parts or made up by putting together two or more drawings. There were some pictures representing many kinds of things, and arranged together. For example, the picture of the zoo. In this case, we can find many kinds of pictures representing different animals.

2.3 The Fucntions of Pictures in the English Teaching Learning Process

The use of pictures in the teaching learning process is to enlarge or to reduce the scene which cannot be seen by the unaided. It is a useful aid to overcome the learn-

ing problem. For instance, it may be impossible that the teacher present a native speaker in the classroom to pronounce some new words learned by students, but he can show his students a picture showing the graphic description of the given word-pronunciation.

More specifically, Lubis (1988:70) says that pictures play an important part in EFL conversaton sessions. These aids have a great potential in stimulating a conversation. It is clear that pictures become one of the most potential media to stimulate the students involved in communication, mainly in speaking activities.

2.4 The Teaching of Speaking at SLTP .

The main aim of the English teaching is to enable the students to use English as a means of communication. In addition, the English teaching is intended to enable the students to have other English skill, such as listening, speaking and writing.

According to the 1994 English curriculum for SLTP in the teaching of speaking, the students are expected to be able to express their ideas in oral communication, to provide some responses upon the given questions, and to provide acceptable English commands to the others.

In the English teaching approach, the students are expected to use English as a means of communication either in oral or in written form. In the teaching of English,

the four English skills are taught integratedly including the components of English, such as structure and vocabulary.

2.5 Developing The Students' Speaking Skill Through Pictures

As mentioned in the previous part of this chapter, pictures are considered as one of the most important media in the English teaching. In the teaching of speaking, the use of pictures can arouse the students' motivation, and interest. By using pictures the students become more involved in the English learning activity, mainly they can use English as a means of communication.

According to Lubis (1988:71-72) pictures can stimulate the conversation in these ways:

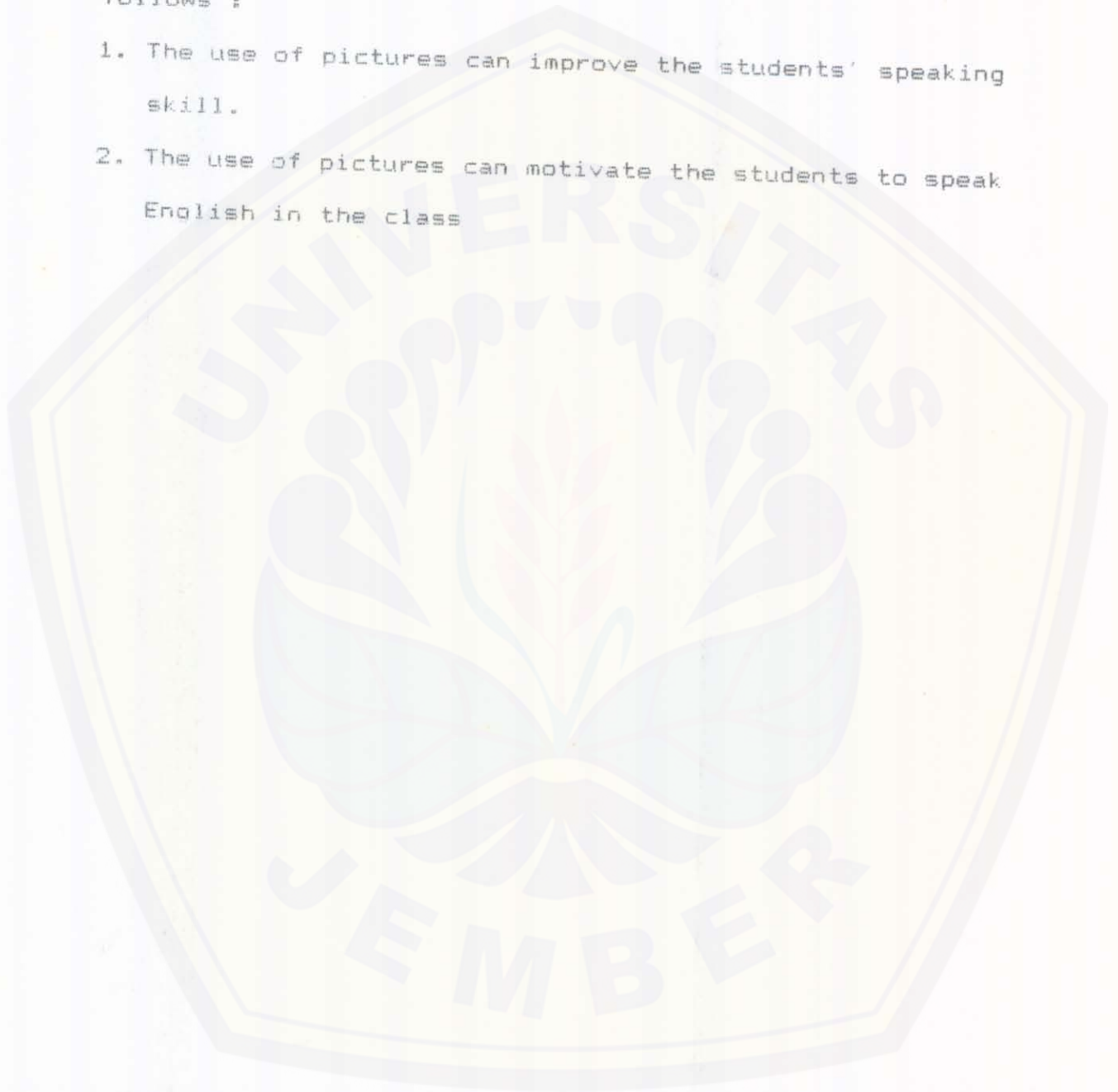
1. Ask the students to describe in detail what they see in the given pictures,
2. Show the students two pictures and allow them to comment,
3. Have the students analyze the pictures and ask them to explain what the pictures deal with, and so forth.

The above explanations can be assumed that pictures can stimulate the learners to be involved in the speaking teaching of speaking in the classroom.

2.6 Action Research Hypothesis

The action hypothesis of this research is as follows :

1. The use of pictures can improve the students' speaking skill.
2. The use of pictures can motivate the students to speak English in the class



CHAPTER III
RESEARCH METHOD

3.1 Research Setting

This action research was conducted at SLTP Negeri 1 Kencong, which lies at JL. Krakatau 20 Kencong Jember. The respondents of this research were the second year students (II A). They were chosen because this class had problem with speaking English. The students were passive in using English in the class. This research was conducted for about one month, beginning from April to May in the 1999/2000 academic year.

3.2 Research Procedures

3.2.1 General Descriptions of the Research

This classroom action research used a cyclical model that consisted of four activities namely (1) the planning of the action, (2) the implementation of the action, (3) Observation, and (4) Reflection (Tim Pelatih Proyek PGSM:92-93).

This action research was conducted in two-cycles in which each cycle consisted of the four activities above. The writer himself implemented the action in the form of teaching speaking through pictures for the purpose of improving the second year students' speaking achievement.

2.2.2 Details of the Research Procedures

a. Preparation

The following are some important activities done by the writer before implementing the action.

1. Preparing the themes and the topics used for teaching speaking ,
2. Constructing the lesson plans for the first cycle and the second cycle. They could be seen on Appendix 1. The first action was implemented based on the first lesson plan made before the action given.
3. Preparing the observation instrument as a guide of observation in the form of checklist containing the indicators observed.
4. Preparing the media of pictures used in the teaching of speaking in cycle 1 and cycle 2.
5. Preparing the instrument of evaluation in the form of the speaking test. It could be seen on Appendix 4.

b. Implementation

This action research was conducted in two cycles in which each cycle consisted of four activities, namely planning, implementation, observation and reflection. The actor was the writer as the English teacher. The first action was implemented based on the lesson plan, made before the action given to the subjects. While implementing the action, the teacher conducted observation to

observe the students' learning activities by using the guide of observation that contained the indicators observed. The information obtained from observation was analyzed and reflected descriptively. Then, the results of the reflection were used as information to revise the action and the lesson plan.

While implementing the action, the teacher also conducted observation to observe the students' learning activities. When observing the class, he used the guide of observation in the form of checklist that contained the indicators observed. The information obtained from observation was analyzed and reflected descriptively. The reflection contained the strength and the weakness of the action given. The weakness was used as information to revise the teaching plan and to revise the action in the following cycle or in the second cycle. If the objective of this action research in the second cycle could be achieved, the action was not continued or stopped. In fact, this action research was conducted in two cycles. It means that in the second cycle, the students' speaking skill could be improved by using the media of pictures.

c. Monitoring and Evaluation

Monitoring or observation was conducted by the researcher during the implementation of the action. It was done to observe (1) the effectivity of the use of

pictures in the teaching of speaking, and (2) the students' activities in the use of English through pictures. It was conducted by using a guide of observation in the form of checklists containing the indicators observed.

Then, the second action was conducted based on the revised lesson plan of the cycle 1. The revised lesson plan was focused on the technique while implementing the second action, observation and reflection were done to observe and to reflect the students' learning activities.

Evaluation was carried out to know the effectiveness of the success of the action implemented. The evaluation covered the process evaluation and the result evaluation. The process evaluation was carried out during the implementation of the action to evaluate the students' activities in learning speaking through pictures. The result of evaluation was carried out to evaluate the students' results of the speaking test.

In this research, to know whether the students' speaking skill has improved, the criteria is on the average the students' speaking scores were good or 70. The criteria used was by comparing the mean score of the students' speaking obtained from the pre-test with the mean score of the students speaking obtained from the cycle 1 and the cycle 2.

Further, ... to know whether the students' motivation have increased. The criteria is the students who participate in speaking learning process in the next cycle are more.

d. Analysis and Reflection

In this research, the data were collected by means of speaking test (in the cycle 1 and the cycle 2) and observation in the class.

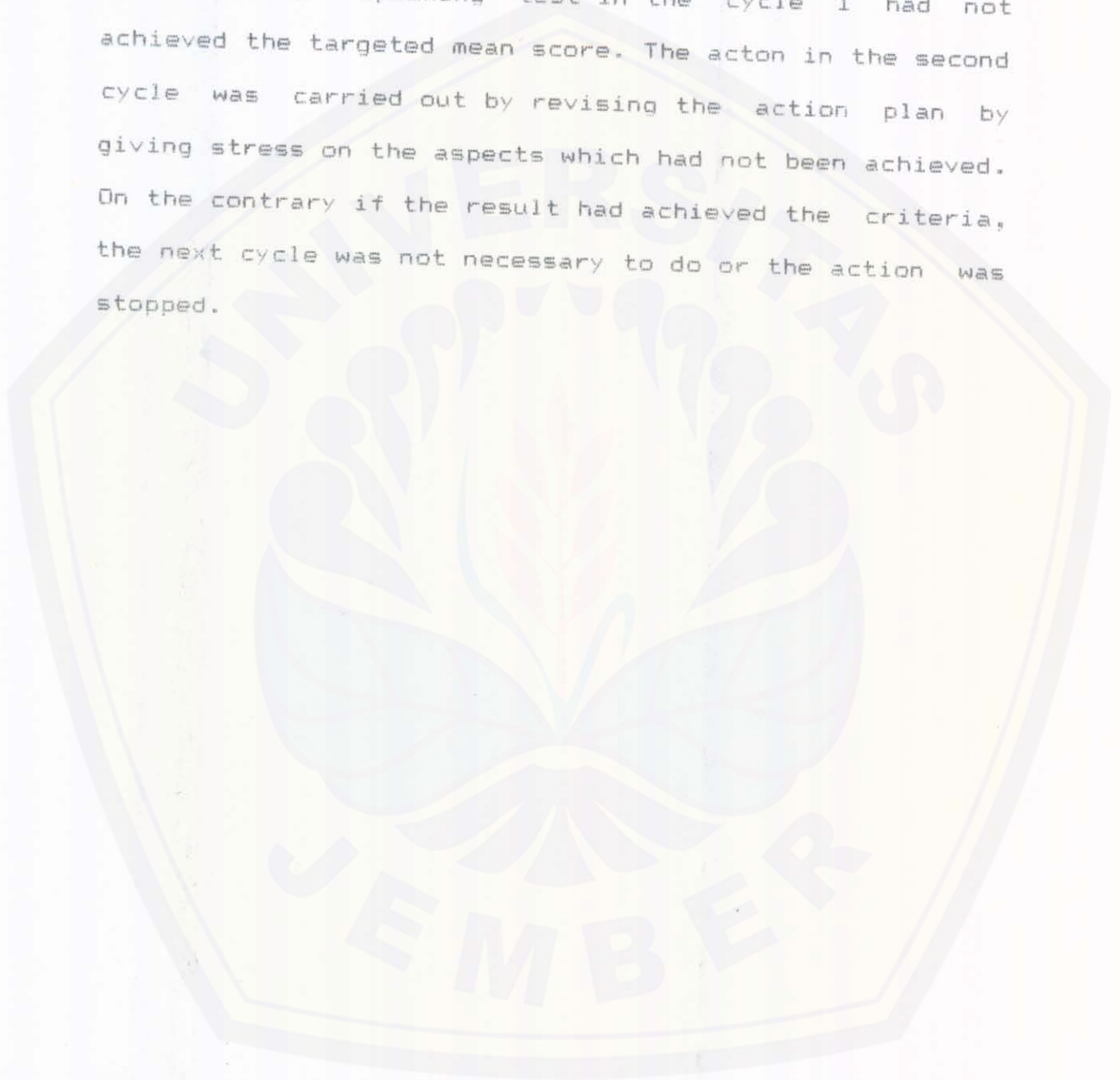
The collected data in the forms of the students' speaking scores were analyzed quantitatively in the percentage. Then they were analyzed descriptively to show the quality of the students' speaking skill based on the following classification level:

| Scores | Category |
|----------|-------------|
| 90 - 100 | Very Good |
| 80 - 90 | Good |
| 70 - 80 | Good Enough |
| 60 - 70 | Fair |

Then the data collected from observation in the forms of the writer's notes were analyzed qualitatively to show the students' activities in learning speaking through pictures.

The criteria to determine whether the action was continued in the second cycle was if the mean score of the students' speaking test in the cycle 1 had not achieved the targeted mean score. The action in the second

The criteria to determine whether the action was continued in the second cycle was if the mean score of the students' speaking test in the cycle 1 had not achieved the targeted mean score. The action in the second cycle was carried out by revising the action plan by giving stress on the aspects which had not been achieved. On the contrary if the result had achieved the criteria, the next cycle was not necessary to do or the action was stopped.



CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents (1) the descriptions of the action 1 that include the classroom atmosphere and the results of the students' speaking test, and (2) the descriptions of the action cycle 2 that cover the classroom atmosphere and the results of the students' speaking test, and (3) discussion.

4.1 Descriptions of the Action Cycle 1

4.1.1 The Students' Motivation

Based on the result of observation conducted by the writer during the implementation of the action cycle 1, it was known that the class condition when the students being taught through pictures was as follows.

In the first action, the students had a little motivation and interest in the pictures shown by the teacher. Then, they looked so surprised because it was the first time for them to see pictures. There were only 27 students who looked interested in the subject to be discussed as soon as the instructional process was going on.

Step by step the class became more interested in learning and understanding the pictures.



The students looked more serious to join the lesson, and often gave the responses to the questions given by the teacher about the pictures. It seemed that the use of pictures can motivate the students to speak. By looking at the pictures, they could easily produce English words and sentences orally.

However, in the first cycle, 25 students still kept silent saying nothing about the pictures. They looked losing their words to say. They could not give any responses toward the teacher's questions.

4.1.2 The Students' Speaking Skill

The first action had been ended for about two weeks, and the class had already finished discussing one sub-theme. Then, the writer gave them the first formative test of speaking using pictures to assess their speaking skill.

The following are the results of the first speaking test achieved by the students in the first cycle.

Table 1. The Data of Students' Scores of English Speaking Test (in the first cycle)

| The first cycle | | Respondents | Scores |
|-----------------|--------|-------------|---------------------|
| Respondents | Scores | | |
| 1 | 50 | 27 | 70 |
| 2 | 50 | 28 | 70 |
| 3 | 60 | 29 | 40 |
| 4 | 50 | 30 | 70 |
| 5 | 60 | 31 | 70 |
| 6 | 70 | 32 | 70 |
| 7 | 40 | 33 | 70 |
| 8 | 70 | 34 | 50 |
| 9 | 70 | 35 | 60 |
| 10 | 70 | 36 | 70 |
| 11 | 70 | 37 | 60 |
| 12 | 80 | 38 | 40 |
| 13 | 60 | 39 | 70 |
| 14 | 70 | 40 | 50 |
| 15 | 50 | 41 | 60 |
| 16 | 60 | 42 | 60 |
| 17 | 50 | 43 | 50 |
| 18 | 60 | 44 | 50 |
| 19 | 70 | | |
| 20 | 60 | | |
| 21 | 70 | | |
| 22 | 60 | | |
| 23 | 70 | | |
| 24 | 50 | | |
| 25 | 40 | | |
| 26 | 70 | | |
| | | $N_1 = 44$ | $\Sigma X_1 = 2640$ |
| | | Mean = 60 | |

Based on the table above, it was found that the students had not achieved the targeted scores because the mean score of the students' speaking skill was 60 or less less than 65. There were only 19 students (39 %) whose scores were higher than 65, while the rests (61%) had scores below 65. It means that the first classroom action cycle had not run successfully yet. There were still many students (61%) got scores of the speaking skill below 65.

There were many reasons why many students got low scores. It was based on the observation that the pictures used were not so clear, not big enough that many of them could not follow the lesson well. The class became not so conducive because the students were noisy and looked not so interesting.

Based on the results of the cycle 1, the second action was necessary to be given in the cycle 2 by revising the teaching technique of the cycle 2, especially the use of the bigger and clearer pictures. The second action was intended to achieve the objective of this classroom action research, that is to improve the students' speaking skill by using pictures with the targeted mean score, 65. In the action cycle 2, the revised lesson plan could be seen on appendix 1.

4.2 Descriptions of the Action Cycle 2

4.2.1 The Students' Motivation

Based on the results of observation conducted during the implementation of the action cycle 2, the classroom atmosphere was known as follows.

In the second cycle, the students looked more cooperative compared with the first cycle. They had high motivation and good ambition to follow the instructional activity, to get involved in the teaching learning activ-

responses to the questions dealing with the pictures shown. Most of them looked brave to express their ideas about the pictures orally.

The classroom condition was conducive that the teaching of speaking could run interactively. In other words, the students more involved actively in the process of the teaching speaking.

4.2.2 The Results of the Students' Speaking Skill

The second speaking test was given to the students at the end of the action 2. It was intended to know the students' speaking achievement after being given the second action that was they were taught speaking through pictures by revising the teaching technique used in the action cycle 1.

The results of the speaking test in the form of the students' speaking scores in the action cycle 2 are presented in the following table2.

The test consisted of 10 items through a dialogue with the pictures in the forms of completing a dialogue. The test items could be seen on the appendix 4 and 5.

Table 2. The Data of the Students' Scores of English Speaking Test (in the second cycle)

| The second cycle | | Repspondents | Scores |
|------------------|--------------|--------------|---------------------|
| | Repspondents | | Scores |
| | 1 | 31 | 90 |
| | 2 | 32 | 70 |
| | 3 | 33 | 80 |
| | 4 | 34 | 50 |
| | 5 | 35 | 80 |
| | 6 | 36 | 70 |
| | 7 | 37 | 70 |
| | 8 | 38 | 80 |
| | 9 | 39 | 80 |
| | 10 | 40 | 70 |
| | 11 | 41 | 70 |
| | 12 | 42 | 70 |
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| | 25 | | |
| | 26 | | |
| | 27 | | |
| | 28 | | |
| | 29 | | |
| | 30 | | |
| | | $N_2 = 44$ | $\Sigma X_2 = 3140$ |
| | | Mean = 71,4 | |

Based on the table 2 above, it was known that the mean score of the students' speaking achievement in the cycle 2 was 71,4 that was classified as good. It means that on the average, the students' speaking skill in the action cycle 2 was good (71,4). This score has achieved the criteria of the success of this action research, that

was = 65. To see the results of the students' speaking skill more clearly, the following table 3 presents the results of the mean score of the students' speaking skill in the pre-test, the cycle 1, and the cycle 2.

Table 3. The mean score of the students' speaking skill in the pre-test, cycle 1, and cycle 2

| No. | Pre-Test | Cycle I | Cycle 2 |
|-----|----------|---------|---------|
| 1. | M= 56,5 | M= 60 | M= 71,4 |

4.3 Discussion

The results of the speaking test through pictures in the cycle 1 presented in the above table show that on the average, the students' speaking achievement is enough (M=60). This score shows that the action given to the students in the cycle 1 has not been successful. The criteria of the success of the action is determined the mean score 65.

Then, the second action was given to the students by revising the teaching technique of the action cycle 1 to conduct the action in the cycle 2. The revised teaching technique of speaking is the use of bigger pictures.

The results of speaking test through pictures in the action cycle 2 indicate that on the average the students speaking achievement is good (M=71,4). This score shows that the second action given to the students has improved the students' speaking achievement. Compared to the

results of the action cycle 1, there is an increase or improvement of the students' speaking skill in the action cycle 2. It means that the mean score of the students' speaking skill in the action cycle 2 ($M=71,4$) is better than that of the action cycle 1 ($M=60$).

Also if the results of the students' speaking skill in the cycle 1 are compared with those in the pre-test. There is improvement of the mean score of the students' speaking skill from the mean score in the pre-test ($M=56,5$) to the mean score in the cycle 1 ($M=60$) to the mean score in the cycle 2 ($M=71,4$).

The results suggest that the use of pictures in the teaching of speaking can improve the students' speaking skill. The use of pictures can also motivate the students to express their ideas orally. It means that the use of pictures in the teaching of speaking is effective to improve the speaking skill. In other words, the theory suggested by Lubis that says pictures play an important part in EFL support this research.

The results of this classroom action research suggest that the use of pictures is quite effective to improve the students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the actions in two cycles, the action cycle 1 and the action cycle 2, it could be concluded as follows:

1. The use of pictures either individual pictures or composite pictures could increase the second year students' speaking skill at SLTP Negeri Kencong I. it was proved by the results of speaking test through pictures that showed there was an increase of the mean score of the students' speaking achievement from enough (M=60) in the cycle 1 to good (M=71,4) in the cycle 2. The results suggest that the use of pictures was effective to improve the students' speaking skill.
2. The use of pictures could motivate the students to speak English in the class. More students could speak English in the cycle 2.

5.2 Suggestions

Based on the results of this classroom action research, some suggestions are given to the following people:

1. The English teacher is suggested to use the pictures as the media of teaching speaking to improve the students' speaking skill.
2. The students are suggested to practice using English in the classroom.
3. Other researchers are suggested to conduct the classroom action research dealing with similar problems to develop the teaching quality and to improve the students' speaking skill.
4. The school is suggested to provide the teaching media, such as pictures that can be used by the teacher in the teaching of English.

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Appendix 1

PROGRAM SATUAN PELAJARAN

Mata Pelajaran : Bahasa Inggris
T e m a : Animals
Anak Tema : Wild Animals
Cattles and Pets
Kelas/Cawu : II/3
W a k t u : 16 jam pelajaran


- I. Tujuan Pembelajaran (TP)
Lihat AMP
- II. Tujuan Pembelajaran Khusus
Lihat Rencana Pengajaran (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 : Ulangan Harian
 - 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 semala KBM berlangsung
 - 2. Penilaian hasil belajar dilaksanakan setelah selesai satu tema / satu anak tema.

Mengetahui
Kepala SLTP 1 Kencong

Drs. W A N G I S A N
NIP. 130 445 004

Kencong, 15 Maret 2000

Guru Mata Pelajaran,


L I S W I A D J I
NIP. 130 681 691

Appendix 2

RENCANA PELAJARAN

Mata Pelajaran : Bahasa Inggris
T e m a : Animals
Anak Tema : Cattles and Pets
Kelas/Cawu : II/3
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 3 (tiga)

I. Tujuan Pembelajaran (TP)

Siswa dapat :

1. Menjodohkan gambar dengan diskripsi tentang binatang
2. Melengkapi dialog pendek tentang binatang tertentu

II. Bahan Pembelajaran

Sumber Pembelajaran :

1. GBPP Kurikulum 1994 plus suplemen
2. Buku Paket Kelas II
3. Sumber lain yang relevan

III. Alat Peraga

- Gambar

IV. Kegiatan Pembelajaran

a. Kegiatan Awal

1. Salam dan tegur sapa
2. Mengabsen siswa
3. Memberi motivasi

b. Kegiatan Inti

1. Mengamati gambar yang diberikan
2. Memahami deskripsi tentang gambar yang diberikan.
3. Menjodohkan gambar dengan deskripsi yang tersedia.
4. Memahami contoh dialog yang diberikan guru
5. Melengkapi dialog yang diberikan guru dengan deskripsi yang sesuai secara lisan

c. Kegiatan Akhir

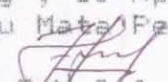
1. Guru memberi kesempatan siswa untuk bertanya
2. Guru memberi tugas tindak lanjut

V. Penilaian

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

Kencong , 15 April 2000

Guru Mata Pelajaran


L I S W I A D J I

NIP. 130 681 691

Appendix 3

SATUAN PELAJARAN

T e m a : Animals
Anak Tema : Wild Animals
Kelas/Cawu : II/3
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 5 (LIMA)

- I. Tujuan Pembelajaran (TP)
Siswa dapat :
1. Menjodohkan gambar dengan diskripsi tentang binatang
 2. Melengkapi dialog pendek tentang binatang tertentu
- II. Bahan Pembelajaran
Sumber Pembelajaran :
1. GBPP Kurikulum 1994 plus suplemen
 2. Buku Paket Kelas II
 3. Sumber lain yang relevan
- III. Alat Peraga
- Gambar
- IV. Kegiatan Pembelajaran
- a. Kegiatan Awal
1. Salam dan tegur sapa
 2. Mengabsen siswa
 3. Memberi motivasi
- b. Kegiatan Inti
1. Mengamati gambar yang diberikan
 2. Memahami deskripsi tentang gambar yang diberikan.
 3. Menjodohkan gambar dengan deskripsi yang tersedia.
 4. Memahami contoh dialog yang diberikan guru
 5. Melengkapi dialog yang diberikan guru dengan deskripsi yang sesuai secara lisan



NIP. 130 681 691
L I S W I A D J I
[Signature]
Guru Mata Pelajaran
Keccong, 2 Maret 2000

- V. Penilaian
 - 1. Prosedur
 - 2. Alat Penilaian : Tugas dan Latihan
- c. Kegiatan Akhir
 - 1. Guru memberi kesempatan siswa untuk bertanya
 - 2. Guru memberi tugas tindak lanjut

SPEAKING TEST
(Cycle 2)

KELAS/CAWU : II A/III
TEMA : ANIMAL
WAKTU : 60 MENIT

ANSWER THESE QUESTIONS

For number 1, 2, 3 and 4 complete the dialogues based on the pictures below :



1. All : Look at these pictures, Rudi :
Rudi : Which is the biggest?

2. All : Which one is the tallest?
Rudi :

3. All : Do you know which can live in the dessert?
Rudi :

4. All : And what is the cleverest animal?
Rudi :

5. Teacher : What does a zebra look like, Anto?
Rudi :

zebra



Anto :

6. Teacher : What does a rabbit look like, Rini?



Rini :

7. Teacher : What does a monkey look like, Toni?



Toni :

: Look at this picture!

What does it usually give to us ?

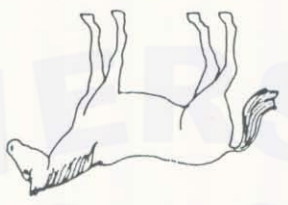


Amit :

9. Rini : What does it eat and drink ?

Amit :

: Why do people keep it for?



Ira :

10. Ira :

SPEAKING TEST

(Cycle 1)

KELAS/CAWU : II A/III
TEMA : ANIMAL
WAKTU : 60 MENIT

ANSWER THESE QUESTIONS

For numbers 1,2,3,4 and 5 complete the dialogues based on the pictures below :



1. Tom: What do you call these animals ?

Rud:

2. Tom: What do people keep chickens for ?

Rud:

3. Tom: What does a duck give to us, Rud?

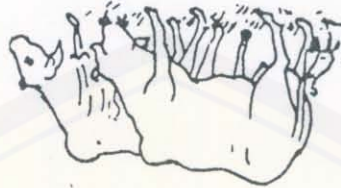
Rud:

4. Tom: Why do a farmer keep a sheep ?

Rud:

5. Tom: Which cattle do people use for making 'Sate'?

Rud:

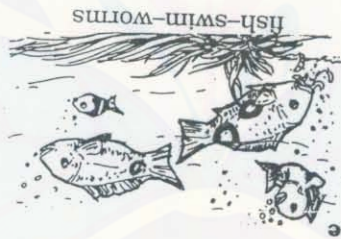


..... Reza:
9. Tono: How can oxen help the farmers ?



bird

..... Reza:
8. Tono: What did people keep a bird for?



fish-swim-worms

..... Winta:
fishes ?
7. Anita: Where do people usually keep their beautiful



..... Winta:
6. Anita: Where do you usually see a goat, Wina ?



10. Teacher: How many times do you feed your cattle?

Guide Observation

(Cycle 1)

| No. | Aspek | Jumlah | Ket |
|-----|------------------------------------------------------------------|--------|-----|
| 1. | Siswa dapat menunjukkan keberanian berbicara (mengacungkan jari) | 18 | |
| 2. | Siswa yang memberi respons lisan terhadap materi | 20 | |
| 3. | Siswa yang memberi respons lisan dengan benar | 17 | |
| 4. | Siswa yang mengajukan pertanyaan berkenaan dengan gambar | 24 | |
| 5. | Siswa yang berani berdialog dengan sesama di depan kelas | 6 | |
| 6. | Siswa yang mengajukan pertanyaan di luar materi | 2 | |
| 7. | Siswa yang tertarik pada gambar | 6 | |

| No. | Aspek | Jumlah | Ket |
|-----|------------------------------------------------------------------|--------|-----|
| 1. | Siswa dapat menunjukkan keberanian berbicara (mengacungkan jari) | 27 | |
| 2. | Siswa yang memberi respons lisan terhadap materi | 35 | |
| 3. | Siswa yang memberi respons lisan dengan benar | 30 | |
| 4. | Siswa yang mengajukan pertanyaan berkenaan dengan gambar | 36 | |
| 5. | Siswa yang berani berdialog dengan sesama di depan kelas | 18 | |
| 6. | Siswa yang merespon pertanyaan dengan sesama | 4 | |
| 7. | Siswa yang tertari pada gambar temannya | 16 | |

Guide Observation
(Cycle 2)

MILIK PERPUSTAKAAN
UNIVERSITAS JEMBER



UNIT 5

Save the Wild Animals

1 Look at the picture.

- a. What do you call this kind of animal?
- b. Try to write down all you know about the animal.



2 Read the text.

There are only five species of rhinoceros left on earth. The rarest is the Javanese rhino. Although people think that the rhino is a slow animal, actually it can run and turn very quickly. They can also be very aggressive if people come too close to them. Rhinoceroses are large animals. They are like hippopotamuses with horns. They have very thick skin. That's why they don't have natural enemies. Their only enemies are men, and men are the worst enemies of all. Rhinos are hunted for their horns. These horns are used in traditional Chinese medicines.

3 Based on the text, answer the following question.

- a. Why are rhinos hunted?
- b. Why are the horns important to people?

4 Vocabulary: find the following words in the text, then find the meaning in context.

| NOUNS | |
|----------------|-----------------|
| • species | /ˈspiːʃiːz/ |
| • rhinoceros | /'raɪnɒsərəs/ |
| • earth | /ɜːθ/ |
| • animal | /'æɪnɪml/ |
| • hippopotamus | /'hɪpəpəʊtəməs/ |
| • horn | /hɔːn/ |
| • skin | /skɪn/ |
| • enemy | /'enəmi/ |
| • medicine | /'medɪsn/ |

| ADJECTIVES | |
|---------------|--|
| • slow | |
| • aggressive | |
| • large | |
| • thick | |
| • natural | |
| • the worst | |
| • traditional | |

5 Complete these sentences with the nouns in the box.

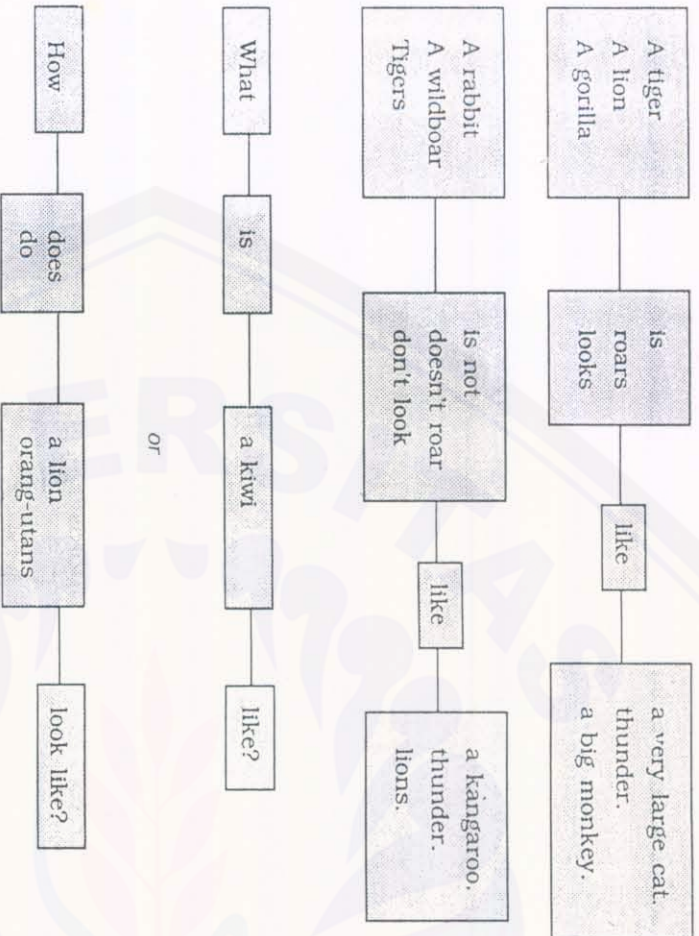
- a. Rhinoceroses _____ are for medicine.
- b. There are only 50 Javanese rhinos left on _____.
- c. Some people believe that chimpanzees are the cleverest _____.
- d. Sixty million years ago there were 30 _____ of rhino.
- e. Like rhinoceroses, _____ also have large figure.
- f. With their thick _____, it is not easy to kill rhinos.
- g. The only _____ rhinos have are only men.

6 Complete these sentences with the adjectives in the box.

- a. Men are the only _____ enemies rhinos have, and a _____ animal.
- b. Though it can run very quickly, people think that the rhino is _____.
- c. If people come too close, rhinos can also be _____.
- d. The rhinos' horns are usually used in _____ medicine.

16 Study these rules.

DESCRIBING SIMILARITIES (2)



17 Complete the questions in the following dialogues.

EXAMPLE

- A What is a rhinoceros like?
B It is big. It has four legs. It has horns.

- a. A What is _____ like?
B It has a pouch. It has a long tail. It is a fast runner.
- b. A What is _____ like?
B It is intelligent. Like people, it has two arms. Its ears are long.
- c. A What is _____ like?
B It is like a horse. Its coat is beautiful with stripes. It has four legs.
- d. A What is _____ like?
B Its coat is white. It is big and strong.
- What is _____ like?

18 Complete the question in the following dialogue.

EXAMPLE

- A How does a kiwi look like?
B It has two legs. It has no tails.

- a. A How does a whale look like?
B _____
- b. A How does a turtle look like?
B _____
- c. A How does a panda look like?
B _____
- d. A How does a bear look like?
B _____
- e. A How does a mousedeer look like?
B _____

19 Listen to the story of "King of the Jungle" and answer the questions.

- a. Which animal has stripes on its body?
b. Is the chimpanzee a clever animal?
c. What kind of neck does a giraffe have?
d. What does the rhinoceros have on its stout?
e. Who is the King of the Jungle?

UNIT 6

The Cattles

1 Practise the conversation in the pictures with your partner.



Can you think of other questions which Duddh and Tom might have asked to each other? Work in pairs. Pretend to be Duddh and Tom and ask each other questions.

2 Read the information given.

My name is Nelly the Cow. I'm here to tell you about myself and the milk I give.

I'm a dairy cow. I'm healthy and I can produce 4,000 litres of milk a year. I sometimes need 25 kg of feed and 70 litres of water a day.

Milk is a nourishing food. It has all the nourishing substances that you all need for growth and good health. It contains carbohydrates, fats, minerals, proteins and vitamins.



3 Now complete the form.

a. Describe in your own words about Nelly the Cow.

b. Write why children should drink milk.

4 Vocabulary: find the following words in the

2. Pronounce them then find the mean

| NOUNS | |
|----------------|--------------------|
| • milk | /milk/ |
| • hire | /ˈhɪə(r)/ |
| • cow | /kaʊ/ |
| • feed | /fi:d/ |
| • water | /ˈwɔ:tə(r)/ |
| • food | /fu:d/ |
| • substance | /ˈsʌbstəns/ |
| • growth | /graʊθ/ |
| • health | /helθ/ |
| • carbohydrate | /ˈkɑ:bəʊhaɪd्रेɪt/ |
| • fat | /fæt/ |
| • mineral | /ˈmɪnərəl/ |
| • protein | /ˈprəʊtɪn/ |
| • vitamin | /ˈvɪtəmɪn/ |

- produce
- contain

- dairy
- healthy
- nourishing

5 Complete these sentences with the nouns

- Vitamins and minerals are important for children's _____.
- Can I have a glass of _____? I'm very thirsty.
- Milk contains of _____.

is a healthy _____.
 is normally for cows' _____.
 thing _____ is important for children's growth and health.
 need 5 _____ of water a day.
 cows, goats also produce _____.
 are bred for its milk.

complete these sentences with the verbs in **4**.

_____ eggs.
 _____ of milk _____ rich vitamins.




complete these sentences with the adjectives in **4**.

gh he is thin, he is very _____.
 and vegetables are _____ food.
 _____ cows produce milk.

ork in pairs and ask each other 2 questions for each picture. Use the pictures and the words given to help you.

PLE
 ve-vegetables
 bbits move?
 pp.

What do rabbits eat?
 Rabbits eat vegetables.

| | | |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  <p>_____s-run-grass</p> |  <p>horses-run-grass</p> |  <p>gh hehek sedang ducks-swim-worms</p> |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

9 Find out what is wrong with the statements. Then write the correct statement. Use the words in the box below to help you.

kid worms water swim birds

- a. Ducks and geese run.
- b. A young goat is called a calf.
- c. Fish and birds eat meat.
- d. Fish live in burrows.
- e. Parrots are insects.

10 Write five sentences about what is wrong with the picture.

EXAMPLE

Fish swim. They don't fly.



11 Study these rules.

EXPRESSING THE SUPERLATIVE