



IMPROVING THE FIRST YEAR STUDENTS' SPEAKING SKILL THROUGH THE USE OF PICTURE SERIES AT SLTP NEGERI 1 SITUBONDO IN THE ACADEMIC YEAR 1999 / 2000

REPORT WRITING

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

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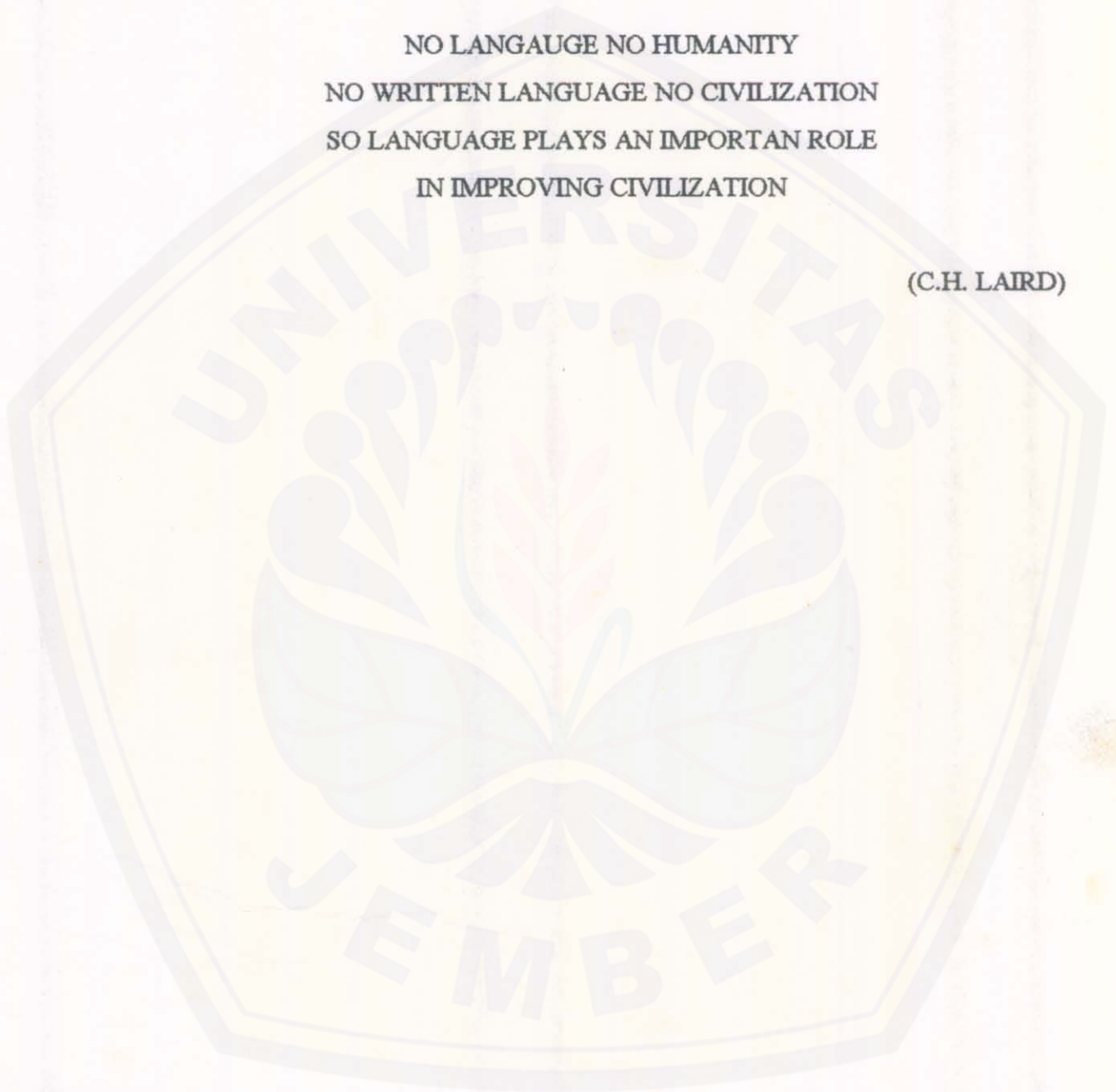
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY

2000

**MOTTO :**

NO LANGUAGE NO HUMANITY  
NO WRITTEN LANGUAGE NO CIVILIZATION  
SO LANGUAGE PLAYS AN IMPORTANT ROLE  
IN IMPROVING CIVILIZATION

(C.H. LAIRD)



**DEDICATION :**

**This report writing is honoraby dedicaed o :**

**My beloved parents (M. Saleh and Siti Maemunah)**

**My beloved wife (Ary Wijayanti, S.Pd)**

**My beloved daughters (Shabrina Arysandi and Safira Arum Arysandi)**

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SKILL THROUGH THE USE OF PICTURE SERIES  
AT SLTP NEGERI 1 SITUBONDO IN THE  
ACADEMIC YEAR 1999/2000**

**CLASSROOM ACTION RESEARCH REPORT**

Proposed as One of the Requirements to Get S1 Degree in English  
Education at the Faculty of the Teacher Training and Education

**BY**

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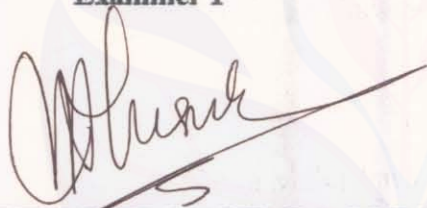
APPROVAL SHEET

This classroom action research is legalized and received by the examiner Committee English education Program of Teacher Training Faculty, Jember Faculty.

Day : Saturday  
Date : December 23<sup>rd</sup> 2000  
Place : FKIP, Jember

Committee

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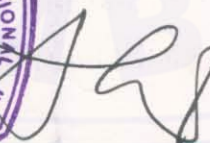
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Finally, I realize that thisreport writing is far from being perfect. For the sake of perfection, I do hope any criticism, suggestions, and any other opinions from the readers which will be helpful to make this report wriing better. Than I also hope that this report writing will be useful for the readers especially those who are in the field of education.

Jember, December 2000

The writer

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ABSTRACT

M. Budi Santoso, December 2000, Improving the First Year Students' Speaking Skill Through the use of Picture Series of SLTP Negeri 1 Siubondo in the Academic Year 1999/2000.

Report writing, English Education Program, Language and Art Departement, Faulty of Teacher training and Education, Jember University :

Conculant : Drs. I Putu Sukmaantara, M.Ed

The Key Words : Speaking Skill, Picture Series

The success of an English teaching learning process is influenced by many factors. One of them is the of the teaching media. The writer finds that the use of picture series can increase the effectiveness of the process and it even can attract more attention of the students. The students give better responses during the teaching learning process.

The writer focusses this classroom action research on the picture series to improve the students speaking skill. This research was undertaken in SLTP Nnegeri 1 Situbondo which took a month to implement the two cycles. The data of this research were gathered from the result of the test at the end of each cycle and also from the notes made by collaborator the action implemented.

At the end of the action, it is found that there is a significant different of the test result of cycle 1 and cycle 2 with the test result before using the picture series as a teaching media.

It can be concluded that the use of picture series can improve the students' speaking skill of the first year students of SLTP Negeri 1 Situbondo in the Academic Year 1999/2000.



## CHAPTER I INTRODUCTION

### 1.1. Background of the Research

English as an international language is used by many people to communicate their ideas in the world. English has become increasingly important to learn. As a result, Indonesian curriculum has adopted it as one of the compulsory subjects taught to students of junior and senior high schools.

One of the objectives of learning English in Junior and Senior High School is to enable the student to communicate in English, both in written and spoken form. People will be able to communicate actively and passively if they master four major skills, namely listening, speaking, reading, and writing. Speaking as one of four major language skills and productive skills has very important role in communication.

The 1994 English Curriculum requires English learners to have a good mastery of four language skills. With a good mastery of four language skills, the English learners will be able to communicate in English fluently. They will be able to express their ideas to others in more acceptable English, and they will also be able to understand the usefull information spoken in English. Therefore, English teacher should be able to manage his or her class by involving the students in the activities of real language communication. Here, the students should be given an opportunity to use the target language in communicative activity.

As the first foreign language English must be learnt by the students beginning from junior high schools up to university level. In the 1994 English Curriculum, the instructional objective of learning English at SLTP level is to enable the students to conduct a simple communication in English either in spoken or written form. However,

speaking cannot be neglected because it plays the most important role in communication.

Teaching speaking is very complicated. It is very difficult to control the students because of the large number of the students in the class. It takes a long time. If the teachers want their students to get their turn fairly, they must have enough time. When the process of teaching speaking happens, the situation of the class is very noisy, and it certainly will disturb other classes. Teaching speaking requires the teachers to be able to manage the class well.

Based on the writer's experience the speaking mastery of the first year students at SLTP Negeri 1 Situbondo is very low. It is known from the results of their speaking achievement test. The writer believes that this condition is much influenced by the techniques used by the teacher that can not arouse their interest and motivation. They make them bored, shy, and afraid to make mistakes. Thus, they can not speak English.

Pictures as one of the media that can be used to present materials are used to develop students' interest in learning English. As Wright (1989 : 2) says that it is important to have as wide range of resources as possible in the classroom so that the students will have stimulus for their development and the resources must include pictures.

Concerning the reasons above, this classroom action research was conducted to know whether the use of picture series in teaching learning process of the first year students at SLTP Negeri 1 Situbondo could improve the students' speaking skills.

## 1.2. Problem of the Research

The result of this research is expected to get a scientific answer to the following research problem.

Is using picture series as teaching media able to improve the English speaking skill of the first year students of SLTP Negeri 1 Situbondo in academic year 1999/2000 ?

### **1.3. Scope of the Research**

The specific objective of 1994 English Curriculum for the first level at the third term is to make the students know and understand some themes presented. The themes which are presented included shopping, hobbies, and games. In this research, the writer took only theme, that was games, sub themes traditional games. They would be presented using picture series.

The respondents of this research are all of the first year students of the third term of SLTP Negeri 1 Situbondo in the academic year 1999/2000, mainly the 1C class.

### **1.4. Purpose of the Research**

The purpose of the research is to investigate and prove that the use of picture series in teaching speaking in the first year is very useful, because it can improve the speaking achievement of the year students of SLTP Negeri 1 Situbondo in the academic year 1999/2000.

### **1.5. Significance of the Research**

Classroom action research is an activity that spends much energy, time and fund, therefore, this activity should have significances. The significance expected in conducting this research will be as follows.

#### **a. For the researcher**

To have an experience in teaching speaking by using picture series.

**b. For other teachers**

As an alternative technique in teaching speaking.

**c. For the students**

As an interesting way of the studying English especially in speaking.

**d. For the school**

As an input to provide visual aids in improving the student's achievement in English especially in speaking.



## CHAPTER II

### THEORITICAL FRAMEWORK

The discussion on this chapter will present the underlying theories related to the teaching of English using picture series. There are five major points discussed namely : (1) The importance of teaching speaking in learning language, (2) the basic theory of media, (3) the basic theory of picture series as visual media, (4) the advantages of using picture series in teaching speaking, and (5) action hypothesis.

#### 2.1. The Importance of Teaching Speaking in Learning Language

It is stated in the 1994 English Curriculum that there are four language skills that must be taught to Junior High School students. They are reading, speaking, listening and writing. The focus of this research is speaking skill. Speaking skill is very important because it can support the other skills. Therefore if the ability of speaking skill is well, automatically the students will study listening, reading, and writing well to?

Davies (1996 : 4) states that learning English involves learning all of its skills such as listening, speaking, reading and writing. It is suitable with the underlying motion of English which should develop pupil abilities to communicate effectively in speech to write and to listen with understanding.

According to the 1994 English Curriculum (Depdikbud, 1993 b : 32) the aims of the teaching of English speaking in Junior High School is to help students have good ability to communicate their ideas in spoken English language. In this case, the students are expected to make some short questions and their answer in spoken form; to make a simple dialogue in pairs; to provide some descriptions about things, people, or events; and also to express their ideas thoughts, and feeling orally.

It is not only should the students be able to converse to the others, but also they should be able to express what they have kept in their minds into the spoken form. It does not mean that they have to use English language strictly based on the complicated grammatical rules, but they have to use it in a communicative ways.

## 2.2. The Basic Theory of Media

Media play a very important role in the teaching and learning process including foreign language learning. It is very helpful that the English teachers can help the process of teaching learning run more effectively and effciently because this instrument can arouse the student's motivation and desire to know more about the learning materials learned.

Suleman (1985 : 12) states that media are all of important learning utensils used by teacher in the classroom or all learning tools used by teacher in the other look-like learning situation. These tools are used to ease the description on any written and spoken words. Here, the media are used to make any spoken and written words much less difficult, so that the learners are able to cacth on their meaning easily. This shows the importance of media in an effort of learning words.

Hamalik (1994 : 15) states that the usage of media is intended to :

1. reduce verbalism
2. create students more attentive
3. give the basis foundation to the next topic
4. give real experiment to student
5. create regular and continuative thinking
6. increase student achievement on language ability
7. avoid monotonous

#### 2.4. The Basic Theory of Speaking

Lado (1961 : 239) states that the ability to speak a foreign language is without doubt the most highly prized language skill, and right so, because he who can speak a language well can understand it and can learn to read it with relative ease.

Based on the above statement, it can be concluded that speaking is a very essential skill. Besides, it is known that what must be stressed in language teaching is to enable students to use a language as a means of communication.

Basically, speaking is the ability to express someone's idea in oral communication or to communicate with others orally. Harries (1973 : 81) says that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often developed at different rates. Furthermore he says that of speech process, that are pronunciation included stress and intonation, grammar, vocabulary, and fluency included ease skill is described as the ability to report acts or situations in precise words or the ability to converse or to express sequence of idea fluently.

Relating to above statements, further Lado (1961 : 241) states that speaking skill as the ability used in essential or normal communication situations the signalling system or pronunciation stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.

#### 2.5. The Advantages of Using Picture Series in Teaching Speaking

Samsudin (1997 : 9) states that related to the speaking activity the teacher may want to launch the students to certain topic but feel that he needs a guide line. Pictorial materials can be very usefully non-verbal prompts for this purpose. The materials give students something to talk about and guide them to use the language and the teacher knows they can manage. In learning process, the quantity of cultural information (road signs, houses, styles of clothes, etc) given in the pictorial depends on how far the teacher feels it is important to stimulate a foreign context for the students' work.



The degree of guidance is directly related to the material the student is given : for example : picture series in linked substitution table technique is more likely to guide the student to certain language than general stimulus picture. A picture series drawn in a 'bare' style with minimal information is more likely to give specific guidance than a sequence of pictures in convention type or detailed photograph. Therefore a single picture or picture series, particularly if related to a story previously read or a topic discussed, could be used to make the student active in speaking.

Wright (1990 : 17) says that speaking and writing are both productive skills and pictures can often be used in similar ways to promote them. Concerning the role of the pictures, the teacher should facilitate pictures to his students so that they can improve their speaking skills.

Based on the above explanation, it is assumed that the picture has an important role in the instructional process, mainly in the communication activity. It can stimulate the learners to be involved in a speaking session. It also stimulates the speaking learners to say their own experiences, comments based on the given picture series. To use picture series a teacher will not find any difficulties to make some preparation, because the picture can be taken from many sources, such as magazines and newspaper.

## 2.6. Action Hypothesis

Arikunto (1993 : 62) says that hypothesis can be interpreted as a temporary answer to a research problem, until it is proved by the obtained data. Dealing with the statement above, the hypothesis of this classroom action reseach can be formulated as follows : The use of picture series can improve the students skills of the first year students of SLTP Negeri 1 Situbondo 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 in SLTP Negeri 1 Situbondo which was located on Jalan PB. Sudirman 5 Situbondo. The subject of this research were all of the first year students of third term of SLTP Negeri 1 Situbondo in the academic year 1999/2000, mainly the 1C class.

The number of the students learning English in this classroom was 42, consisted of 14 males and 28 females. The reasons of focusing this research in this class are :

1. The characteristics of the students in the class was most of them often made any disturbing noises, tend to be passive and to be frustrated. They were ashamed or even afraid of making any speaking activity.
2. Most of them had difficult problems in speaking. They have got many problems to use English in a real communication.

This research was conducted collaboratively. It was conducted with another English teacher at SLTP 1 Situbondo. He has been teaching for eleven years, so he has a lot of teaching experiences. Through this collaboration, it was expected that there would be a lot of input by sharing ideas for the success of this research. Besides, this collaboration would be very helpful in applying all the procedure.

### **3.2. Research Procedure**

#### **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

(McNiff : 1988 : 27)

In order to achieve the goals of this research, the actions were implemented in two - cycles. Both of them were arranged to be held in the third term of the first year in the academic year 1999/2000.

#### **3.2.2 Details of Research Procedure**

##### **a. Preparation**

What is meant by preparation here is all of the steps should be done by the writer relating with the problem found in teaching learning speaking, the causes of the problem, and the ways to solve the problem itself.

The followings are the important steps to be done before conducting the actions :

1. prepare the themes and sub themes to be presented
2. prepare the picture series used as teaching media
3. prepare the speaking test dealing with the selected themes or sub themes
4. design the main procedures how to present picture series as teaching media
5. prepare the monitoring instruments as well as instruments for evaluation, and
6. prepare the formula how to score the students' test

### **b. Implementation**

The implementation of this research was carried out during the school hours. The action was implemented not more than one month. Here, the writer carried out his classroom action research collaboratively with another English teacher. The reasons were in order to be easier to collect the data, to get the data of the research more completely and accurately and also in order to get some inputs from him especially his ideas to conduct all of the activities in this action research.

In order to achieve the objectives, the writer and his collaborator planned to hold this research based on the planned programs which had been proposed. The writer believed that he would be able to improve the phenomena and the conditions existing in the classroom by using the available media or facilities as well as the support from the other teachers and the headmaster.

### **c. Monitoring and Evaluation**

The monitoring was held on by the collaborator during the school hours were going on. The instrument used to record the students' motivation and activities in the classroom was field notes. He would write each problem or event happening in the classroom. He would record both the students' progress in learning English especially in speaking skill. Thus, the monitoring was focussed on the use picture series the teaching media toward the improvements of their speaking skills.

Hornby (1986 : 893) states that test is examination or trial to find its quality, value, composition, etc. While Arikunto (1993 : 123) says that test is as set of questions or exercises or other instruments used to measure the skills, knowledge, intelligence, or aptitude that are owned by the individual or group. It means that by using a test, the tester will get some information needed related to the research problem.

The instrument used to collect the data about speaking skill was speaking tests conducted in line with the themes and sub themes required by English National Curriculum of 1994. The contents of the given tests however consist of the appropriate material in written form.

In this report writing, the writer used teacher made test. Sudjana (1990 : 114) says that teacher made test is a test which is made by a teacher to measure the content of education : the aspect of knowledge, intelligence, skill and comprehension of the material which has been taught.

Evaluation was carried out to know whether or not the applied action, that is the use of picture series can improve the students' achievement in learning speaking. It was considered that the students will get better achievement in learning speaking.

Evaluation was carried to know whether the applied action especially the use of the picture series as teaching media were quite effective to motivate the students in learning speaking and were quite effective to improve the students' speaking achievement.

It is considered that if the students are able to minimize the difficulties found in learning the four language skills and their speaking scores are much better than before, it means that the use of picture series can help the students to improve their speaking achievement.

### 3.2.3 Analysis and Reflection

The method used to analyze the data about the students' speaking skills was a descriptive-qualitative method. In this case the improvement of speaking skill by students would be expressed in qualitative manner or descriptions.

To know whether the students have achieved better progress in their learning, the data to be analyzed were recorded in the field notes made by the writer and his collaborator during the cycles.

The following cycle may be needed to be implemented if most of students have not achieved the curriculum target with the average score is 65.

Therefore the performance of the action should be modified in order to help them to improve their speaking mastery. Briefly, the remedial program in the second cycle has to be done if the progress of their English was insufficient and if their test result was less than 65.

## CHAPTER IV RESEARCH RESULT AND DISCUSSION

### 4.1. Results

This classroom action research had two cycles, and both of them took one month beginning May up to June 2000. This chapter shows the results of the research implementation of those two cycles. In the first and second cycles the actions were given to the students during the lesson hours, mainly in teaching speaking.

Moreover, this chapter will show the description of the English speaking score achieved by the students at the end of the cycle which was taken from both of this speaking test. The score of the speaking test achievement will be compared in average.

The results has shown gradually significant improvements of the students' speaking achievement. It means that their speaking achievement becomes much better compared with their previous one. The writer concludes that the use the picture series can motivate the students in learning speaking and improves their speaking achievement.

#### 4.1.1 Description of the Action Cycle 1

The general observation shows that the students appeared to be more silent and more interested during the teaching learning process. They enthusiastically paid their attention to the given picture series. Some of them even responded appropriately. It was contrast with the usual class which seemed noisy at the beginning of the lesson. This better atmosphere was very helpful for the teacher to keep the class run well.

In this first cycle, however, some students were still confused and had some misperception on the given picture series, especially for those who had never known them before. Some of the students gave inappropriate responses.

Based on those disturbing factors found in the first cycle, the writer had made some efforts to solve them. The writer made better preparation before conducting the next action, for example presented more interesting picture series, gave more helpful key-words and let the students to observe the pictures longer than before.

Picture series uses as a teaching media seemed to be a helpful media for the students to increase their English score and achievement, especially for their speaking skill. Some students still got the same scores, or even worse, compared with their scores before the action in the first cycle. The average mean score of the whole class has been increasing. The results of the test in cycle 1 is shown in the table below.

Tabel 1. The Data of Students' Scores of the English Speaking Test

The First Cycle					
Respondent	Score	Respondent	Score	Respondent	Score
1	70	16	70	31	65
2	50	17	65	32	40
3	70	18	60	33	70
4	40	19	75	34	70
5	65	20	70	35	70
6	70	21	60	36	65
7	40	22	65	37	55
8	60	23	50	38	60
9	70	24	60	39	70
10	75	25	60	40	75
11	60	26	65	41	70
12	70	27	70	42	75
13	70	28	50	$N_1$	= 42
14	75	29	70	$\sum X_1$	= 2.700
15	70	30	70	Mean	= 64,29

Depdikbud (1994 : 10) states that :

$$\text{Mean} = \frac{\sum x_1}{n_1}$$

Where :  $\sum x_1$  : the total of individual scores in the class in cycle 1

$n_1$  : the total number of students in the class in cycle 1

#### 4.1.2 Description of the Action Cycle 2

Before implementing the action of cycle 2, the teacher told the students about their score of speaking test in cycle 1. It was done to motivate them and to arouse their interest in joining the activities in cycle 2.

In this second cycle, the students were suggested to work in pairs first, and then to work in group of four. The teacher gave enough chance for them to work with others.

The students seemed to be more familiar with the media, so they studied more enthusiastically. They had a few mistakes in guessing what the picture series was about. Almost none of them made a misperception about the pictures.

The use of better picture series made the students more interested in joining the lesson actively. It, of course, really helps the teacher and the student themselves in the teaching learning process.

The result of the process in cycle 2 can be seen through the students' score based on the test given at the end of the steps. The results of the test in cycle 2 is shown in the following table.



Tabel 2. The Data of Students' Scores of the English Speaking Test

The First Cycle					
Respondent	Score	Respondent	Score	Respondent	Score
1	80	16	75	31	70
2	65	17	70	32	50
3	80	18	65	33	75
4	50	19	80	34	80
5	70	20	75	35	70
6	80	21	70	36	70
7	50	22	70	37	70
8	70	23	60	38	70
9	75	24	70	39	80
10	80	25	70	40	85
11	70	26	70	41	80
12	80	27	70	42	80
13	75	28	60	$N_2$	= 42
14	85	29	75	$\sum X_2$	= 2.960
15	70	30	70	Mean	= 70,48

$$\text{Mean} = \frac{\sum x_2}{n_2}$$

Where :  $\sum x_2$  : the total of individual scores in the class in cycle 2

$n_2$  : the total number of students in the class in cycle 2

Tabel 3. The Data of the Students' Scores of the English Speaking Test in Cycle 1 and Cycle 2.

Number of Respondent	Speaking Score	
	Action Cycle 1	Action Cycle 2
1	70	80
2	50	65
3	70	80
4	40	50
5	65	70
6	70	80
7	40	50
8	60	70
9	70	75
10	75	80

Number of Respondent	Speaking Score	
	Action Cycle 1	Action Cycle 2
11	60	70
12	70	80
13	70	75
14	75	85
15	70	70
16	70	75
17	65	70
18	60	65
19	75	80
20	70	75
21	60	70
22	65	70
23	50	60
24	60	70
25	60	70
26	65	70
27	70	70
28	50	60
29	70	75
30	70	70
31	65	70
32	40	50
33	70	75
34	70	80
35	70	70
36	65	70
37	55	70
38	60	70
39	70	80
40	75	85
41	70	80
42	75	80
$N_{1-2} = 42$ Mean Score	$\sum X_1 = 2.700$ 64,29	$\sum X_2 = 2.960$ 70,48

#### 4.1.3 The Result of the Students' Participation in Teaching Learning Process

Based on the observation conducted by the collaborator, the students' participation in teaching learning process was still low at the beginning of the first

meeting of cycle 1. He concluded that the teaching learning process was not effective enough. Later, the students began to be more interested when the teacher presented the picture series as the teaching media. In cycle 2 the students' participation increased. It was as the result of applying the picture series intensively.

The aspects of students participation in class includes :

- a. The students' bravery to speak,
- b. The students' response to the material,
- c. The students' activities in asking question about the picture, and
- d. The students' bravery to speak in front of the class.

The data of the students' participation of both in cycle 1 and cycle 2 can be seen in the following table :

**Table 4 : The Data of the Students' Participation**

No.	Aspect of Participation	Number of the Students' and the Percentage		
		Cycle 1	Cycle 2	The increase
1.	The students' were brave to speak (raising their hands)	36 (85,71%)	39 (92,86%)	3 (7,14%)
2.	The students' gave response to the material	30 (71,43%)	37 (88,09%)	7 (16,67%)
3.	The students' asked questions about the picture	18 (42,86%)	22 (52,38%)	4 (9,52%)
4.	The students' were brave to speak in front of the class	8 (19,05%)	19 (45,24%)	11 (26,19%)

#### 4.2. Discussion

There is a criteria used to determine whether this classroom action research hypothesis can be accepted or not.

#### 4.2.1 Hypothesis and Criteria

The hypothesis of this classroom action research is "The use of picture series can improve the students' speaking skill of the first year students of SLTP Negeri 1 Situbondo".

Relating with the hypothesis above, the proposed achievement criteria is "If the students' speaking achievement skill improves after the implementation of the classroom action research, the hypothesis can be accepted".

#### 4.2.2 Analysis and Hypothesis Testing

Based on the collected data and the decided criteria, the scores of this classroom action research can be described as follows :

"The use of picture series gives a very positive impact on the students' mastery of speaking English. The students' poor mastery of speaking English can be improved by using picture series".

After the classroom action research, their tests were performed to allow the students to know their progress on the speaking achievement. The students' progress can be seen in the table 3 and table 4. The data in table 3 shows that the mean value increases from 64,29 in the first cycle action to 70,48 in the second action.

Based on the above findings and proposed achievement criteria, the hypothesis saying "The use of picture series can improve the students speaking skills on the first year student of SLTP Negeri 1 Situbondo" is accepted.

CHAPTER V  
CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis, the conclusion on this classroom action research is :  
The use of the picture series can improve the speaking skill of the first year students of SLTP Negeri 1 Situbondo in the academic year 1999/2000, and it also can increase the students participation in the teaching learning process.

5.2. Suggestion

Related with this classroom action research finding, the writer suggests :

- a. English teachers are advised to collect interesting pictures, especially picture series which can be used as a teaching media.
- b. English teachers are suggested to use picture series to improve their students' speaking skill.
- c. The action plan and the application procedures of this research can be applied to other classes with modification of course, especially if the condition of the class is similar.



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Appendix 1

PROGRAM SATUAN PELAJARAN

Mata Pelajaran : Bahasa Inggris  
T e m a : Games  
Anak Tema : Traditional Games  
Kelas / Cawu : 1 / 3  
W a k t u : 4 x 45 menit

I. Tujuan Pembelajaran Umum

- a. Membaca
  - \* Menemukan informasi tertentu
  - \* Menemukan rujukan kata
- b. Menyimak
  - \* Memperoleh informasi tentang berbagai hal yang berkaitan dengan Traditional games
- c. Menulis
  - \* Menulis kalimat-kalimat berdasar rangkaian gambar yang diberikan
- d. Berbicara
  - \* Bertanya dan menjawab pertanyaan secara sederhana
  - \* Melakukan percakapan pendek

II. Tujuan Pembelajaran Khusus : Lihat RP

III. Materi Pelajaran

1. Anak Tema : Traditional Games
2. Sumber : GBPP 1994 plus suplement, Let's Learn English
3. Alat Peraga : Gambar berseri (berangkai)

IV. Kegiatan Belajar Mengajar

1. Pendekatan : Kebermaknaan
2. Langkah-langkah : Lihat RP

V. Penilaian

1. Prosedur : a. Penilaian proses dilaksanakan selama KBM  
b. Penilaian hasil belajar setelah selesai satu tema
2. Alat Penilaian : a. Tugas dan latihan  
b. Ulangan Harian

Situbondo, 18 Juli 1999

Guru Mata Pelajaran

M. BUDI SANTOSO

Appendix 2

RENCANA PELAJARAN

Mata Pelajaran : Bahasa Inggris  
T e m a : Games  
Anak Tema : Traditional Games  
Kelas / Cawu : 1 / 3  
W a k t u : 2 x 45 menit

I. Tujuan Pembelajaran Khusus

Siswa dapat :

1. Menyebutkan contoh-contoh traditional games
2. Menyusun gambar beberapa games dengan urutan
3. Membuat kalimat sederhana yang berhubungan dengan gambar
4. Melengkapi paragraph dengan kata-kata yang diberikan

II. Bahan

- A. Anak Tema : Traditional Games
- B. Sumber : Let's Learn English 1
- C. Alat Peraga : Gambar

III. Alat Peraga : Picture Series

IV. Kegiatan Pembelajaran

Langkah-langkah :

1. Kegiatan awal
  - a. Salam dan tegur sapa
  - b. Memberi motivasi pada siswa
2. Kegiatan inti
  - a. Siswa mengamati gambar yang diberikan
  - b. Siswa membuat kalimat sederhana tentang masing-masing gambar
  - c. Siswa menjodohkan kalimat yang ada dengan gambar yang diberikan
  - d. Siswa melakukan percakapan sederhana secara bergilir di depan kelas
3. Kegiatan Akhir
  - a. Memberi kesempatan siswa untuk bertanya
  - b. Menarik kesimpulan tentang materi yang telah dibahas
  - c. Memberi tugas rumah
  - d. Salam penutup

V. Penilaian

1. Prosedur : Penilaian Proses
2. Alat Penilaian : Tugas dan latihan

Guru Mata Pelajaran

M. BUDI SANTOSO



Appendix 3

THE RESEARCH INSTRUMENT OF CYCLE 1

I. Look at these pictures below. They tell a story, but they are not in the correct order. Match the pictures with the correct sentence by giving lines. Then put them into the right order



a. He fell down and his friends laughed at him.



b. He usually rides his bike carelessly.



c. Andi has a new bike



d. One day, he hit a cat

The correct order is : 1. .... 2. .... 3. .... 4. ....  
(Write the letters only)

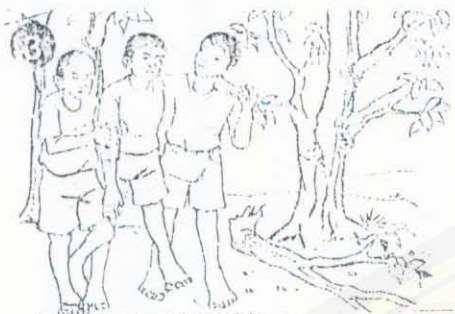
II. Look at the following picture series. They tell a story about Lina. Make a sentence for each picture by using the given key words.



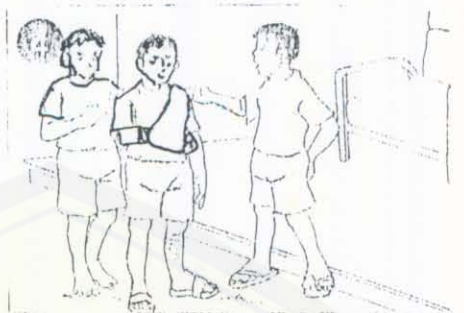
Ali - Jambu tree



fell down



broke - right arm

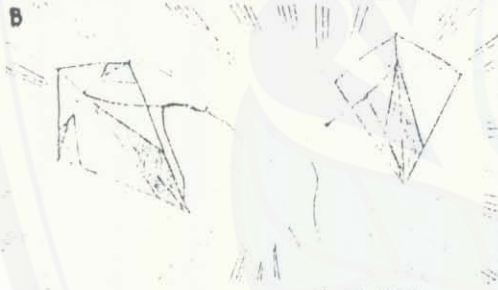


Anang - advised

III. Fill in the blanks with the suitable words based on the picture



Some boys are playing .....<sup>1</sup> ..... in the field



Two of the kites are.....<sup>2</sup> ..... in the .....<sup>3</sup> .....



Three boys are .....<sup>4</sup> ..... it

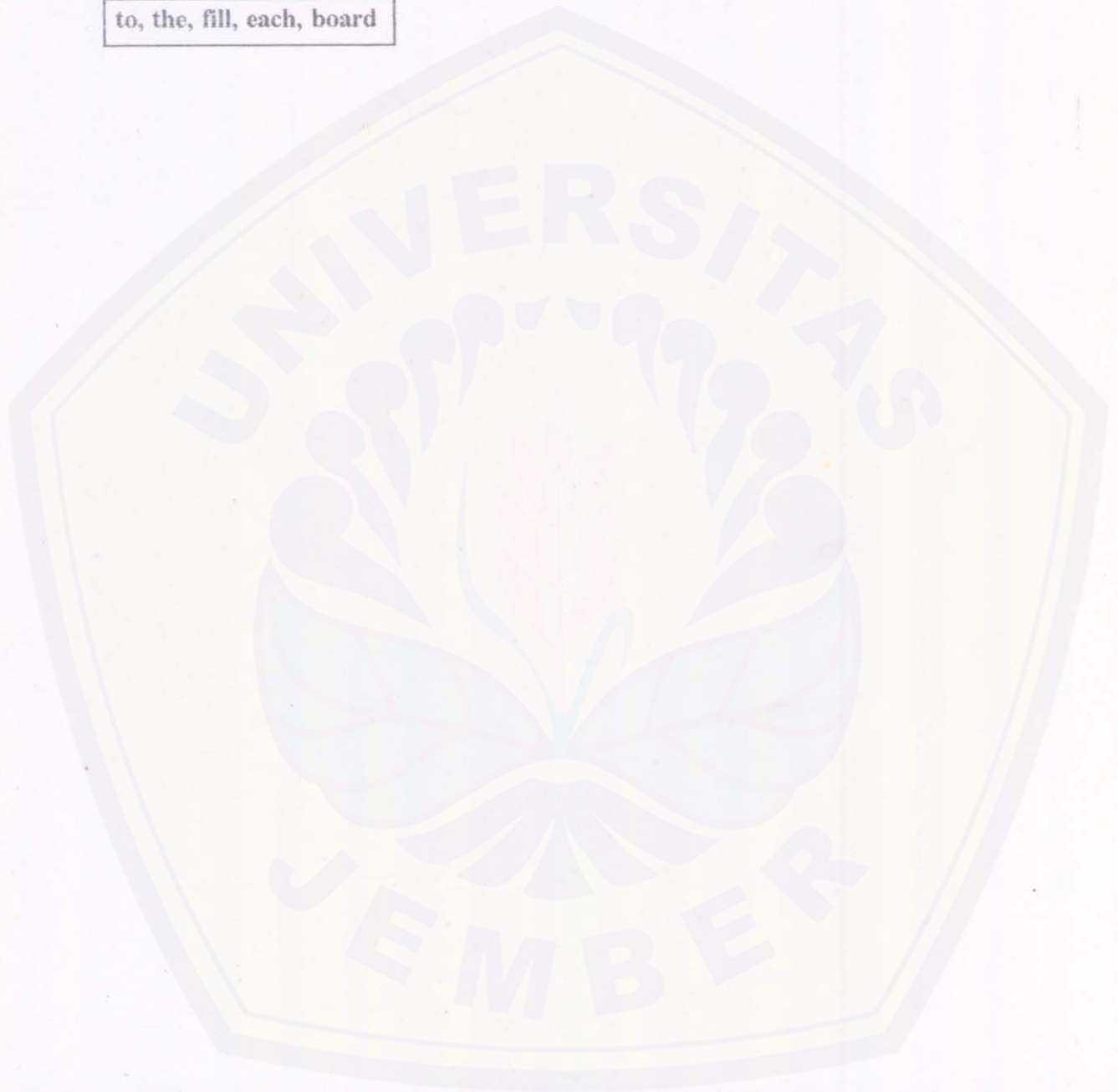


They can catch it but unfortunately the kite is .....<sup>5</sup> .....

IV. Here is a traditional game. Complete the blanks then you will be able to play the game with your friends use the words in the box.

“Dakon” is played by two girls. Each of them, in turn, has to .....<sup>(1)</sup> ..... the holes on a .....<sup>(2)</sup> ..... with beans. They have .....<sup>(3)</sup> ..... drop one bean for .....<sup>(4)</sup> ..... hole. The winner is .....<sup>(5)</sup> ..... player who has more beans.

to, the, fill, each, board



Appendix 4

THE RESEARCH INSTRUMENT OF CYCLE 2

I. Look at these pictures below. They tell a story, but they are not in the correct order. Match the pictures with the correct sentence by giving lines. Then put them into the right order



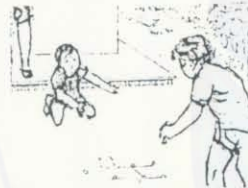
a. They played marbles again peacefully



b. But they quarrelled about the rules of the games



c. Beni and Agung played marbles in the yard. First they played well.



d. Beni's sister saw this, and she advised them to be patient and good to each other.

The correct order is : 1. .... 2. .... 3. .... 4. ....  
(Write the letters only)

II. Look at the following picture series. They tell a story about Lina. Make a sentence for each picture by using the given key words.



practise - poetry reading



Headmaster - open - contest



perform - perfectly



won - first prize

III. Fill in the blanks with the suitable words based on the picture



A boy played a .....<sup>1</sup> ..... in the yard



Suddenly, the ball fell into.....<sup>2</sup> .....



He tried to grab it, but unfortunately, he .....<sup>3</sup> ..... into the pool

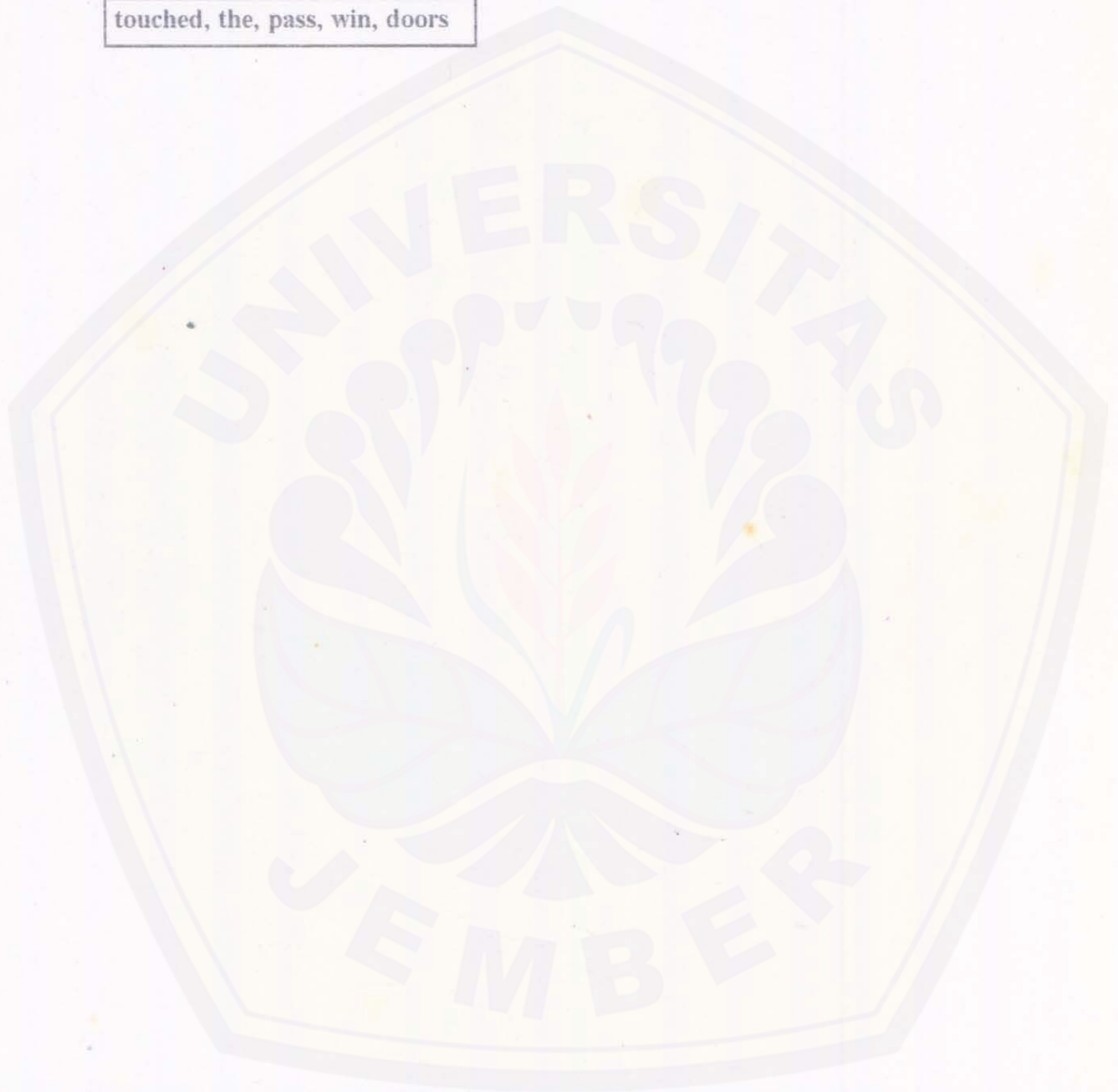


His Brother .....<sup>4</sup> ..... it, and he came to .....<sup>5</sup> ..... him

IV. Here is a traditional game. Complete the blanks then you will be able to play the game with your friends use the words in the box.

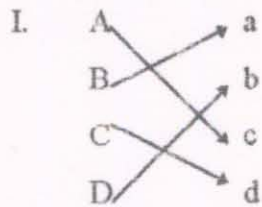
“Go-back-to-door” is played by two groups. One group has to guard the lines as .....<sup>(1)</sup> ..... The other group must .....<sup>(2)</sup> ..... the doors without being .....<sup>(3)</sup> ..... by the guards. When .....<sup>(4)</sup> ..... group can pass all doors they .....<sup>(5)</sup> ..... the game.

touched, the, pass, win, doors



ANSWER KEY

\* For the Cycle 1 instrument



The correct order is : 1. A-c    2. D - b    3. C - d    4. B - a

- II.
1. Ali climbed a Jambu tree
  2. Unfortunately he fell down from the tree
  3. He broke his right arm
  4. Anang advised him to be careful

- III.
1. kites
  2. fighting
  3. sky
  4. running after
  5. torn

- IV.
1. fill
  2. board
  3. to
  4. each
  5. the

Score : I : 30

II : 20

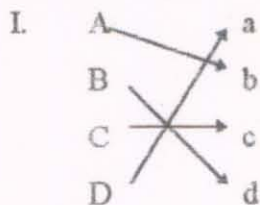
III : 25

IV : 25

Total : 100

ANSWER KEY

For the Cycle 2 instrument



The correct order is : 1. D-a    2. A- b    3. B - d    4. C - c

- II.
1. Lina practised to perform the poetry reading in front of the mirror
  2. The Headmaster opened the poetry reading contest
  3. Lina performed the poetry reading on the stage perfectly
  4. She won the first prize and received the present.

- III.
1. ball
  2. the pool
  3. plunge
  4. saw
  5. help

- IV.
1. doors
  2. pass
  3. the
  4. win
  5. the

Score : I : 30

II : 20

III : 25

IV : 25

Total : 100