

INCREASING THE VOCABULARY MASTERY BY USING
REAL OBJECTS IN WORKSHOP FOR IE1 STUDENTS
OF SMK TEKNOLOGI BALUNG
IN THE 2000 / 2001
ACADEMIC YEAR

REPORT WRITING



Proposed as One of the Requirements to Get S1 Degree
at the English Education Program of the Faculty of
The Teacher Training and Education
Jember University



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JEMBER UNIVERSITY
2003

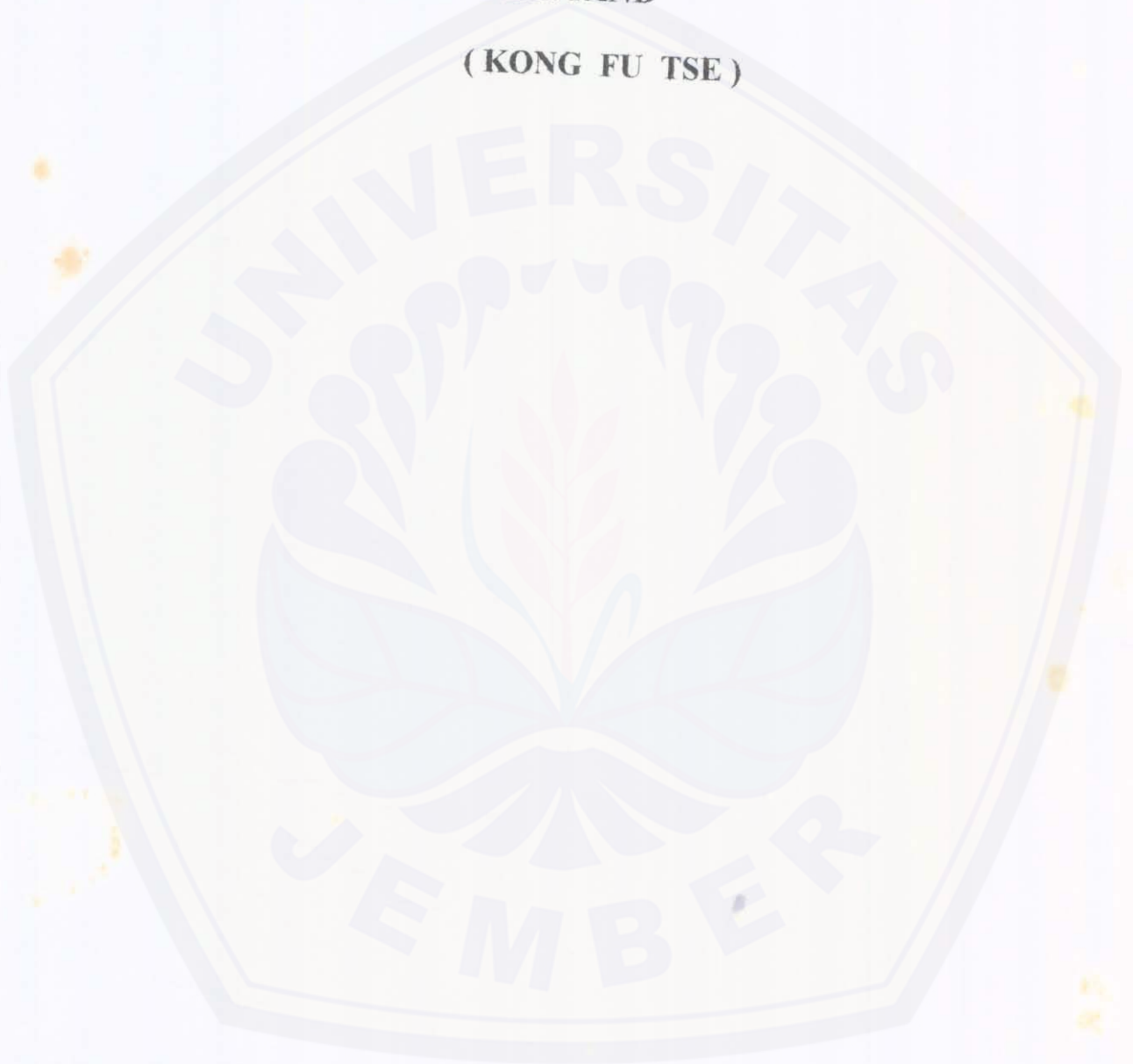
MOTTO :

I HEAR AND I FORGET

I SEE AND I REMEMBER

I DO AND I UNDERSTAND

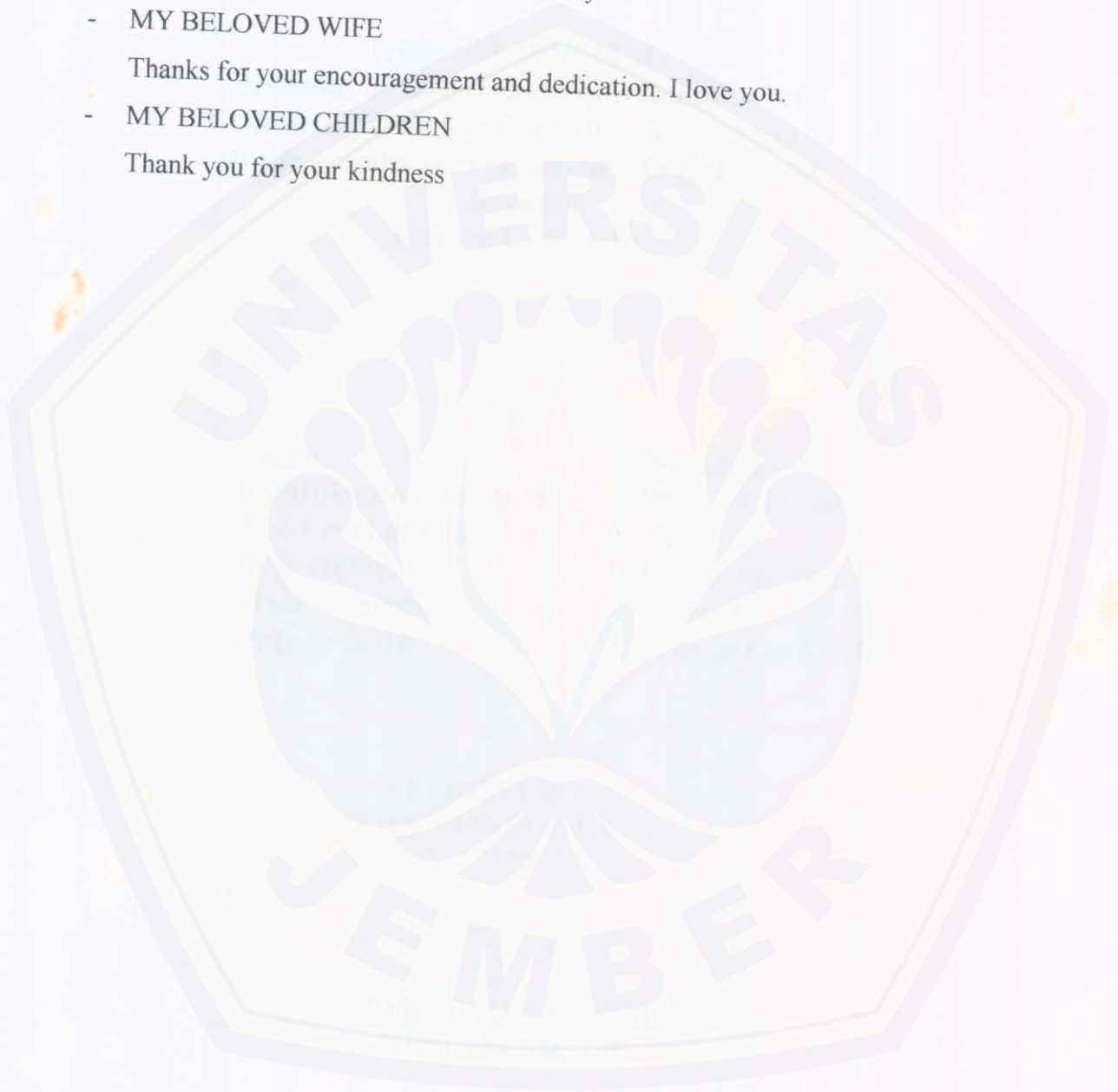
(KONG FU TSE)



DEDICATION

THIS REPORT WRITING IS HONORABLY DEDICATED TO :

- MY BELOVED PARENTS.
Thanks for your support, may God bless you.
- MY BELOVED WIFE
Thanks for your encouragement and dedication. I love you.
- MY BELOVED CHILDREN
Thank you for your kindness



APPROVAL SHEET

Approved and Received by
the examination committee of Faculty
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TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT APPROVAL SHEET	iv
EXAMINER APPROVAL SHEET	v
TABLE OF CONTENTS	vi
ACKNOWLEDGEMENT	viii
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
1.1. Background of The Research	1
1.2. Problem of The Research	2
1.3. Scope of the Research	2
1.4. Purpose of the Research	2
1.5. Significance of The Research	2
1.5.1. For English Teacher	2
1.5.2. For Students	3
1.5.3. For Principal	3
CHAPTER II THEORITICAL FRAMEWORK	4
2.1. The Importance of Media	4
2.2. Kinds of Media	4
2.3. Real Objects	5
2.4. Vocabulary Mastery	6
2.5. Workshop	6
2.6. Research Hypothesis	7
CHAPTER III RESEARCH METHOD	8
3.1. Research Setting	8
3.2. Research Procedures	8

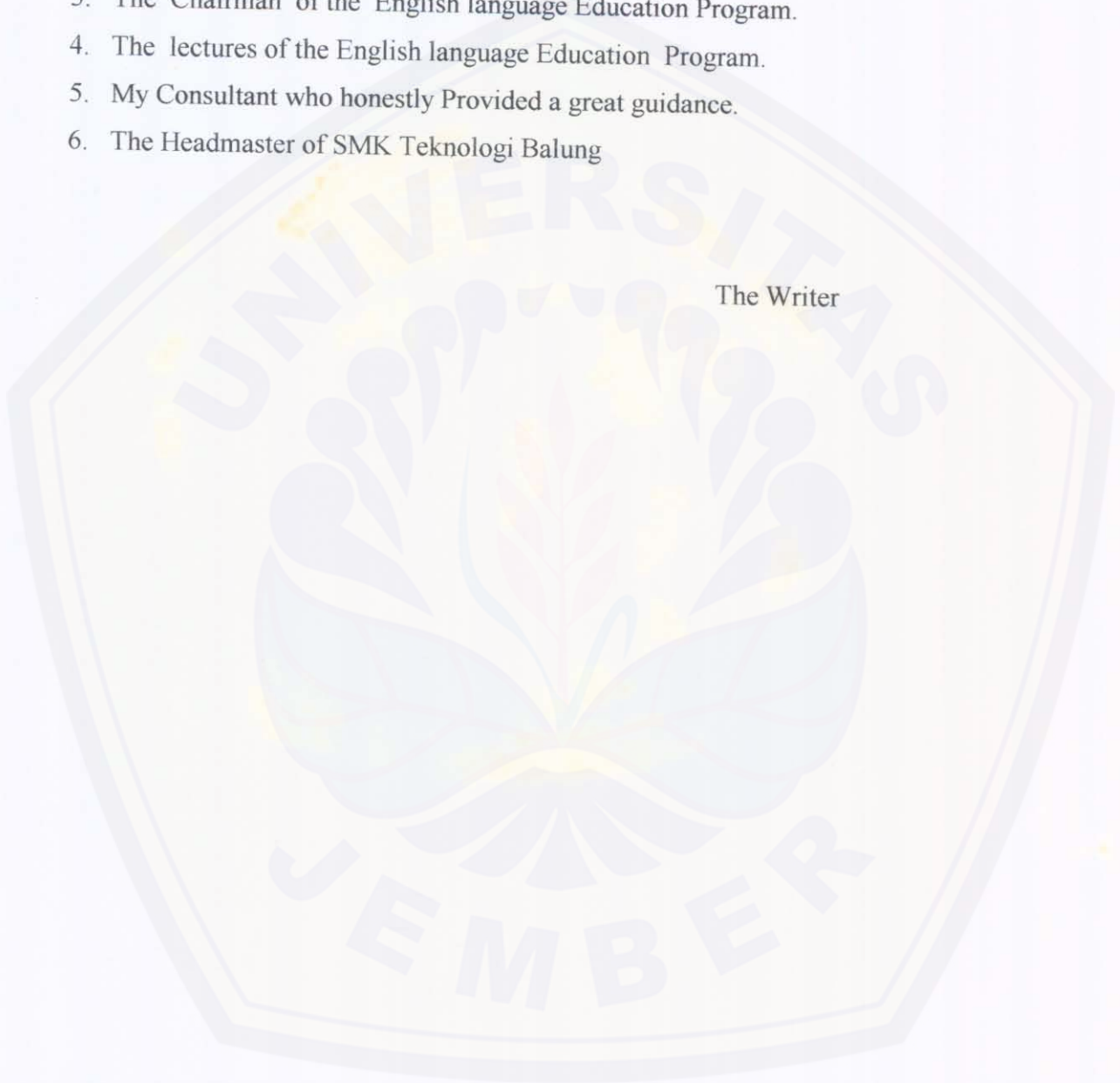
3.2.1. General description of The Research	8
3.2.2. Research Procedures	8
a. Preparation	8
b. Implementation	9
c. Monitoring and Evaluation	9
d. Analysis and Reflection	10
CHAPTER IV RESULTS AND DISCUSSION	11
4.1. Result of action in cycle I	11
4.1.1. Result of observation in cycle I	11
4.1.2. Result of vocabulary lest in cycle I	12
4.2. Result of action in cycle II	13
4.2.1. Result of observation in cycle II	13
4.2.2. Result of vocabulary lest in cycle II	14
4.2.3. Discussion	15
CHAPTER V CONCLUSION AND SUGGESTION	16
5.1. Conclusion	16
5.2. Suggestion	16
BIBLIOGRAPHY	
APPENDICES	
1. VOCABULARY TEST IN CYCLE I	
2. VOCABULARY TEST IN CYCLE II	
3. LESSON PLAN IN CYCLE I	
4. LESSON PLAN IN CYCLE I	
5. MATERIAL ANALYSIS OF THE SUBJECT	
6. MATRIX OF THE RESEARCH	

ACKNOWLEDGEMENT

In particular I would like to express my thanks to:

1. The Dear of the faculty of Teacher Training and Education , Jember University.
2. The Chairman of the language and Art Education Department.
3. The Chairman of the English language Education Program.
4. The lectures of the English language Education Program.
5. My Consultant who honestly Provided a great guidance.
6. The Headmaster of SMK Teknologi Balung

The Writer





1.1. Background of The Research

English has been being used internationally in all aspects of life, by lecturers as a mean of transforming knowledge, by pharmhatic industries to write down the direction of using certain products, by businessmen to confirm (memorandum of understanding, letter of intent, letter of credit), by tour guides to lead groups of tourists, by electrical producers to explain the specification of their products, by journalists to present the latest news and so forth.

A vocational school in technology (Technology SMK) is designed to prepare skilled labors at the medium level. The students should be well prepared before they involve themselves in the real work-place, since more foreign industries and other manufacturing institutions are founded, the more labors are employed in Indonesia, vacancies are becoming more competitive. The first choice undoubtedly coming to the best quality of man-power to face the challenging opportunity is another problem. Having practical skills in technology and mastering English well might be the solution of problem.

Technology SMK provides more practice than theory to it's student, They spend more time in the workshop in which the real objects as the target vocabularies are available. They face the same mechanical tools in doing their daily routine practise, The students do and operate them in the workshop frequently, therefore it might be easier for the student to gain instructional objectives and to get better memory.

Technology SMK provides certain vocabularies which are characterized by its academic background. The students should be well informed on technical terms to support their routine works. The availability of real objects in the workshop might be a better alternative to choose as a conducive media to do teaching and learning process, Learning by doing using real object is one of the possible way to create the teaching and learning activities better, more attentive, more communicative and more challenging.

Furthermore, it is very often that many graduates of this institution are invited to join extra short course by distributors and authorized dealers before handling the

heavy duty as a qualified mechanic and staff whose job is informing the specification of certain products to customers. Therefore, the students should have mastered practical, applicable and understandable technical terms in English. More specifically the students should master about the technical terms in the forms of operational procedures, the description and characteristics of certain things, the specification of products, warnings, instruction and sectional work of the engine. By working in the workshop in deliberately they learn much about a lot of things in English without coming into the classroom. Nevertheless English still assumed to be a supplementary subject, even it tends to be neglected by the students of technology SMK.

Following the reflection it was found that most of the students were less motivated, very passive, frustrated and noisy in learning English. The above condition has inspired the researcher to hold an action research by inviting the students to come into the workshop to do teaching and learning vocabularies using real objects.

1.2. Problem of the research

Following the research background the research problem is formulated as follows ;

“ Is the vocabulary mastery able to be increased by using real object in the workshop for I E 1 students of Technology SMK in the 2000/2001 academic year ?“.

1.3. Scope of the research

The scope of the research is ;

“Increasing the vocabulary mastery by using real object in workshop for I E 1 students of Technology SMK Balung in the 2000/2001 academic year”.

1.4. Purpose of the research

This research aimed to know whether the vocabulary mastery is able to be increased by using real objects in workshop for I E 1 students of Technology SMK Balung in the 2000/2001 academic year

1.5. Significance of the research

The research result will give some significance to the following people ;

1. 5. 1. For English Teacher

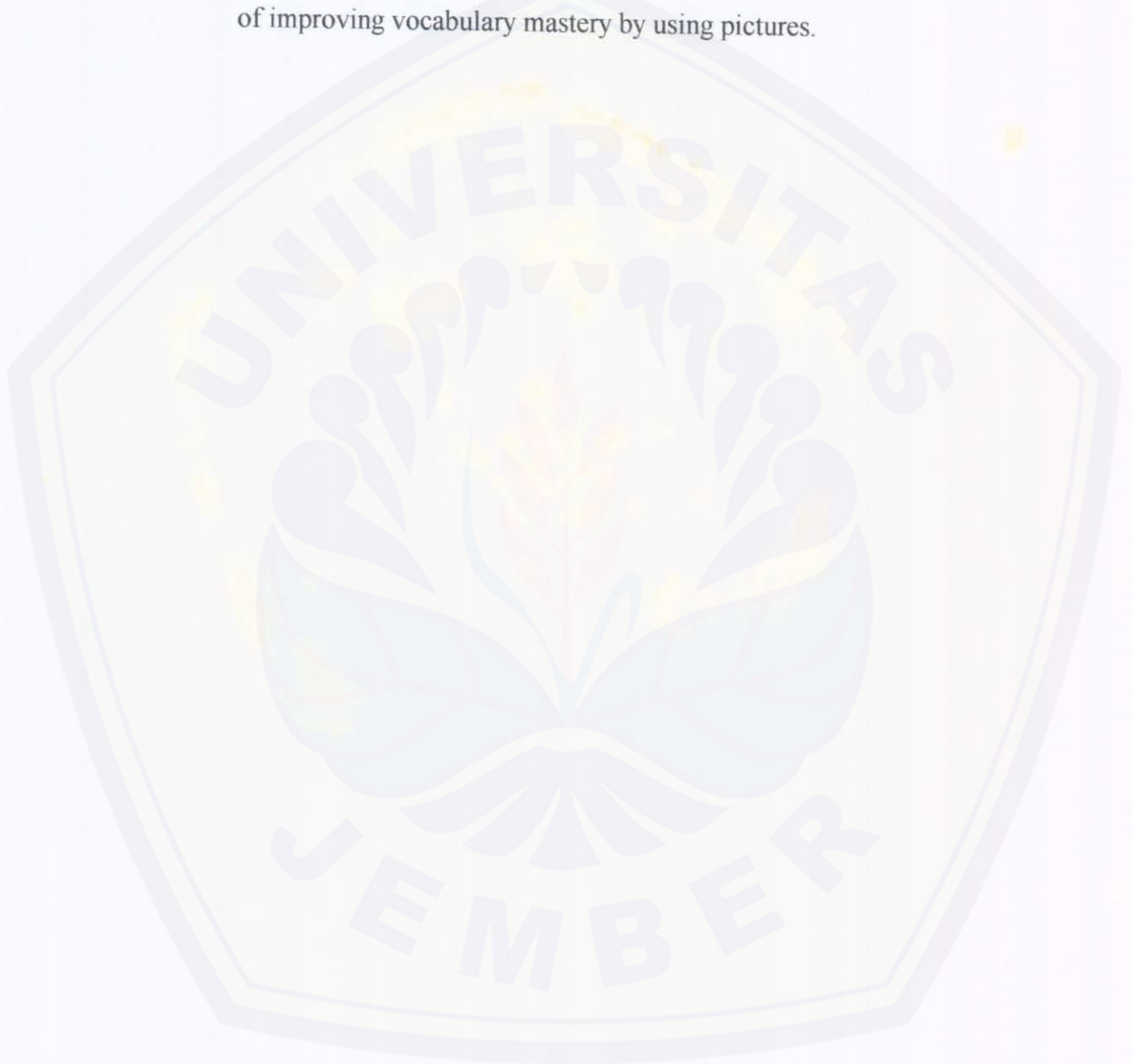
To give information about the effectiveness of using real object in workshop to increase the vocabulary mastery.

1. 5. 2. For Students

To ensure that real objects are very helpful for improving their vocabulary mastery.

1. 5. 3. For Principal

To give input to other researchers to conduct other researches with the similar topic. For example, conducting action research in the focus of improving vocabulary mastery by using pictures.





2.1. The Importance of Media

Media is considered as one of the important learning instrument in English teaching and learning process. It can help the teachers to run the process of teaching and learning more effectively and efficiently. This is because the instruments can arouse the student motivation or desires to know about the learning material learned (Soekartawi 1996 : 73)

In addition Gerlach (1980 : 370) says that the function of media in the process of teaching and learning are to develop the communicative activity, to support the learners participation, to attract their attention and to overcome the learning obstacles occur in the classroom. Further Soekartawi (1996 : 73) says that media can motivate the students provide more systematic learning order, give selective example, reinforce the learners' cognition about the learning content and give relax impression in studying.

Relevant to the idea above Hamalik (1994 : 15) notes that the advantages of using media is as follow :

1. To reduce verbalism
2. To create students more attentive
3. To give basic foundation to the next topic
4. To give real experience to student
5. To create regular and continuative thinking
6. To increase students achievement of language activity and
7. To avoid monotonous.

Following the ideas it can be concluded that media has an important role in teaching and learning process for both teachers and students to help them achieving the instructional objectives.

2.2. Kinds of Media

Typically media can be Auditive or Visual, Auditive means that the media can be listened easily such as radio, tape recorder, Gramophone etc.

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While visual media means that the media is easily seen by bare eyes, like real objects, pictures, photographs, diagram etc. (Davies 1991 : 154). Both are possible to use as long as they are contributive toward the better mastery on to the instructional objectives.

According to Gerlach (1980 : 241) “ Medium of instruction should be selected on the basis of its potential for implementing a stated objective. The appropriateness of using media enable the learners to acquire knowledge, skill and attitude.

This research was focused on the usage of real objects to improve the vocabulary mastery for I 1 students of Technology SMK Balling 2000/2001 academic year.

2.3. Real Objects

For some reasons projected and recorded media can be used as instructional media but they are poor substitutes for experiences with real object (Gerlach 1980 : 375).

The visual impression is the one which can be most easily interpreted and identified, It is the longest lasting and most readily to other sensory experiences (Gerlach 1980 : 248).

As a part of visual aids, of course, real objects will give effects to the students achievement on vocabulary, since real objects can be very helpful and fully representative in teaching and learning language, They can provide secondary experiences and enable the students to get information easier because it is more realistic than that of using verbalism.

Gerlach (1980 : 376) states that the advantages of using real objects are as follows :

1. Real objects is potential to increase realism
2. Real objects are preferred when authenticity is desired
3. Real things provide realism
4. Real things and model can frequently be handled and manipulated, assembled and observed very closely
5. Space can be compressed

6. Both people and parents can be extremely valuable allies in building collection of real things.

From the ideas above it can be concluded that real things are informative, representative, advantageous and clearly contributively toward the successful teaching learning process.

2.4. Vocabulary Mastery

Vocabulary is the collection of words a person knows and uses in speaking, writing and reading (Webster 1983 : 521), While mastery is a complete control (Hornby 1982 : 523). Thus vocabulary mastery is the collection of words which are completely controlled (mastered) by a person in speaking, writing and reading.

Each of utterances comprises vocabularies to construct meaningful sentence. The more vocabularies the students, have the easier for them to understand what the sentence is about. Having a good mastery on vocabulary enables the students to be a fluent in speaking to be good writer and to understand easily the content of reading text. No doubt vocabulary mastery is very important.

2.5. Workshop

Workshop is a room or building in which things, especially machines, are made or repaired (Hornby 1976 : 993). The workshop of Technology SMK is designed to be well equipped with learning material in the framework of preparing the skilled labors. They learn by doing a learning material in the workshop, such as learning the principal work of a certain component of machine, the partial work engine, the principal works of tools, the procedures of operating the tool are the like. The students would get better mastery because the learning material is not only understood conceptually but also practically or operationally. That is why using workshop in which the real objects are available is the best strategy to conduct teaching and learning process to be

more attentive, more communicative, more contributive, more variative and more challenging and to increase the vocabulary mastery in turn.

2.6. Research Hypothesis

The hypothesis of this research is that the use of real objects in the workshop increases the vocabulary mastery for the first year students of SMK Teknologi Balung in 2000 / 2001 academic year.



CHAPTER III RESEARCH METHOD

3.1. Research Setting

This classroom action research was conducted at Technology SMK Balung Jember which is situated on Jalan Rambipuji 33 Balung. This school provides four departments, Department of Electricity, Metal Fabrication, Automotive and Building.

The research was focused on to the I E1 electric department, semester I, 2000-2001 academic year. This class was chosen because the students were the most poorly motivated, the worst input and their academic capability was low.

The respondents consisted of 28 students, They were invited to come into the workshop to get treatment using real objects available in the workshop based on the target vocabulary under the theme “IDENTIFYING TOOLS AND OBJECTS and DESCRIBING FUNCTION OF THE TOOLS“ within a month.

3. 2. Research Procedures

3. 2. 1. General Description of the Research

This action research was designed to be implemented collaboratively by researcher as a teacher and another teacher as the observer. This action research was carried out in two cycles consisting of four steps as follow :

1. Planning action
2. Implementing action
3. Observation and
4. Reflection (Elliot 1991 : ...).

3. 2. 2. Details of the Research Procedures

a. Preparation

The following steps we done before conducting the action :

1. Preparing them and sub themes to presented
2. Preparing real objects as teaching media
3. Preparing instrument of vocabulary test

4. Designing the main procedures how to present real objects as teaching media
5. Preparing the instrument of monitoring and evaluation.

b. Implementation

This action research was carried out during the school within a month based on the prepared lesson plan by inviting the students to come into the workshop. While the teacher was presenting the learning material the collaborator noted down all the phenomenon happening during the action.

Cycle one (teaching vocabulary trough real object in classical way).

The student stood in a row while the teacher was introducing each of the target vocabularies i.e..

Identifying tools and objects by repeating what the teacher has said.

Cycle two (teaching vocabulary trough real object in groups).

Unlike cycle one, in cycle two the students stood if front of the bench on which the real objects are available for each of them, while the researcher was displaying how to use certain tools by uttering what the researcher doing in English, On the other hands the students were identifying the function of certain tools

c. Monitoring and Evaluation

The most ultimate concern of this step is noting down all the problems found during the process of teaching and learning and also the improvement of the students vocabulary focusing on the use of real objects in the workshop by means of checklist containing the observed indicators.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter will discuss the result of the research implementation both in first cycle and second one. Besides it will also present the result of the observation done in the workshop dealing with the students during the implementation of the action. Further this chapter will present the English vocabulary scores gained by the students at the end of the cycle taken from their vocabulary test.

4.1. Results of Action in Cycle I

4.1.1. Results of Observation in Cycle I

When the students were invited to come into the workshop for the first time they wonder what the researcher was going to do with them, since it was not a vocational class but an English class.

Soon after they were asked to stand in a row in front of the tool, board and watch the researcher taking down some of the tools from the tool-board, they became more and more enthusiastic to know what the researcher would do.

The students paid more serious attention as soon as the researcher asked them to listen and repeat what the researcher said by observing what tools the researcher showed repeatedly and alternately.

It seemed that they did not want to loose their concentration since the researcher asked the students to identify and name each of the tools randomly.

Even the students focused more on the tools being demonstrated because the researcher asked the student to identify and name each of the tools individually and they did not want to fail to do it, while the other students were waiting and waiting their turn by raising their hands to show that they were able to do as their friends did.

No wonder the atmosphere of teaching and learning process in the workshop run smoothly effectively, more attentively and more challenging and the only thing the researcher should do just spelling the name of the tools alphabetically.

4.1.2. Results of Vocabulary Test in Cycle I

To know the process of teaching and learning, the researcher gave the students the vocabulary test writtenly with 20 items using objective test and range of the score 1 to 100. The result of the test is reported in Table 2.

Table 2 Data of the Students' Vocabulary Test-Score in the Cycle I

NO	RESPONDENT	SCORE
1	Ichwan Wahyudi	70
2	Imam Ghojali	60
3	Imam Syafi'I	65
4	Iswandi	55
5	Ivan Dwi Fauzi	60
6	Khoirul Nur Hidayat	75
7	Kikik Sugianto	70
8	Krisdianto	75
9	Kutub Robbani	60
10	M. Iqroni	65
11	M. Samsul Arifin	70
12	Mahbub Junaidi	50
13	Miftahul Huda	65
14	Misbahul Munir	60
15	M. Asir	65
16	M. Erfan Efendi	70
17	Moh. Khotib	75
18	Moh. Rofiq Efendi	50
19	Moh. Machfudz	60
20	Moh. Rohim	75
21	Moh. Arifin	70
22	Moh. Qomaruddin	60
23	Moh. Unif	60
24	Moh. Dahlan	80
25	Moh. Mijib	75
26	Moh. Rizal	55

27	Moh. Ali Fauzi	65
28	Moh. Yusron	70
N = 28		X = 1830
Mean		65,36

Based on the Table 2 there were still 28% of the students failed to achieve passing grades, although the average score has met the minimum mean intended by curriculum. This means that there should be any efforts to minimize the percentage of the students who failed to gain passing grade.

That is why researcher tried to do the cycle two with different theme and some revision of the of the lesson plan by making participants smaller in number and facilitating them with closer real objects

4.2. Result of the Action in Cycle II

4.2.1. Results of the Observation in the Cycle II

Unlike the action in cycle I, in the cycle II the class atmosphere was more conducive than the first one, because they had been familiar well with the objects available on the bench in front of them (not on the tool -board as they had in the first cycle), Besides the students tried hard to remember what were those tools expressed in English even they had worked cooperatively before they were asked some Questions by the researcher as review.

As soon as the students tried hard to memorize the name of each objects, they moved their attention on to the researcher who asked them to hold on the objects as the researcher had (brought and did what the researcher instructed and repeated what the researcher said in group.

Since the number of participants is smaller in number they were easily and better controlled in spite of waiting their turns, They identify each of the function of the objects/tools displayed (demonstrated by the researcher in order not they had difficult in joining the class when their turn come).

In the beginning of the second cycle, the students had already been more attentive had high motivation and a good ambition to follow the

instructional process and not so embarrassed anymore to get involve in the communicative activity. It was not so difficult for them to share with the researcher in language activity during the teaching and learning process. They seemed more familiar with objects showed.

They aggressively responded to all of the given questions, Most of them looked so brave to expresses their own ideas about what the researcher had asked. Nobody was really becoming static, but they actively get involved in the teaching and learning process.

4.2.2. Results of Vocabulary Test in Cycle II

Having been treated using real objects to workshop with closer real object available in front of the students, to researcher gave them vocabulary test with 20 items in the form of objective test in accordance with the theme “ Describing Function of the Tools “ The result of the students vocabulary test-score are reported in the table below.

Table 3. The students ‘ Vocabulary Test-Score in Cycle II ’

NO	RESPONDENT	SCORE
1	Ichwan Wahyudi	75
2	Imam Ghozali	85
3	Imam Syafi’I	60
4	Iswandi	65
5	Ivan Dwi Fauzi	70
6	Khoirul Nur Hidayat	75
7	Kikik Sugianto	70
8	Krisdianto	70
9	Kutub Robbani	65
10	M. Iqroni	65
11	M. Samsul Arifin	70
12	Mahbub Junaidi	60
13	Miftahul Huda	65
14	Misbahul Munir	60

15	M. Asir	65
16	M. Erfan Efendi	80
17	Moh. Khotib	75
18	Moh. Rofiq Efendi	65
19	Moh. Machfudz	75
20	Moh. Rohim	65
21	Moh. Arifin	80
22	Moh. Qomaruddin	65
23	Moh. Unif	70
24	Moh. Dahlan	70
25	Moh. Mijib	65
26	Moh. Rizal	65
27	Moh. Ali Fauzi	75
28	Moh. Yusron	75
N = 28		X = 1935
Mean		69,11

The table showed that there were only three students or 0,84 % failed to gain the passing grade and also significant mean improvement of the of the scores (65,36 to 69,19)

4.2.3. Discussion

Based on Table 2 and 3 above, it was known that the average score of the students' vocabulary achievement test in Cycle I was 65,36 and there were still 28% of the students failed to get the passing grade. However in Cycle II the mean score of the students vocabulary achievement was 69,11. In addition there were only 0,56% who failed to gain the passing grade it mean that there was a significant improvement on vocabulary mastery after having been treated by using real objects in the workshop.

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analyses the following points can be concluded :
The use of real objects in the workshop could increase the vocabulary mastery of the students for I E1 students of SMK Teknologi Balung. In the 2000 / 2001 academic year..

5.2. Suggestion

Factually, the real objects in the workshop greatly affect in improving the vocabulary teaching and learning process that's why it is highly recommended for :
The English teacher to use real objects available in the workshop as the teaching media to increase the vocabulary mastery for I E1 students of SMK Teknologi Balung. In the 2000 / 2001 academic year.



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Vocabulary test

Theme : Identifying tools and objects

Class / Semester : I / I

Allocated time : 60 Minutes

Choose the correct answer among the option given by crossing a, b, c, d or e

1. This is a

- a. Screw-driver
- b. Spanner
- c. Set-square
- d. Scissors
- e. Hammer



2.



It is called a in English

- a. Cable
- b. Rope
- c. Ladder
- d. Set-Square
- e. Clock

3. X : What is this ?

Y : Its is a

- a. Vice
- b. Wrench
- c. Jack
- d. Water-pump
- e. Plane



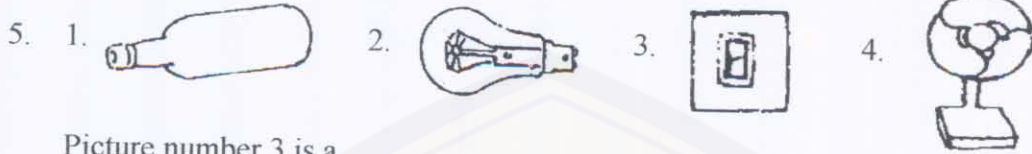
4. X : Is this a

Y : Yes, it is.

- a. Pliers
- b. Chisel



- c. Bench
- d. Nail
- e. Drill



Picture number 3 is a

- a. Bulb
- b. Switch
- c. Spark-Plug
- d. Fan
- e. Bottle



- a. Drill
- b. Goggle
- c. Chisel
- d. Nut
- e. Saw



- a. Screw and cap
- b. File and nail
- c. Bolt and nut
- d. Tap and switch
- e. Nut and wrench

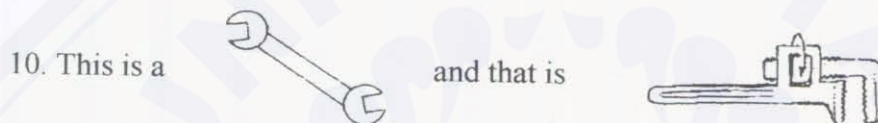
8. A pair of has two blades

- a. Knife
- b. Pliers
- c. Pincers
- d. Scissors

e. Tweezers



- a. Bulbs
- b. Tube-Lamps
- c. Lighters
- d. Circular Lamp
- e. Jacks



- a. Wrench – Screw-driver
- b. Hammer – knife
- c. Spanner – Wrench
- d. File – Chisel
- e. Weld - Lathe

11. A has a wooden handle and metal head.

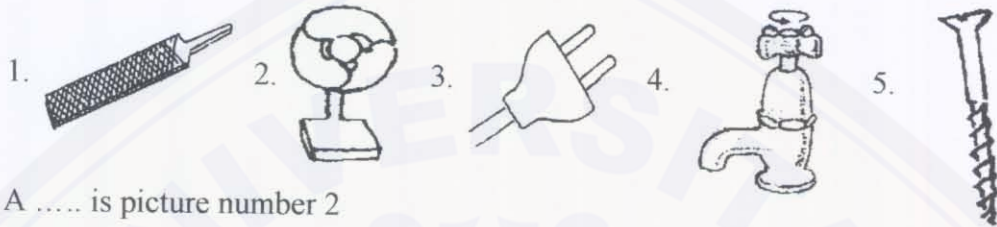
- a. Hack – Saw
- b. Screw – Jack
- c. Test – Pen
- d. Hammer
- e. Fuse

12. A Protects our eyes while we are welding the objects

- a. Over all
- b. Set- Square
- c. Goggle
- d. Snipers
- e. Spark-Plug

13. A car has four to stand on.

- a. Clutches
- b. Brakes
- c. Wheels
- d. Plug
- e. Gears



14. A is picture number 2

- a. Fan
- b. File
- c. Tap
- d. Plug
- e. Nail

15. Picture number 5 is called in English

- a. Fan
- b. File
- c. Screw
- d. Plug
- e. Nail

16. X : What object is picture number 1 ?

Y : It is a

- a. File
- b. Fan
- c. Tap
- d. Plug
- e. Nail

17. X : Is picture number 3 tap ?

Y : No. It is a

- a. Plug
- b. Jack
- c. File
- d. Screw
- e. Nail

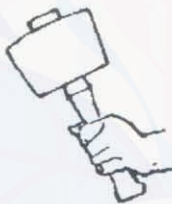
18. X : Which picture is a tap ?

Y : It is the one number

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

19. What tool is it ? It is a

- a. Water-pump
- b. Brander
- c. Gas Cylinder
- d. Tool-board
- e. Mallet



20. What do you call the tool below ? we call it as a

- a. Saw
- b. Drill
- c. Set-Square
- d. Test-File
- e. Socket



Vocabulary test

Theme : Describing function of tools / objects

Class/semester : I/I

Allocated time : 60 Minutes

Choose the correct answer among the option given by crossing a, b, c, d or e

1. X : How do you loosen the nut ?

Y : Using a

- a. Welder
- b. Screw-driver
- c. Spanner
- d. Jack
- e. Grinder

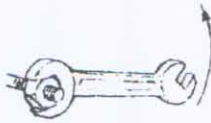
2. We cut the wood with a

- a. Saw
- b. wrench
- c. anvil
- d. Plane
- e. File

3. We need a to drive in the nail

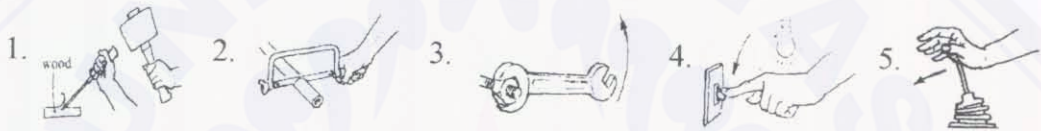
- a. Hammer
- b. pliers
- c. Scissors
- d. Switch
- e. Lever

4.



The picture above show us

- a. How the spanner tighten the nut
- b. How the nut loosen the spanner
- c. How the spanner loosen the nut
- d. How the nut tighten the spanner
- e. How the spanner strengthen the nut



5. Picture show us how the chisel hale the object

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

6. X : What does picture show us ?

Y : It show us how the saw cut the pipe.

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

7. Picture number 4 show us

- a. How the switch turn on the light
- b. How the hammer drive in the nail
- c. How the switch turn off the light
- d. How the spanner loosen the nut

- e. How the saw cut the pipe
8. "Moving the gear position using lever" is shown by picture number
- 1
 - 2
 - 3
 - 4
 - 5
9. How does the electrician test the current with ? a
- With a plug
 - With a cable
 - With a test-pen
 - With a switch
 - With a oscillator
10. The carpenter levels the plant using a
- Plane
 - Trowel
 - Hacksaw
 - Chisel
 - Water-pass
11. T : What do you need to smoothen the surface of metal-work piece ?
S : We need a
- Vice
 - File
 - Calliper
 - Brander
 - Screw-jack
12. The mechanic pulls the nail out using
- Spanner
 - Pliers

- c. Wrench
- d. Drop-fagged
- e. Drill

13. X : How do you tighten the screw ?

Y : Using a

- a. Screwdriver
- b. Locker
- c. Grinder
- d. Pliers
- e. Screw-driver

14. X : How do you tighten the nut ?

Y : Using a



15. They chip the object using before they cut it.

- a. File
- b. Vice
- c. Wrench
- d. Punch
- e. Toggle

16. People connect and disconnect the current using this tool. It is a
- Switch
 - Lever
 - Scissors
 - Socket
 - Test-pen
17. This tool cuts the metal-plate into two. It is a
- Pincers
 - Axe
 - Chisel
 - Scissors
 - Bench
18. It is the vital part of the motorcycle, it ignites and burn the fuel gas when starter knob is pressed. It is a
- Spark-plug
 - Fly-wheel
 - Crankshaft
 - Piston
 - Carburettor

19. It is a  People use it

- To make air cool
- To mix the air
- To rotate the turbine
- To generate the fan
- To decorate the room

LESSON PLAN

Subject	: English
Theme	: Identifying Objects
Class Semester	: I / II

- I. The general objective (competency)
The students are able to identify the tools and objects.
- II. The specific objective (indicator)
 1. The students are able to show some tools and objects commonly used in the workshop (max 40 words).
 2. The students are able to mention the tools and objects commonly used in the workshop
- III. The source of learning
 - English curriculum 1994
 - Objects / tools available in the tool-board and workshop
 - English for STM
- IV. The teaching and learning process.
 - a. The opening
 - Greeting
 - Providing some leading question
 - b. The main activity
 1. Teacher took down the tools from the tool-board.
 2. Teacher showed each of the tools / objects.
 3. Students observed each of the objects.
 4. The teacher told the names of the objects.
 5. Students listened and repeated what the teacher told and said.
 6. Teacher asked the students the name of objects in turn.
 7. Teacher asked the students as a model.
- V. The Closing Activity
The teacher gave the students vocabulary test orally using real objects

VI. Media

1. Tool available in the tool-board
2. Real objects

VII. Evaluation

(See a vocabulary test)

Principal



(Soetarno, BA)



Balung, September 9th, 2003

Teacher



(Nurkholis)



LESSON PLAN

Subject	: English
Theme	: Describing function of objects
Class Semester	: I / I

- I. The general objective (competency)
The students are able to describe the tools and objects.
- II. The specific objective (indicator)
 1. The students are able to express the function of tools in the workshop.
 2. The students are able to use the tools based on each of their function.
- III. The source of learning
 - English curriculum 1994
 - Objects / tools available in the workshop
 - English book for STM
- IV. The teaching and learning process
 - a. The opening activity
 - Greeting
 - Providing some leading question
 - b. The main activity
 1. The teacher asked the students to make grow of ten around the bench.
 2. The teacher put down the objects (tools) on the bench.
 3. The teacher demonstrated how to use the tools and said what he / she did is English.
 4. The Students did and said as the teacher had done and said.
 5. The teacher asked the students as a model to do questing and answering.
 6. The teacher asked the students do what the teacher said.
 - c. The closing activity
The teacher gave the students vocabulary test orally
- V. Media
 - a. Tool available in the workshop
 - b. Real objects
- VI. Evaluation

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(See a vocabulary test)

Principal



(Soetarno, BA)



Balung, October 1st, 2003

Teacher



(Nurkholis)



THE OBSERVATION GUIDE IN CYCLE I

Students activities in teaching learning process.

No.	Aspects Observed	Most	Plenty	Some	A few
1.	Paying attention to the real objects		√		
2.	Asking the questions				√
3.	Answering the teacher's question			√	
4.	Working in pairs	√			
5.	Doing individual tasks		√		
6.	Making note the materials	√			
Total Number		13	7	5	3
Percentage		47 %	25 %	16 %	12 %

THE OBSERVATION GUIDE IN CYCLE 2

Students activities in teaching learning process.

No.	Aspects Observed	Most	Plenty	Some	A few
1.	Paying attention to the real objects	√			
2.	Asking the questions			√	
3.	Answering the teacher's question		√		
4.	Working in pairs				√
5.	Doing individual tasks	√			
6.	Making mate the note materials	√			
Total Number		16	8	3	1
Percentage		57 %	29 %	10 %	4 %

ANALISIS PROGRAM DIKLAT ADAPTIF

PROGRAM DIKLAT : BAHASA INGGRIS
TINGKAT : I
JAM PEMBELAJARAN : 120 JAM PELAJARAN

KODE	TOPIK DAN SUB TOPIK	URAIAN MATERI	KRETERIA UNJUK KERJA	WAKTU (JAM)	ALAT DAN MEDIA	KODE TOPIK YANG MENDASARI
1.	a. Greeting	<p>Expressing greeting :</p> <ul style="list-style-type: none"> - Good morning Mr. Edy - How are you getting on ? . Fine, thanks. - How do you do ? Mr. Robert . Very well, thanks Nice to meet you. etc. 	<ul style="list-style-type: none"> - Mengungkapkan salam pada waktu bertemu / waktu berpisah - Menyampaikan ucapan salam dan menanggapi sapaan / ucapan selamat 	6	Buku Paket - Gambar - Chart	-
	b. Introduce oneself	<ul style="list-style-type: none"> - How do you do Mr. Bambang ? . I am very glad to meet you - Mr. Edy, this is Mr. Budy S. a new colleague in our Company - Oh. How do you do Mr. Budy . Nice to see you. - Have you meet Mr. Rony . Yes, we ever. - May I introduce my self ? . Yes, please ! 	<ul style="list-style-type: none"> - Mengungkapkan perkenalan diri sendiri - Mengungkapkan diri sendiri maupun orang lain <p>Mampu berkomunikasi (Conversation) dengan orang lain</p>			Greeting
2.	Identifying occupation and Nationality	<ul style="list-style-type: none"> - The man is technician - Mr. Rony is an Electrician - He (She) is an Indonesia - Where is Mr. Rony come from ? . He comes from England - What is Mr. Rony's nationality . He is an Englishman, etc. 	<ul style="list-style-type: none"> - Menyatakan pekerjaan / profesi seseorang - Menyatakan kebangsaan / kesukuan seseorang - Mampu berkomunikasi dalam menyampaikan jabatan / kebangsaan 	6	- Buku Paket - Real situation in the class	
3.	Identifying object	<p>A : What is this called in English ?</p> <p>B : It is called an anvil.</p>	<ul style="list-style-type: none"> - Menunjukkan berbagai macam object (benda) 	6	- G.B.P.P - Buku Paket	

		<p>- Edy : What are these called in English ?</p> <p>- Rony They are called shears.</p> <p>- Adi : What is this tool known as ?</p> <p>- boby : It is known as an anwil</p> <p>- What are these tools known as ?</p> <p>- They are known as shears.</p>	<p>- Menyebutkan macam object</p> <p>- Mendemonstrasikan kegunaan masing-masing alat yang dipahami</p>		
<p>4.</p>	<p>Describing position of onject using Introductory "There"</p>	<p>- There is a file on the bench</p> <p>- There are hammers in the box</p> <p>A : Where is the spanner ?</p> <p>B : It is on the tool-board</p> <p>- A : Is therea file under the bench ?</p> <p>B : - Yes, there is</p> <p>- No, there isn't</p> <p>- A : Excuse me, is there a petrol station near here ?</p> <p>B : - Yes, there is</p> <p>- No, there isn't</p> <p><u>Wacana :</u></p> <p>Wacana yang berisi penggambaran keberadaan berbagai macam obyek di tempat-tempat tertentu. Misalnya :</p> <p>- In the workshop</p>	<p>- Mengungkapkan keberadaan berbagai macam obyek (benda) di suatu posisi.</p> <p>- Mengungkapkan keberadaan benda pada lokasi tertentu</p>	<p>6</p>	<p>- G.B.P.P</p> <p>- Buku Paket</p>
<p>5.</p>	<p>Describing function of object by with / using</p>	<p>Expressing function of tools.</p> <p>- We cut the wood using a handsaw</p> <p>- Youopen the door by key</p> <p>- My mother opens the cau with a tin opener</p> <p>- How do you cut the cable ?</p> <p>* We cut the cable (it) withplier</p> <p>- How does the man cut the cable</p>	<p>- Mampu mengungkapkan fungsi alat / mesin di Bengkel atau tempat</p> <p>- Mampu mengungkapkan alat-alat sesuai dengan fungsi alat tersebut</p>	<p>6</p>	<p>- G.B.P.P</p> <p>- Buku Paket</p>