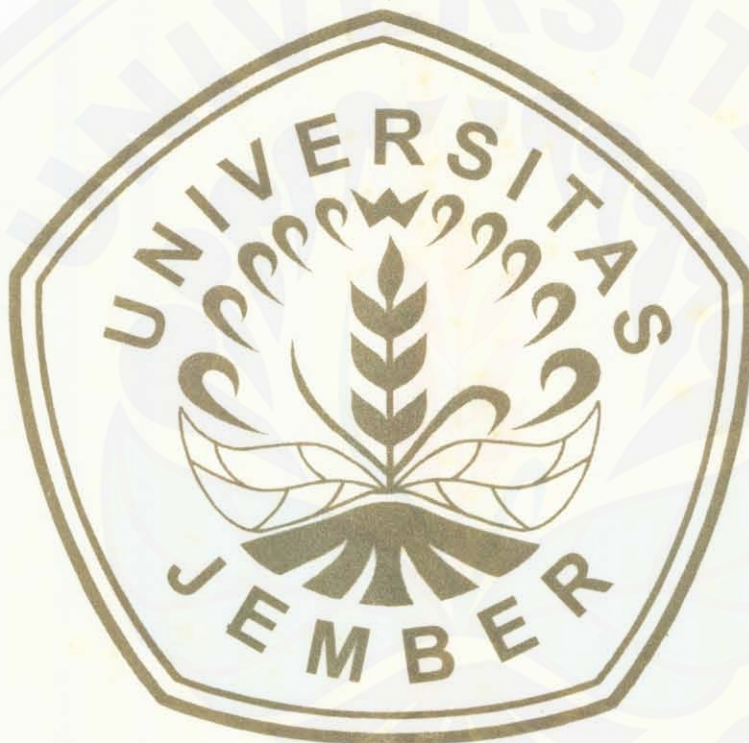




**IMPROVING THE SECOND YEAR STUDENTS' VOCABULARY
ACHIEVEMENT BY USING FLASHCARDS AT
SLTPN 7 BONDOWOSO**

REPORT WRITING



By

Supaidah

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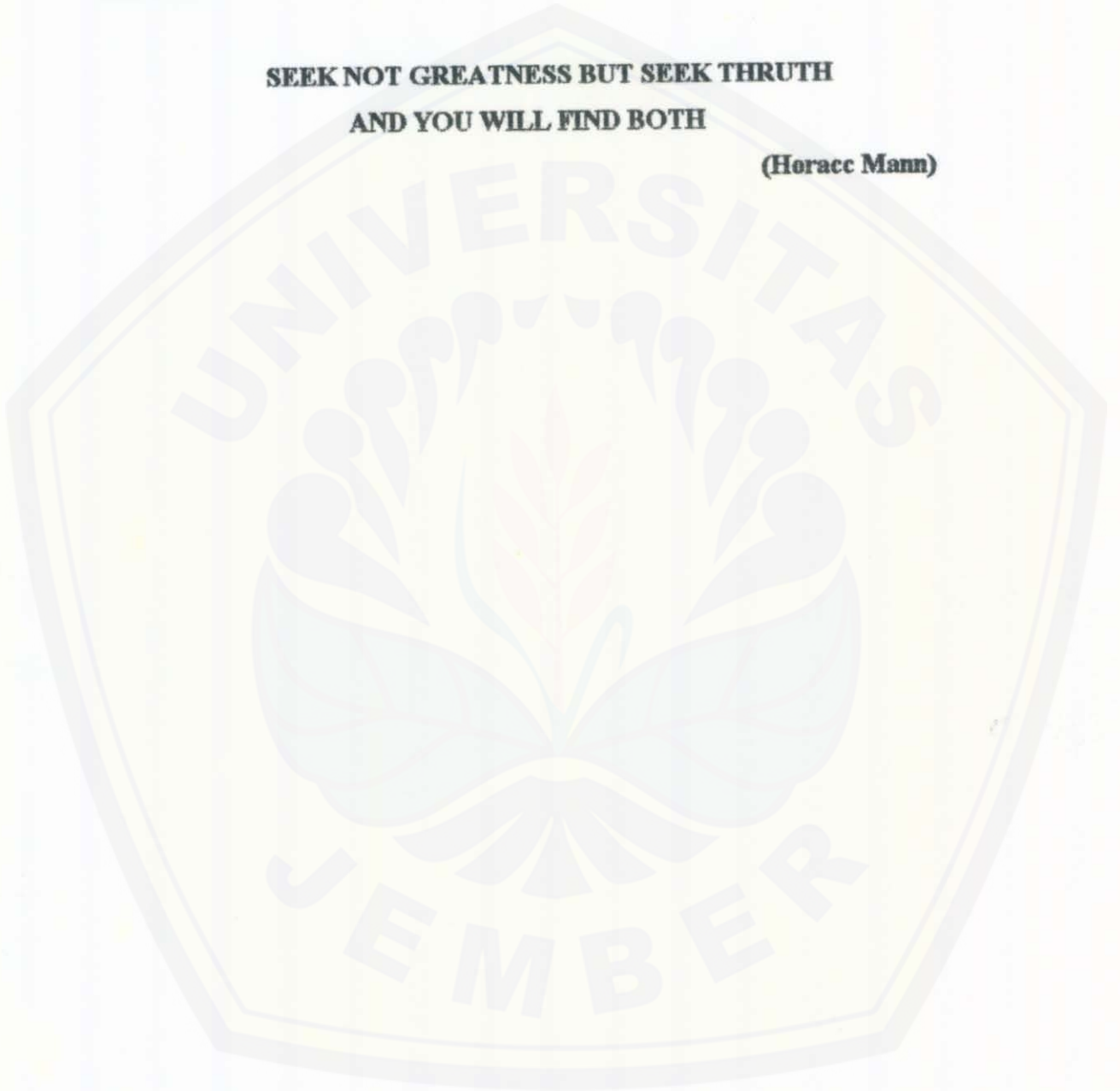
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**TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY**

MOTTO :

**SEEK NOT GREATNESS BUT SEEK THRUUTH
AND YOU WILL FIND BOTH**

(Horacc Mann)



**IMPROVING THE SECOND YEAR STUDENTS' VOCABULARY
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SLTPN 7 BONDOWOSO**

REPORT WRITING

Presented as one of the requirement to obtain S1 Degree at the English Education Program of the Faculty of Teacher Training and Education the University of Jember

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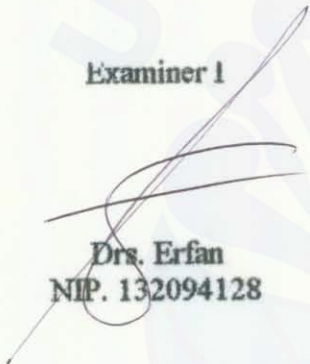
APPROVAL SHEET

This report writing is approved and received by the examination committee of the Teacher Training and Education Faculty, Jember University.

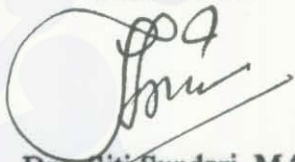
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It is only under the guidance and Blessing of Allah SWT. This report writing on title "Improving the second year students' vocabulary achievement by using Flashcards at SLTPN 7 Bondowoso in the Academic year of 1999/2000 has finally been finished.

On this occasion, the writer would like to express deepest appreciation and sincerest thanks to :

1. The Dean of Faculty of Teacher Training and Education , the University of Jember.
2. The Chairman of Language and Arts Department.
3. The Chairman of the English Education Program.
4. The Consultant who has given the valuable guidance in composing this report writing.
5. My beloved parents and sons who have given me supports in finishing this report writing.

I wish to thank my lecturers who taught and guided me during my study in this faculty. Then, my thanks is also intended to all my friends at the English Department for some favors done to me in finishing this report writing.

Finally, I realize that this report writing is not perfect, therefore, I expect some constructive corrections and criticism from the readers.

Jember, August 2000

The Writer

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ABSTRACT

SUPAIDAH, August 2000, Improving the second year students' Vocabulary achievement by using flashcards at SLTP 7 Bondowoso.

Report writing, The English Education Program, The Faculty of Teacher Training and Education, Jember University.

The consultant : Drs. Erfan

Key words : vocabulary achievement, Flashcards

The main goal of this classroom Action Research is to improve the students' vocabulary achievement by using flashcards. Therefore, the writer conducted this action research to the second year students of SLTPN 7 Bondowoso in the academic year 1999 / 2000. By using flashcards the teaching vocabulary is easier, clearer, more quickly and interesting and it could focus the students attention and showed that there was an improvement of the vocabulary test score after conducting this research. It means that the action hypothesis is accepted, and the students could memorize the english words easily after they have learn vocabulary by using flashcards.

This classroom action research was conducted in two cycles in which the four stages were carried out in each cycle, namely : planning the action, implementing the action observing the class and reflecting the action results. To collect the data, observation and vocabulary test were used, observation was used to get the data about the students' activity, while the vocabulary test was used to get the data about the vocabulary achievement. The collected data were analyzed by means of the descriptive quantitative and qualitative methods. The result showed that by using flashcards, the teacher could improve the students' vocabulary achievement and there was an improvement of the mean score in cycle 1 and cycle 2 compared before action score that is from 65,3 to 72, 89 and the mean score of the cycle is 2 higher than the standart score. It means that the implementation of action cycle 2 was significant.

CHAPTER I INTRODUCTION

1.1. Background of the Research

English is the first foreign language in our country and it has an important role in the field of Education in Indonesia. Moreover, English has become one of the subjects taught at Yuniior High School, Senior High School even University.

English is considered as one of the most difficult subjects especially, by the SLTP students. They cannot understand English easily. To improve their English the teacher must help them by teaching with a good method, giving the motivation and teaching by using media.

In Teaching English, four skills are taught, they are writing, reading, listening and speaking, and they must be taught by using integrated method, there are English components such as, grammar, vocabulary and spelling that are needed to support the four skills. A.Napa (1991: 6) says that vocabulary is one of the component of language and there is no language without words. In addition, Meras defines vocabulary as one of the most difficult and important phases of language teaching is the teaching of vocabulary (1992:147).

Based on the 1994 English Curriculum the target of vocabulary should be learned by the second year students of SLTP about 750 words. Therefore, mastering the English vocabulary is necessary in learning English especially for the SLTP students.

According to Meras (1992:155) vocabulary is one of the English components which is very important for the students to learn. In teaching vocabulary, the main objective is mastering it as a living usable language for all form of communication and must always be kept in mind (Meras, 1992:155).

It is difficult for the students to memorize the English vocabulary easily because they are still influenced by their mother tongue, namely Indonesian. Occasionally they

made mistakes in pronunciations or in writing because there are differences between letters and sounds of the English words. The problem of the students in learning vocabulary is it is hard for them to learn by heart the vocabulary and to use them in the sentences.

Jones (1972:5) says that there are also comparative or typographically narrow form of transcription, in which special symbols are introduced in order to show that certain sounds of the language transcribed differ from sounds of another language. Futhermore, he says,

"The students who wish to become proficient in the written as well as the spoken language has an additional difficulty which he has to learn the shapes of the conventional letters and the relation between the letters, the sounds and the pronunciation."

This statement means that the students who wanted to become proficient in English should learn the shapes of the conventional letters, sound and pronunciation of English. Therefore, the teacher should help the students how to memorize the English word easily in learning vocabulary.

According to Meras (1992:147) many of the techniques were suggested and they may be used to fix in students' mind, for every word must be mastered accurately if he expects to make progress in learning language.

Therefore, it is important for the teacher to decide a good technique in teaching vocabulary to make the students more interested in learning English.

Celce Murcia et al (1979:308) state that the English foreign language teacher can still improve any given language lesson for the students by using one or more well selected teaching aids.

In another word, using media is necessary in teaching vocabulary in order that the students can learn the English vocabulary more quickly and easier.

There are many kinds of teaching media that can be used, especially for teaching vocabulary, such as wallcharts flashcards, photographs, blackboard drawing

and real objects (Gairn, 1986:73).

In addition, Meras says that in formal vocabulary study, the flashcards technique, in high school especially make the exercises more stimulating and alive (1992:155).

From the discription above, it means that teaching vocabulary is not an easy thing. Vocabulary without getting the meaning is not acceptable. In the Classroom Action Research, the writer as an English teacher wanted to help the students learn the English vocabulary easily by using flashcards as the teaching media. The reason of choosing the flashcards in teaching vocabulary is they can be made and carried in the classroom easily.

1.2. Problem of the Research

A research is done because of the problem. Hornby says that a problem is the question that must be solved or decided especially, something difficult (1974:665).

The statement of the research problem is the essential a to limit the problem. It is also helps the researcher to focus the investigation on the specified problem.

Related to the consideration above, the formulation of the research problem is as follows: "How can the use of flashcards improve the second year students' vocabulary achievement at SLTP Negeri 7 Bondowoso in the academic year of 1999/2000?"

In accordance with the problem formulated, the purposes of this research are as follows :

1. Improving the students vocabulary achievement, in learning English by using flashcards.
2. Motivating the students in learning vocabulary by using flashcards.

1.3. Scope of the Research

In this Classroom Action Research, the problem is limited to the vocabulary achievement of the second year students at SLTP Negeri 7 Bondowoso in Cawu III. There are three topics that must be taught by the teacher, they are: Entertainment, animals and geography of Indonesia. These topics are divided into sub topics, such as, film, dancing wild animal (see appendix 10).

1.4. Purpose of the Research

According to Atwell, in Nunan (1992:192) that the teachers involved in research became interested in and read the professional research literature, take leadership roles in their school, contribute to professional knowledge and became better classroom teacher.

In accordance with the problem formulated, the purposes of this research are as follows:

1. Improving the students' vocabulary achievement in learning English by using flashcards.
2. Motivating the students in learning vocabulary by using flashcards.

1.5. The Significance of the Research

The result of this Classroom Action Research is hoped to give advantages for the following people:

a. The Students

- To encourage the students to increase their vocabulary achievement.
- To guide the students how to learn vocabulary more quickly and easier by using flashcards.

b. The English Teachers

For the English teacher, the results of this research are useful :

c. The other Researchers

For the others this researches the results of this research can be used as a reference to conduct the Classroom Action Research, especially to improve the students vocabulary achievement.



CHAPTER II

THEORETICAL FRAMEWORK OF LITERATURE

2.1. Media

2.1.1. Definition

According to Celce Murcia et al (1979:19) that creative teacher, who early saw that potential drawback of the audiolingual method was its tendency to be dull and uninspiring (for both students and teacher), tried to make the drills more interesting by varying their form, by providing a meaningful context and by using visual aids. It means that the teacher should create good situation for the students in the classroom in order that students did not feel bored, and uninspiring. In this way it can make the lesson more interesting and alive.

Furthermore, Hamalik (1994:12) defined that media is an instrument, method and technique that is used in communication and interaction between teacher and students. So they can communicate more effectively.

In addition, Stevick in Celce Murcia et al. (1979:308) has defined an "Audio visual aid" as anything audible or visible which helps the students learn language more quickly and accurately.

Based on the definitions above, it can be concluded that media is an instrument, method and technique used to help the teacher and students in teaching and learning language more quickly and interesting.

2.1.2. Kinds of Media

According to Celce Murcia et al. (1979:308) that the purposes of language teaching aids can be divided into two main categories these are: Technical and Non Technical Aids. The technical aids involve and require electricity while the nontechnical aids require neither machinery nor electricity but simple, inexpensive

aids that the resourceful teacher can acquire or make on his or her own.

The detail of kinds of media will be discussed as the following part :

a. Technical Projected Aids

Allen and Valette in Celce Murcia et al. (1979:308) have suggested that the technical aids can be further subdivided into projected and non projected aids, the projected aid includes the following :

- 1). The overhead projector, and overhead transparencies.
- 2). The opaque projector
- 3). Slide
- 4). Filmstrips
- 5). Movies
- 6). Videotape
- 7). Television.

Technical non projector aids usually can operate on batteries as well as on electricity, they are: phonograph, tape recorder, radio and multi copied material, i.e. dittos, mimegraph and photo copies.

b. Non-Technical Aids.

Non technical teaching aids very briefly remind the teacher of wealth of materials, She/ He can develop in this area especially if She/ He in a school where non of previously mentioned technical aids are available the non technical aids require neithe machinery non electricity, but simple, in expensive aids that the teacher can acquire or make (on his and her own). Finocchiaro in Celce Murcia et al. (1979:312).

The non technical aids are:

- 1). Board base aids, such as: flanel board, the magnetic board and pegboard.
- 2). Pictures

- 3). Flashcard
- 4). Pictures pockets
- 5). Chart and Scroll
- 6). Realia.

Since this research works on visual aids, especially in the form of flashcards, the following section will review more on the point of flashcards.

2.1.3 Flashcard.

Celce Murcia et al. (1979:313) say that flashcards are words or simple pictures mounted on poster board-weight-card. Flashcard can be used to teach or review vocabulary, pronunciation of difficult sounds, sounds-letter correspondences etc. Furthermore, they say that it is always a good idea for the English teacher to develop sets of flashcards to review points covered in the previous lesson. For use in the class, the flashcards should be at least 7 cm x 10 cm in size but larger is better than the small ones.

In this Classroom Action Research, the writer as a teacher used flashcards and the size is about 18 Cm x 22 Cm. The flashcards were made larger in order that the students could see the pictures clearly.

2.1.4. The Function of Media

Pictures have been used for centuries to help the students understand various aspects of foreign languages. They have motivated the students make the subjects they are dealing with clearer and illustrated the general idea and form of an object or action which are particular to a culture (Wright, 1989:136). Furthermore, Wright (1989:17) says that pictures as a media has functions as follows:

- Pictures can motivate the students and make them want to pay attention and want to take a part.

- Pictures can contribute to the context in which the language is being used, they bring the world into the classroom.
- Pictures can cue responses to question or cue substitutions through controlled pictures.
- Pictures can be used to motivate the learner and to remind them what to say and to concentrate on imitating the sounds of the language.

In addition Celce Murcia et al. (1979:308) say that sight and hearing are two senses used most in human teaching and learning activities of any kinds and thus receive primary consideration in the development and selection of language teaching aids.

From the description above, there are many advantages of using media in teaching language. The teacher can motivate the students to learn especially in learning vocabulary more quickly and more interesting. They can influence the successfulness of teaching learning process.

Goodwyn (1992:112) says that the students' interest in the media can be used to stimulate development in all four skills (speaking, reading, writing and listening) and can address all national curriculum attainment targets in English.

2.2. Vocabulary

Vocabulary plays a very important role in developing the four skills of English, i.e. speaking, reading, listening and writing. The students who had more vocabularies will be easier to develop their four skills.

Carell et.al. (1988:242) say that teaching vocabulary may mean teaching new concepts or new knowledge. Furthermore, they say that without teaching more than a few words per lesson or per week, the teaching learning process will be doomed to failure. Hatch and Brown (1995:1) define that vocabulary refers to a list or a set of words that individual speakers of a language might use. In addition, William (1970:17) defines that vocabulary is a word or sequence of letters which convey a



meaning in the language.

Although there are many different ways to teach a vocabulary item, it is possible to recommend one general approach which can be used either with deliberate planing or for an impromptu explanation. The easiest and clearest way to present this approach is in the formula which, though not rigrig, can be used as a guide. It is the most general of the techniques presented below and can be applied to teach almost any words. There are five steps to teach vocabulary. (As stated by Celce Murcia, 1979:247):

Step 1 : Lead-in. The teacher establishes a context in which to teach the word.

Step 2 : Convey meaning. The teacher can convey the meaning of a word through various devices such as definition active demonstration, visual aids or translation.

Step 3 : Repetition of the word. The students should repeat the word in isolation until they have no difficulties pronouncing.

Step 4 : Verification. The teacher needs to verify that the students have understood the word.

Step 5 : Use. The teacher asks the students some open-ended questions which will allow for varied students answer.

Based on explanation above, the writer concluded that teaching vocabulary is not easy. Mastering vocabulary mean a skill or knowledge of vocabulary owned by the students. It is important for the students to master vocabulary in learning English because the quality of our language depends on vocabulary we have.

2.2.1. Classification of Vocabularies

William (1970:147) states that vocabulary is classified into two groups: Large reserve Vocabularies and Small reserve Vocabularies. The following will discuss about Large and Small reserve Vocabularies, as investigated in this Classroom Action Research.

a. Large Reserve Vocabularies

The large reserve vocabularies include all nouns, verbs, adjectives and adverbs. They are also said as open classes vocabulary because they are easily added to the language. (Hatch and Brown, 1985:218).

1). Nouns

Hatch and Brown (1995:219) state that a noun refers to a person, place or thing. In addition, Frank says that a noun is one of the important parts of speech. Its arrangement with the verb helps to form the sentences core which is essential to every complete sentence. (1972:6). He also states that there are four types of noun classification by meaning:

- a). Countable and Uncountable nouns: book, pen, house/ink, milk, sand water.
- b). Concrete and Abstract nouns : tree, flower, boy/beauty, wind, justice, mankind.
- c). Collective nouns: Audience, committee, class, crew, crowd.
- d). Proper nouns : Mr. John, Holland, Christianity, Easter, Nature.

2). Verbs

Hatch and Brown state that verbs are words that denote actions (1995:222). In addition, Frank says that verb is the most complex parts of speech. Its Varying arrangements with nouns determine the different kinds of sentences, statements to ask questions and to give a command (1972:47). Some examples are as follows:

I go to school. (instead of statement)

Do you play Tennis? (instead of questioning)

Clean the blackboard! (instead of command)

How beautiful, You are! (instead of exclamation)

Related to the explanations above, Vendler, in Hatch and Brown (1995:223) says that verbs is classified into four classes: activities, accomplishments, achievement and states. We have to think about the whole time frame, however, in

order to successfully categorize verbs in this way. Run, for example, could be an activity or, if we run a mile, run is an accomplishment. Examples for each kind are follows:

<u>Activities</u>	<u>Accomplishments</u>	<u>Achievements</u>	<u>States</u>
run	paint a picture	recognize	know
walk	draw a triangle	find	love
write	run a mile	lose	have
drive a car	write a letter	understand	desire

Action or activities and accomplishments seem more verb like than achievement and state verbs. So again although we think of a verb as a classification, some verbs fit or exemplify the class better than others.

3). Adjective

According to Hatch and Brown (1995:228) that adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. In additions, Frank (1972:109) states that the adjective is a modifier that has grammatical property of comparison. It is often identified by special adverbial modifiers that precede it. Its most usual position is before the noun it modified, but it fills other positions as well.

Furthermore, He classifies the adjective into six kinds. They are as follows :

- a) Demonstrative adjectives : this, that, these, those.
- b). Possessive adjectives : my, yours, one's, John's.
- c). Numeral adjectives : four, twenty, one hundred, first, second.
- d). Indefinite quantity adjectives : some, few, all, more, etc.
- e). Interrogative adjectives : whose, which, what.
- f). Descriptive adjectives : beautiful, intellegent, etc.

4). Adverbs

Hatch and Brown (1995:230) state that adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, clauses, or to entire sentences rather than to nouns.

In this case, Thomson and Martinet (1980:55) classify the adverb into eight kinds. They are :

- | | |
|-----------------------------|--|
| a). Adverb of manner | : quickly, bravely, happily, hard. |
| b). Adverb of place | : here, there, down, near, up, by. |
| c). Adverb of time | : now, soon, yet, still, then, to day. |
| d). Adverb of frequency | : twice, once, often, never, always. |
| e). Adverb of certainty | : certainly, surely, obviously. |
| f). Adverb of degree | : very, fairly, rather, quite, too. |
| g). Adverb of interrogative | : when, why, where. |
| h). Adverb of relative | : who, whoever, whatever, however. |

b. Small Reserve Vocabularies

Hatch and Brown (1995:234) call this class as closed class vocabulary because new forms for these function are infrequent. Words in these classes are often called function words because their meanings show how we are to determine relations between words in utterances. It includes all pronoun, prepositions, conjunctions. The following are explanations about Small Reserve Vocabularies:

1). Pronouns

Pronoun refer to nouns that have already mentioned in the discourse or point ahead to a noun that we are about to mention. (Hatch and Brown, 1995:234).

In addition, Frank (1972:20) state that pronoun as a word that takes the place of a noun. He classifies pronoun as follows:

- | | |
|----------------------|-------------------------------|
| a). Personal pronoun | : he, we, she, his, her, you. |
|----------------------|-------------------------------|

- | | |
|------------------------------------|--|
| b). Interrogative pronoun | : who, which, whom, what, whose. |
| c). Demonstrative pronoun | : this, that, these, those. |
| d). Relative pronoun | : who, whose, whom, what, that, which. |
| e). Indefinite pronoun | : all, any, anyone, some, someone. |
| f). Possessive pronoun | : mine, ours, yours, his, ones, Ali's |
| g). Intensive or reflexive pronoun | : myself, yourself, ourself. |

2). Preposition

According to Hatch and Brown (1995:243) that prepositions are all those words that help locate items and actions in time and space. In addition, Hornby (1987:658) states that preposition is word or group of words (eg. in, from, to out, of /behalf) often placed before on a noun or pronoun to indicate place, direction, souce, method, etc. So in the most general term preposition expresses a relation between two entitles, one being that presented by prepositional complement. It also shows the relationship between a noun expression and other sentences element.

3). Conjunctions

Hatch and Brown (1995:238) states that there are many different types of conjunctions, but when we hear the term we usually think of and, or, but. These are called coordinating conjunctions. Adverbial conjunctions (because, while, unless) are sometimes called logical connectors because they clarify the relation between the linked clauses.

In line with this, Frank (1972:208) says that conjunctions are members of are small class that have no characteristic form. The function chiefly as nonmoveable structure words that join such units as part of speech, phrases or clauses.

There are two groups of coneccting words. The first is connecting word or group of words of equal rank. They are called coordinating conjunction because they

join element of equal rank in the sentences, they are: and, but, for, or, nor, yet. Here are the examples :

John and Mary played Tennis. (Connect two nouns).

Did you leave it in your room or in the kitchen?

(Connect two clauses)

The man shouted but the child did not hear him (Connect two clauses)

The second group is the connective that introduce dependent clause. These words are known as subordinating conjunctions. It cannot stand alone as a sentence.

The words are commonly used as subordinate conjunctions:

after	if	since	unless
although	in as much as	so that	until
as	in order that	that	where
as if	in so far as	though	whercas
because	lest	till	whether
before	in condition that	while	

2.3. Action Hypothesis

The hypothesis of this Classroom Action Research are as follows :

- 1) The use of flashcards in teaching vocabulary can motivate the students in learning vocabulary.
- 2) The use of flashcards in teaching vocabulary can can improve the students vocabulary achievement.

CHAPTER III RESEARCH METHODS

3.1. Research Setting

In this Classroom Action Research, the writer decided SLTP Negeri 7 Bondowoso as the location of the research based on the consideration that the writer is a teacher at this school and the subjects of this research are the second year students (II^a) of SLTP Negeri 7 Bondowoso in the Academic Year of 1999/2000 in the third Cawu.

The reason why the writer chose the students of (II^a) of SLTP Negeri 7 Bondowoso because they had higher ability in English than other classes. The number of the students in this Classroom Action Research were 28 students, consisting of 18 males and 10 females.

3.2. Research Procedure

3.2.1. General Description of the Research

This Classroom Action Research was implemented in to two cycles and both cycle of the model consisted of four stages of actions, as follows :

- a) The action plan
- b) The action implementation
- c) Observation
- d) Reflection

In order to achieve the goals of this research, the action were planned in two cycles. The implementation of both cycles were held at the Third Cawu in the academic year 1999/2000 and was focused on teaching vocabulary by using flashcards to the students of II^a of SLTP Negeri 7 Bondowoso.

The material of vocabulary task chosen from the text book based on the theme and sub theme in the 1994 English Curriculum for the second year students of Yuniior High School.

3.2.2. Details of the Research Prosedure

a. Preparation

Several activities to be prepared before conducting this research were as follows :

- 1). Listing the theme and sub theme as the reference to present vocabulary.
- 2). Making the lesson plan for the action cycle 1 and cycle 2
- 3). Preparing the flashcards related to the themes taught.
- 4). Preparing the students vocabulary tests for the cycle 1 and cycle 2
- 5). Preparing the instrumen of observation
- 6). Preparing the instrumen of evaluation.

b. Implementation

The action of the first cycle and second cycle were implemented to according to the schedule of English subject, and focused on teaching vocabulary by using flashcards. The researcher was helped by one of the colleagues who helped conduct the observation to get the data needed.

The classroom action research was conducted to improve the students vocabulary achievement by using flashcards. The implementation of this classroom action research was based on the lesson plan prepared before the action. The lesson plan for the action cycle 1 and cycle 2 could be seen on appendix 4 and 6.

c. Monitoring and Evaluation

This classroom action research was implemented to focus on teaching vocabulary by using flashcards. Monitoring was carried out to observe the class condition when they were taught vocabulary by using flashcards. The researcher conducted monitoring while she was teaching vocabulary.

The data about the improvement of the students' vocabulary achievement were gathered from open observation and vocabulary tests. The researcher made the test instrument, that is vocabulary test by herself. The test items were constructed based on the indicators of vocabulary teaching.

This evaluation was carried out to know whether the applied action, especially the use of flashcards in teaching vocabulary is effective to arouse the interest of the students in learning vocabulary and to improve the students vocabulary achievement. After conducting the vocabulary test the researcher could know the result of the action. The action is said to be successful if the mean score of the students vocabulary test in 75 on good.

d). Analysis and Reflection

The method used to analyze the data about the students' vocabulary achievement was descriptive quantitative, then the results of this research were described qualitatively to answer the problem of the research.

The data about the class condition that were obtained from observation were also analyzed descriptive qualitatively.

The following cycle was needed to be implemented if the students had not achieved the targeted mean score of vocabulary test ($M=75$) yet. It was conducted with the certain modification in order to achieve the purposes of this classroom Action Research.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the research results of the cycle 1 and 2 and discussion are presented .

4.1 Descriptions of the Action cycle 1

4.1.1 Results of Observation

Almost all of the students had difficulties in memorizing and pronouncing vocabulary because there are differences between letters and sound in English.

From the discription above, we knew that the cause of the students failure in learning vocabulary. In this way , we could help the students to solve their problem in improving their vocabulary by using flashcard.

The results of this observation is that the students were more interested in leraning English, they could learn vocabulary more quickly and easier by using flashcards.

By using flashcards, the teacher could stimulate the students to focus their attention on the lesson, especially for the second year students (II^a) of SLTP Negeri 7 Bondowoso.

4.1. 2 Results of Vocabulary test

The teacher gave the students vocabulary test to know how far the students achieved the vocabulary after they were taught vocabulary by using flashcards by the researcher. The data about the students vocabulary achievement in cycle 1 are presented in the table below.

Table 1. The data of the students vocabulary scores in the cycle 1.

Number	Scores action cycle 1
1	55
2	72
3	68
4	-
5	69
6	75
7	76
8	68
9	64
10	72
11	74
12	77
13	74
14	70
15	76
16	65
17	68
18	77
19	86
20	65
21	74
22	81
23	81
24	78
25	74
26	75
27	76
28	65
29	86
N=28	2041
Mean	72,89

This vocabulary test was given after the writer had presented the subtheme of Animals. The vocabulary test were given to the students were : matching and objective tests (multiple choice) see appendix 5.

There were many factors why some students still failed to do the test well. At first, it was the first time for the students learning vocabulary by using flashcards. Second, they still confused about the letters of the vocabulary because the teacher only asked them to repeat the word but didn't write the word or the new vocabulary.

As soon as the above data analyzed, the writer carried out a reflection upon these data. Then the results of this reflection said that the next cycle was still needed to do because the students' vocabulary test results had not still fulfilled the target or the standart score yet.

4.2 Description of the Action Cycle 2

4.2.1 Results of the Observation

Based on the results of the action cycle 1, the writer revised the teaching techniques in the action cycle 2. The writer had to make some efforts that could make the situation in the classroom more interesting and conducive. This condition was expected to make the students became more enthusiastic and active in learning vocabulary, so the implementation of the cycle 2 was carried out well as planned.

The action plan of the cycle 2 consisted of those of the cycle 1 supported with some revised steps as follows :

1. Preparing the flashcards that have relationship with the theme.
2. Preparing the lesson plan for the implementation of the research.
3. Showing the flashcards to the students and asking them to memorize the letters of the words written in the back of the pictures.
4. Asking the students to repeat the teachers' pronunciation while showing the pictures. In this way the students could memorize the new vocabulary presented.
5. Asking the students to interpret the meaning of the pictures and asking them to tell about the pictures orally.

6. Giving the students the tasks taken from the book "Let's Ieran English 2" or from LKS "Intan Pariwara".
7. Giving homework to the students about the application of vocabulary within sentences.
8. Reflecting the results of the action cycle 2.

In the beginning of the action cycle 2, the students looked more enthusiastic and interested in the pictures that the teacher showed, they wrote the letters of the new vocabulary while they were giving the meaning of the words on there notebooks. When the writer asked them to repeat the pronounciation, they could read the letters of the new vocabulary in the back of or under the pictures, in this way they could learn by heart the vocabulary easily and quickly.

Conducting the observation on the students' motivation during the implementation of the action cycle 2, the writer and her collaborator supposed that the use of flashcards could improve the students' vocabulary achievement. Besides, by using flashcards, the teacher could stimulate the students to pay attention on the lesson.

4..2.2 Results of Vocabulary Tests

Based on the observation results conducted in the cycle 2, the number of the students actively participated in teaching learning process, is higher. It mean that the involvement of the students had increased compared with the action cycle 1.

At the end of the cycle 2, the students were required to have a test. From the data below showed that there was an improvement of the results students vocabulary test compared with the cycle 1. The following is the table of the result of the students' vocabulary tests in the action cycle 2.

Table 2. The Data of the Students' Vocabulary Scores in the Cycle 2

Number	Scores action cycle 1
1	64
2	70
3	70
4	-
5	74
6	84
7	84
8	70
9	74
10	80
11	80
12	74
13	80
14	84
15	88
16	78
17	70
18	84
19	84
20	74
21	80
22	88
23	74
24	84
25	84
26	80
27	88
28	74
29	84
N-28	2202
Mean	78,64

Table 2 above shows that there is an improvement of the mean score of cycle 2 compared with cycle 1. The mean score of cycle 1 increased from 72,89 becomes 78,64. It means that the score of cycle 2 could reach as expected over the standart score, and it could be said that the implementation of cycle 2 was significant as well as the research purposes.



From the previous data and the vocabulary tests results showed that before conducting the classroom Action Research, the abilities of the students in learning and mastering vocabulary were poor. One effort to improve the students' vocabulary achievement was teaching vocabulary by using flashcards. To know how far the students were able to memorize or achieve the vocabulary given, the vocabulary tests was carried out. In fact, there was an improvement of the students' mean scores of the vocabulary tests after conducting this research. The following table showed the improvement of the students mean scores of vocabulary tests.

Table 3. The Data of the Students' Vocabulary Scores Before the Action and the Scores of the Action Cycle 1 and cycle 2.

Number	SCORES		
	before action	cycle 1	cycle 2
1	43	55	64
2	68	72	70
3	62	68	70
4	-	-	-
5	58	69	74
6	60	75	84
7	72	76	84
8	50	68	70
9	62	64	74
10	66	72	80
11	72	74	80
12	58	77	74
13	62	74	80
14	66	70	84
15	70	76	88
16	74	65	78
17	62	68	70
18	78	77	84
19	82	86	84
20	50	65	74

21	62	74	80
22	88	81	88
23	78	81	74
24	62	78	84
25	66	74	84
26	62	75	80
27	68	76	88
28	48	65	74
29	80	86	84
N = 28	1829	2041	2202
Mean	65,3	72,89	78,64

4.3 Discussion

To determine the success of this Classroom Action Research, the writer should be able to prove that the Action hypothesis became true. From the table above, it can be seen that the mean scores of the vocabulary test always increased after conducting evaluation or giving the students tests of vocabulary achievement, the writer knew that there was an improvement of the mean score in the cycle 1 and the cycle 2 compared the mean scores before the action given.

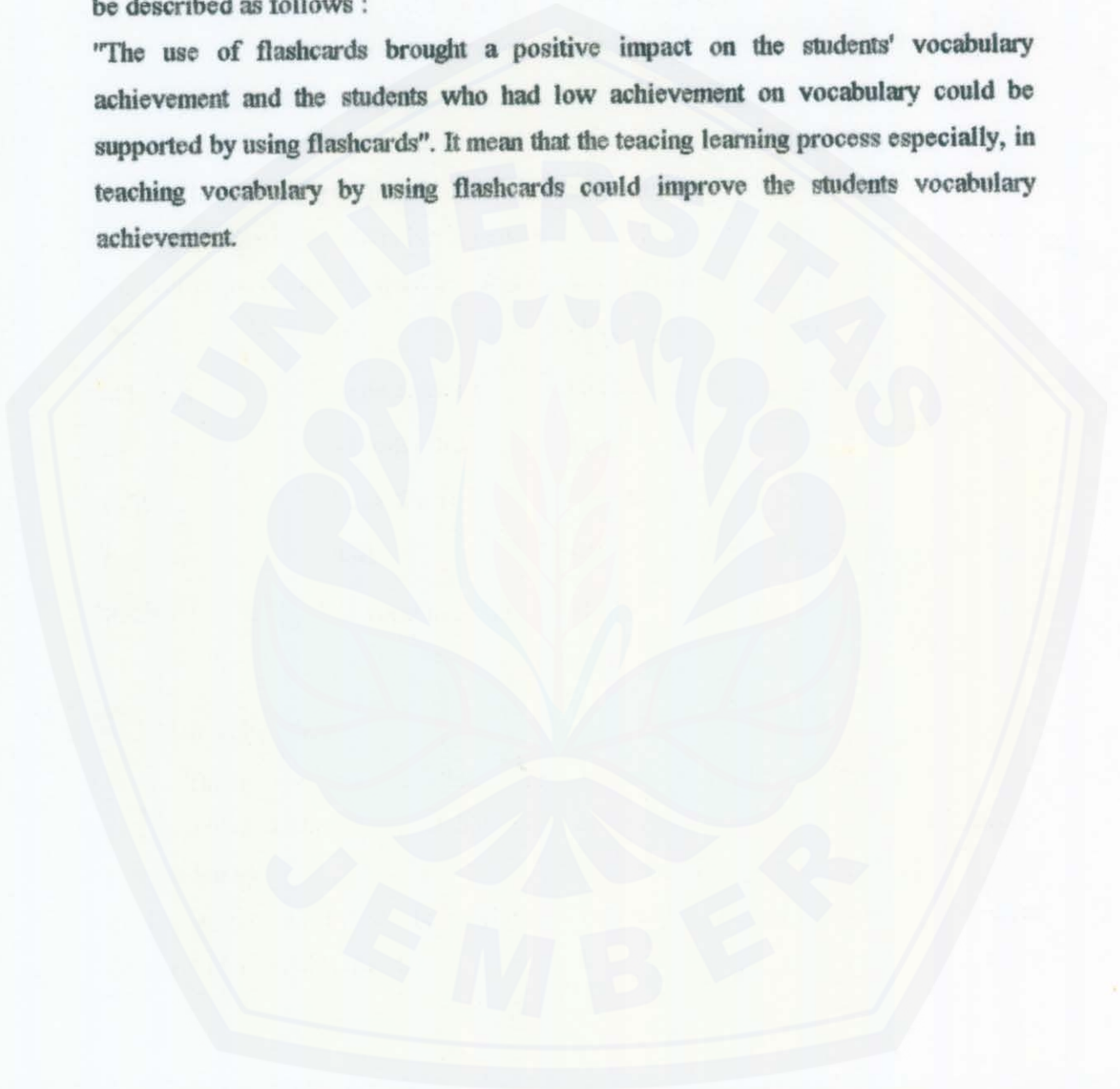
The mean score of pretest (before action) was 65,3 increased in the cycle 1 became 72,89 and became 78,64 in the cycle 2. It meant that the actions implemented in this Classroom Action Research have given positive results in improving the students' vocabulary achievement and the research should be ended up to the cycle 2.

After conducting this Classroom Action Research, the writer as the English teacher could prove that the students' vocabulary achievement was improved. By using flashcards, the writer could help the students in learning vocabulary easier, clearer and more interesting. Thereby, the action hypothesis was accepted and proved.

4.4. Analysis an hypothesis testing

The results indicated that the succes of this Classroom Action Research could be described as follows :

"The use of flashcards brought a positive impact on the students' vocabulary achievement and the students who had low achievement on vocabulary could be supported by using flashcards". It mean that the teacing learning process especially, in teaching vocabulary by using flashcards could improve the students vocabulary achievement.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The results of this Classroom Action Research in the cycle 1 and the cycle 2 can be concluded as follows:

1. Teaching vocabulary by using flashcards could motivate the students in learning vocabulary easier, clearer, more quickly and more interesting.
2. Teaching vocabulary by using flashcards could improve the students' vocabulary improvement. It was proved by the improvement of the students' vocabulary achievement in the cycle 1 and the cycle 2 compared to that before the action given.

5.2 Suggestion

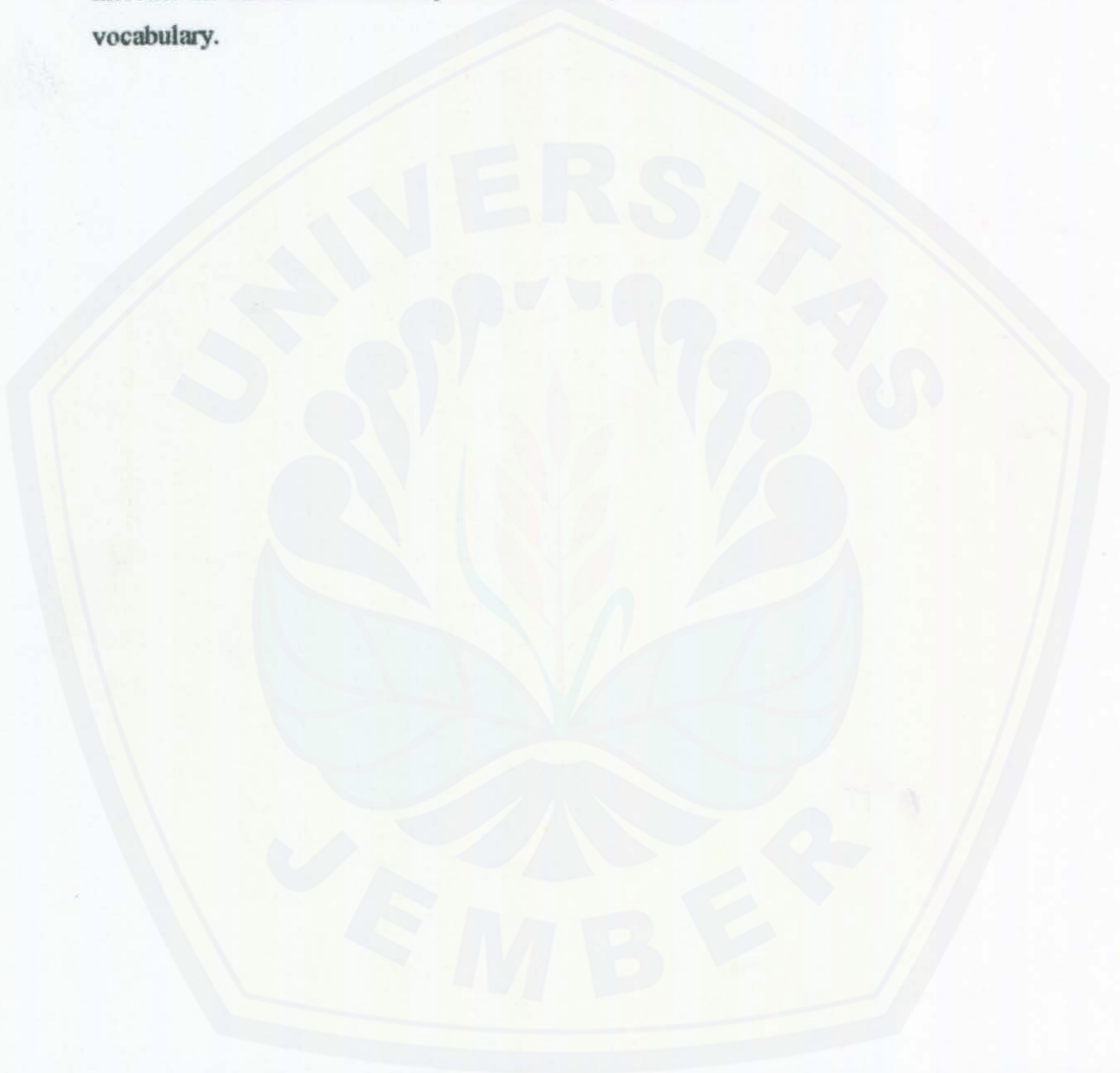
Based on the results of the Classroom Action Research some suggestions are given to the following persons :

a. The English teachers

1. The teacher should be able to arouse the students' interest and create a good situation for the students in teaching English, mainly in teaching vocabulary by using flashcards.
- 2) The teacher should create some innovations in teaching learning process to improve the students' abilities, especially in learning vocabulary.
- 3) The teachers are expected to help the students solve their difficulties in learning English by applying the appropriate techniques in teaching English.

b. Other researchers

Other researchers are suggested to conduct a Classroom Action Research to increase the students' vocabulary achievement by modifying the teaching techniques of vocabulary.



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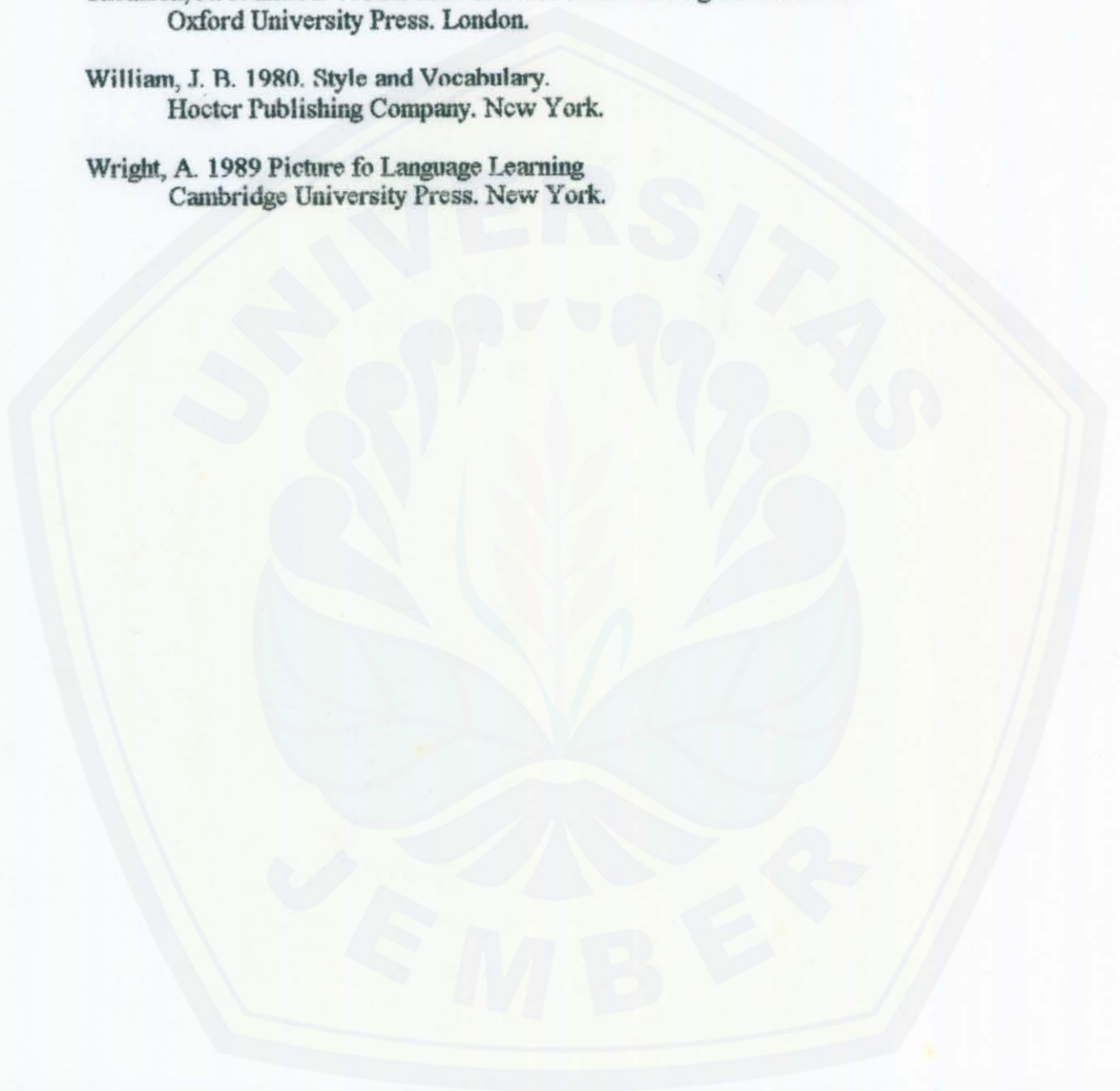
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Apendix 1

Flashcards used in teaching vocabulary in the cycle 1

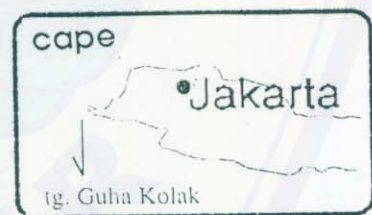
Theme : Animals



Apendix 2

Flashcards used in teaching vocabulary in the cycle 2

Theme : Geography of Indonesia



Appendix 3

The names of the Research subjects
of II^a of SLTP Negeri 7 Bondowoso

NUMBER	N A M E	MALE	FEMALE
1	Andika	v	
2	Andi Budi Santoso	v	
3	Abd. Wafi Arif S.	v	
4	Agus Susanto	v	
5	Ahmad Ponaidi	v	
6	Achmad Junaidi	v	
7	Bheson Prayitno	v	
8	Desy Kusmilaningsih		v
9	Deni Hermawan	v	
10	Edyanto	v	
11	Ernaningsih		v
12	Edy Porwoko	v	
13	Firman Hidayat	v	
14	Faruk al Kurafi	v	
15	Hermin Nur Wahyuni		v
16	Holise		v
17	Jaka Widayanto	v	
18	Lilis Andayani		v
19	Lutvi Hardiyanto	v	
20	Mashadi	v	
21	Maisaroh		v
22	Muhamad	v	
23	Nurachmad	v	
24	Nurul Hasanah		v
25	Rudi Hartono	v	
26	Rica Wahyu Puspita		v
27	Satik Rahmawati		v
28	Wanti Wulandari		v
29	Yusuf	v	

Apendix 4

LESSON PLAN OF THE ACTION CYCLE 1

Mata Pelajaran	: Bahasa Inggris
Tema	: Binatang
Anak Tema	: Domestic Animals
Kelas / Cawu	: II/3
Waktu	: 2 x 45 menit

I. TUJUAN PEMBELAJARAN KHUSUS

1. Siswa dapat memperoleh informasi tentang nama-nama binatang.
2. Siswa dapat menyebutkan dengan benar nama-nama binatang.
3. Siswa dapat menulis jawaban-jawaban atas pertanyaan berdasarkan gambar.

II. BAHAN PEMBELAJARAN

- Sumber pembelajaran :
1. GBPP tahun 1994 dan Suplemen GBPP 1999
 2. Buku Paket kelas II
 3. Buku Sumber lain yang relevan

III. ALAT PERAGA : FLASHCARDS

IV. KEGIATAN PEMBELAJARAN

a. Kegiatan awal

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberi motivasi

b. Kegiatan Inti

1. Guru menunjukkan gambar-gambar binatang.

2. Siswa menyebutkan nama-nama binatang yang ditunjuk dengan gambar.
 3. Siswa menulis nama-nama binatang yang ditunjuk dengan gambar.
 4. Guru menunjukkan tulisan yang benar nama-nama binatang agar siswa dapat mengoreksi tulisannya.
 5. Siswa menjodohkan kata dengan kalimat.
- c. Kegiatan Akhir
1. Guru dan siswa membahas materi yang telah diberikan.
 2. Guru memberi "Vocabulary Test".

V. PENILAIAN :

1. Prosedur : Penilaian Proses Belajar dan Hasil Belajar.
2. Alat Penilaian : Test kosa kata (vocabulary test)

Bondowoso, 14 Maret 2000

Guru Bidang Studi

(SUPAIDAH)

Appendix 5

TEST OF ACTION CYCLE 1

Theme : Animals

I. CHOOSE THE CORRECT ANSWER : a, b, c OR d.

1. It is a kind of insect, it gives us honey. It is a

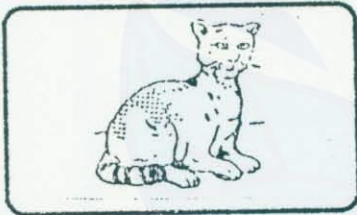
- a. mosquito
- b. cow
- c. goat
- d. bee



2. This animals are kinds of mammal except :

- a. cow
- b. peacock
- c. kangaroo
- d. cat

3. This animal looks like a tiger. It is a



- a. cow
- b. goat
- c. Kangaroo
- d. cat

4. The young of sheep is called a

- a. cub
- b. fawn
- c. calf
- d. lamb

5. What is the biggest animal in the world?

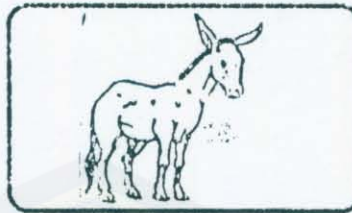
- a. tiger
- b. cow
- c. elephant
- d. mounkey

6. This animal looks like a horse but rather small and stupid.

It is

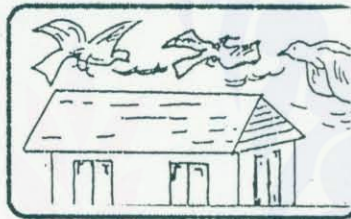
- a. zebra

- b. goat
- c. deer
- d. donkey



7. A..... likes banan very much
- a. tigr
 - b. Monkey
 - c. goat
 - d. dog
8. Ais a poisonous animal
- a. sanke
 - b. crocodile
 - c. rabbit
 - d. cat
9. Look this picture! There are a lot birds the house.

- a. near
- b. over
- c. on
- d. between



10. They are included to the protected animals :
- a. rhinocheros, peacock
 - b. cat and dog
 - c. cow, goat
 - d. cat, rabbit

II. MATCH THE SENTENCES WITH THE SUITABLE WORDS BELOW !

protect hunt tail heak

1. The boysbutterflies for collection.
2. A bird's mouth is a.....
3. Some animals.....themselves with their poison.
4. A part wich sticks out at the end of the end of animal's body is a

III. COMPLETE THE DISCRPTION OF THE PICTURES WITH YOUR OWN

WORDS !

1. It is a

It has.....legs

It canin the river

It rives as.....



2. It is a

It eats.....

It gives usand it

Has.....legs



Apendix 6

LESSON PLAN OF THE ACTION CYCLE 2

Mata Pelajaran	: Bahasa Inggris
Tema	: Geography of Indonesia
Anak Tema	: Keadaan Alam
Kelas / Cawu	: II/3
Waktu	: 2 x 45 menit

I. TUJUAN PEMBELAJARAN KHUSUS

1. Siswa dapat memperoleh informasi tentang keadaan alam Indonesia
2. Siswa dapat menyebutkan dengan benar kata-kata yang berhubungan dengan keadaan alam.
3. Siswa dapat menulis jawaban-jawaban atas pertanyaan berdasarkan gambar.

II. BAHAN PEMBELAJARAN

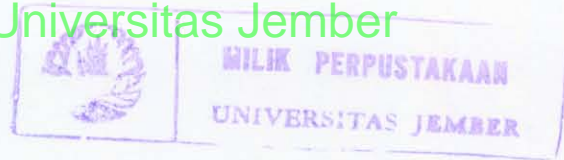
- Sumber pembelajaran :
1. GBPP tahun 1994 dan Suplemen GBPP 1999
 2. Buku Paket kelas II
 3. Buku Sumber lain yang relevan

III. ALAT PERAGA : FLASHCARDS

IV. KEGIATAN PEMBELAJARAN

a. Kegiatan awal

1. Salam dan tegur sapa
2. Guru mengabsen siswa
3. Guru memberi motivasi



b. Kegiatan Inti

1. Guru menunjukkan gambar-gambar tentang keadaan alam.
2. Siswa menyebutkan kata-kata yang berhubungan dengan keadaan alam sesuai dengan gambar yang ditunjuk guru..
3. Siswa mengerjakan latihan menjodohkan gambar dengan kalimat.

c. Kegiatan Akhir

1. Guru dan siswa membahas latihan yang diberikan.
2. Guru memberi "Vocabulary Test".

V. PENILAIAN :

1. Prosedur : Penilaian Proses Belajar dan Hasil Belajar.
2. Alat Penilaian : Test kosa kata (vocabulary test)

Bondowoso, 14 Maret 2000

Guru Bidang Studi

(SUPAIDAH)

Appendix 7

TEST OF ACTION CYCLE 2

Theme : Geography of Indonesia

I. CHOOSE THE CORRECT ANSWER ; a, b, c OR d.

1. Jakarta is theof Indonesia.
a. capital b. country c. city d. province
2. Toba is kind of.....
a. river b. sea c. lake d. ocean
3. A number of small islands making a group is an.....
a. island b. archipelago c. valley d. earthquake
4. We can get rattan, wood from the.....
a. island b. river c. lake d. forest
5. Before raining, the sky is.....
a. bright b. cloudy c. sunny d. wind
6. Java is the.....island of Indonesia
a. bigger b. biggest c. smallest d. tallest
7. Bengawan Solo is a
a. river b. ocean c. sea d. lake
8. We have when a mountain erupts
a. storm b. thunderstorm c. earthquake d. lighting
9. Pearl is one of theproduct.
a. land b. air c. forest d. sea

10. The forest made the air to become.....

- a. fertile b. fresh c. dry d. hot

**II. COMPLETE THE FOLLOWING SENTENCES BY USING THE GIVEN WORDS
IN THE LIST !**

clove wealth forest fertile produce
mines coal pearls waterfall! path

1. Rani has bought a necklace made from.....
2. Petroleum, kerosene, gold, silver are some
3. is one of the forest products.
4. Mr. Budi harvests good crops because his land is.....
5. The..... on Jl. Kenanga is not smooth. It is also slippery when it rains.
6. That factory uses a lot of.....as fuel.
7. My brother caught a snake near the where the bushes are very dense.
8. Niagara.....is in USA. It has very beautiful scenery.
9. That company.....qualified textile for export.
10. Indonesia has a lot of that we can find in seas, forest and air.

Appendix 8

TEST BEFORE ACTION (PRETEST)

Theme : Entertainment

I. CHOOSE THE CORRECT ANSWER: a, b, c OR d.

1. Person who paints his face and dresses in a radiculous way is a

- a. musician b. doctor c. produser d. clown

2. Number of people who watch a film are.....

- a. audience b. musician c. clown d. produser

3. The man whose work is amusing people who attend a show is a

- a. audience b. produser c. juggler d. entertainer

4. The man who makes a film is a

- a. produser b. actor c. clown d. actress

5. Look is the picture! She is a

- a. star
b. musician
c. pianist
d. singer



6. The plays are being performed on the.....

- a. field b. court c. stadium d. stage

7. I cannot enter the movie, because I don't have a

- a. ticket b. money c. paper d. seat

8. After the singer used a..... her voice became louder.

a. music b. microphone c. sound d. tape recorder

9. If you want to see drama, you can go to the.....

a. movie b. theatre c. field d. stadium

10. How does the pianist play the piano? He can play it

a. good b. well c. slow d. careless

II. COMPLETE THESE SENTENCES WITH THE SUITABLE WORDS BELOW !

juggler interval practise enjoy
dance star western box office
pop actress

1. The balineseis wellknown in the world.
2. Do you like amusic or Dangdut music?
3. Person who throws anumber of objects up into the air, catch and throw them again into the air, is a
4. Blank surface into wich films are projected is an.....
5. Who is theof that film?
6. Office at the cinema where tickets are bought is a.....
7. Cristin Hakim is an
8. Film about the life of cowboys in the western part of USA (.....)
9. Do you alwaysfor the dance competation?
10. The audiencethe film very much.

Appendix 9

THE ANSWER KEY :

A. TEST BEFORE ACTION

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

- | | |
|--------------|---------------|
| II. 1. dance | 6. box office |
| 2. pop | 7. actress |
| 3. juggler | 8. western |
| 4. interval | 9. practice |
| 5. star | 10. enjoy |

B. TEST OF ACTION CYCLE I

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

- II. 1. duck , two, swim, eggs
2. cow , grass, milk, four

- | | |
|--------------|------------|
| III. 1. hunt | 3. protect |
| 2. beak | 4. tail |

C. TEST OF ACTION CYCLE II

- | | | | |
|---------|-------|---------------|--------------|
| I. 1. a | 6. c | II. 1. pearls | 6. coal |
| 2. c | 7. a | 2. mines | 7. forest |
| 3. b | 8. c | 3. clove | 8. waterfall |
| 4. d | 9. d | 4. fertile | 9. produce |
| 5. b | 10. b | 5. path | 10. wealth |

KELAS II (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5
<p>Dengan kemampuan lebih kurang 750 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut:</p> <p>a. <i>Membaca</i></p> <p>Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percapaian dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang pajangannya lebih kurang 100 kata dengan keterampilan sebagai berikut:</p> <ol style="list-style-type: none"> menemukan informasi tertentu; mendapatkan gambaran umum tentang isi bacaan; menemukan pikiran utama yang tersurat; menemukan pikiran utama yang tersirat; mememukan semua informasi rinci yang tersurat mendapatkan informasi yang tersirat; menafsirkan makna kata, frasa dan kalimat berdasarkan konteks. 	<p>Caturwulan I</p> <ul style="list-style-type: none"> <i>Olahraga</i> <ul style="list-style-type: none"> - Fasilitas - Olahraga - Alat Olahraga - Jenis Olahraga - Pertandingan - Olahraga - Olahraga 	<p>Cara melakukan sesuatu.</p> <p>Ungkapan perbandingan antara 2 atau lebih benda/orang.</p> <p>Ungkapan tawaran/penolakan bantuan melakukan sesuatu.</p> <p>Ungkapan tentang suatu kegiatan</p> <p>Deskripsi suatu keadaan/persaan.</p> <p>Ungkapan rasa simpati.</p> <p>Ungkapan tentang harapan.</p>	<ul style="list-style-type: none"> Rani drives very carefully. The horse runs very quickly. Yayuk plays tennis beautifully. Tyson is stronger than Lahoya. Hollfield is the strongest "Can I help you?" "Lovely." "Yes, please." / "No, thank you." We are having exercises this Sunday Do you always have exercises on Sundays Tom looks healthy. He looks like an athlete. "My mother is very seriously ill." "I'm sorry to hear that." "I hope you are OK." "Don't worry." 	<p>a. <i>Membaca</i></p> <ul style="list-style-type: none"> Membek benda yang ditunjukkan dengan pertolongan ungkapan bal berdasarkan iklan yang gambar bendanya dihilangkan. Mengelompokkan kata-kata/frasa berdasarkan sejumlah kata yang disediakan yang disusun secara acak. Menjodohkan sejumlah pokok minat dengan predikanya yang disusun secara acak sehingga menjadi kalimat yang bermakna. Memilih nama tokoh atau benda yang terdapat dalam daftar benda yang deskripsi tentang tokoh/benda tersebut. Memilih diagram yang sesuai dengan isi teks berdasarkan satu teks dan beberapa diagram. Membuat pertanyaan benar-salah tentang isi teks oleh sebagian siswa dan sebaliknya menjawab pertanyaan tersebut berdasarkan teks yang disediakan. Menentukan kata-kata pokok/utama yang ada dalam teks. Memilih pernyataan-pernyataan yang cocok dengan isi teks berdasarkan beberapa pernyataan yang diberikan.

<p>Gaya dan tanda baca yang benar:</p> <ol style="list-style-type: none"> 1) menulis kalimat sederhana yang dimilahkan; 2) melengkapi percakapan sederhana (paling banyak 2 kalimat per baris); 3) Perulangan paragraf pendek melengkapi paragraf pendek yang berbentuk narasi dan deskripsi; 4) membuat kalimat majemuk setara dan beringkat. 	<ul style="list-style-type: none"> • Rekreasi - Di Pantai - Di Kebun Binatang - Di Pegunungan 	<p>ant/penerimaan melakukan sesuatu.</p> <p>Ungkapan yang menyatakan jumlah.</p> <p>Ungkapan tentang rencana.</p>	<ul style="list-style-type: none"> • "What can I do for you?" - "I'm OK." / "Nothing, thanks." • Villagers have <u>enough</u> time to rest but <u>urban</u> have <u>none</u>. • There is <u>no</u> car in the city but there are <u>some</u> in the village. • I am <u>going to</u> spend my school holidays in Bali. • I plan to go on a trip to Sumatra <u>next month</u>. • Toni is <u>going to</u> visit the zoo <u>next Sunday</u>. • My brother <u>usually</u> goes to the beach in the <u>weekends</u>. • My father <u>always</u> tells the truth. • This resort is <u>as interesting as</u> Kuta beach. • Sengigi is <u>more interesting</u>. • The beach is <u>clean and beautiful</u>. • I <u>feel</u> fresh in the mountain. • The weather <u>becomes</u> foggy in the afternoon. 	<p>dan menjawab pertanyaan-pertanyaan berdasarkan percakapan.</p> <ul style="list-style-type: none"> • Menjawab pertanyaan bentuk benar-salah berdasarkan informasi. <p>c. Beribicara</p> <ul style="list-style-type: none"> • Bercerita tentang suatu kejadian yang sangat berkesan yang pernah dialami. • Menyatakan kesetujuan atau ketidaksetujuan dan alasannya melantanya-jawab. • Menanggapi suatu lawaran. • Tanya-jawab tentang pengalaman dan pendapat mengenai sesuatu hal. • Mengungkapkan pendapat, perasaan, pikiran melalui tanya-jawab misalinya tentang fasilitas umum yang ada. • Mengucapkan selamat pada seseorang. • Bermain peran dalam: (1) menghon untuk meninjau sesuatu dengan sopan; (2) menawarkan dan untuk melakukan sesuatu; (3) memberikan informasi sederhana tentang sesuatu hal; (4) mengemukakan dan menanggapi permohonan izin; dan (5) meminta maaf <p>d. Menulis</p> <ul style="list-style-type: none"> • Menyusun kata-kata yang dikumpulkan secara acak menjadi suatu
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<p>1) Menangkap an rasa senang</p> <p>Contoh: Rasanya kejuan buir 8 Coklatnya enak untuk mendorong paru dan peris lis buku menangkap an rasa senang siswa dengan kegiatan membaca.</p>		<p>Ungkapan permohonan dan responsnya</p>	<ul style="list-style-type: none"> • "Would you pass this letter for me, please?" • "I'm sorry, I'm very busy right now." • "Shut the door, please!" • "Sure." • "Can you get me an aspirin, please?" • "Certainly!" 	<ul style="list-style-type: none"> • Menghitung jumlah kata ter yang terdapat dalam teks dan mudiin mengidentifikasi kalin lain yang mempunyai makna berakian. • Menilih digram yang sesuai dasarlan beberapa digram diserdikan. • Mencari halaman topik tertentu menggunakan halan indeks. • Mencari nomor telepon per an/antor tertentu dalam hal petunjuk telepon. • Mencari makna kata tertentu ngan menggunakan kamus. • Menentukan apakah suatu t bersih bujukan, peringatan, dangan, informasi, arahan, sebagaiya.
<p>A. Menyiasi</p> <p>1) mengidentifikasi benda-benda yang namanya disebut oleh guru;</p> <p>2) melaksanakan perintah yang diberikan secara lisan;</p> <p>3) memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi).</p>	<ul style="list-style-type: none"> • Pakaian - Jenis pakaian - Membuat pakaian - Bahan pakaian 	<p>Ungkapan kejadian pada waktu yang akan datang.</p> <p>Ungkapan kejadian yang telah berlangsung.</p> <p>Ungkapan keinginan.</p> <p>Ungkapan tentang suatu kegiatan.</p>	<ul style="list-style-type: none"> • The dressmaker will see you tomorrow. • My sister has bought a new dress for the party. • I need a white shirt. • She's making a dress • He's wearing a cotton shirt 	<p>b. Menyimak</p> <ul style="list-style-type: none"> • Melakukan dan petunjuk yang diberikan secara lisan. • Mengidentifikasi benda/birin dengan menunjukkan gambar • Melengkapi suatu formulir • Menganalisis informasi yang diberikan secara lisan. • Melengkapi suatu bagian be kan informasi yang diberikan lisan. • Mendengarkan cerita guru sarkan gambar dan mengaw tanyaan. • Mendengarkan suatu perca-
<p>C. Berbicara</p> <p>1) mengaja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari;</p> <p>2) bertanya dan menjawab pertanyaan secara sederhana;</p> <p>3) melakukan percakapan pendek dan sederhana dengan lancar;</p> <p>4) secara sederhana mengungkapkan pikiran, pendapat dan perasaan.</p>	<p><u>Caturwuhan 2</u></p> <ul style="list-style-type: none"> • Kehidupan Desa/ Kota - Mata Pencaharian - Transportasi - Masyarakat 	<p>Ungkapan yang menyatakan pilihan.</p> <p>Ungkapan tawaran dan responsnya.</p> <p>Ungkapan tawaran/penolak-</p>	<ul style="list-style-type: none"> • I like living in the village better than in the country. • "Do you want something to eat?" • "Perhaps, later." • "Would you like a drink?" • "Yes, please." / "No, thanks." • "Would you like any help?" • "Yes, please." / "No, thank you." 	
<p>4. Menulis</p> <p>1) menyalin kalimat sederhana yang telah dipelajari dengan</p>				

<ul style="list-style-type: none"> • <i>Layanan Umum</i> - Hotel - Kantor Pos - Bank - Wartel - Tempat Hiburan - Rumah Makan - Tempat Ibadah - Klinik 	<p>Pernyataan tentang peristiwa yang telah terjadi dan peristiwa yang terjadi di masa lampau.</p> <p>Pernyataan tentang kejadian yang telah berlangsung.</p>	<ul style="list-style-type: none"> • Budi <u>has posted</u> the letter. He <u>posted</u> it ten minutes ago. • Indri <u>has been</u> to Bandung. • Toto <u>has gone</u> out to cash a cheque. • "How <u>old</u> is Haridah?" • "She is 14 years old." • "How <u>heavy</u> is this box?" • "It's 5 kilograms." / "I'm not sure." • "How <u>far</u> is the bank from here?" • "How <u>good</u> is the restaurant?" 	<p>Kalimat.</p> <ul style="list-style-type: none"> • Menengkapi percakapan pendek. • Menuliskan jawaban-jawaban pertanyaan berdasarkan gambar. • Menyusun seperangkat kalimat yang diberikan secara acak menjadi satu paragraf berdasarkan gambar. • Menuliskan jawaban-jawaban pertanyaan, pemahaman teks.
<p><u>Catutwulan 3</u></p> <ul style="list-style-type: none"> • <i>Hiburan</i> - Tarian - Film - Musik - Sandiwara 	<p>Ungkapan tawaran/penolakan bantuan.</p> <p>Ungkapan tentang permintaan/pemberian/penolakan izin.</p>	<ul style="list-style-type: none"> • "What can I do for you?" • "I'm alright. Thank you." / "Turn on the radio, please." • "Could I go to the movie with my friends?" • "Yes, certainly." / "I am afraid not." • "Can I go to the theater this evening?" • "Of course." / "I am afraid you can't." 	
<p>Lingkaran tentang harapan.</p>		<ul style="list-style-type: none"> • Let's hope for the best. 	

	<ul style="list-style-type: none"> • <i>Hewan</i> - Hewan Piaraan - Hewan Liar - Hewan Ternak - Hewan Lindung 	<ul style="list-style-type: none"> • <i>Geografi Indonesia</i> - Kelautan - Keadaan Alam - Kekayaan Alam - Daratan - Angkasa 		<p>Deskripsi tentang sesuatu/ seseorang.</p> <p>Keterangan tentang letak/ posisi suatu benda.</p>	<ul style="list-style-type: none"> • A tiger <u>is</u> like a very large cat. • A mouse <u>is</u> a small grey animal. • The lion <u>over</u> there is hungry. • The animal <u>under</u> the tree is a wild buffalo • The fishermen catch fish <u>twice</u> a week. • It rains <u>everyday</u> during the wet season. • Our country <u>sold</u> a lot of liquid gas to Japan <u>last</u> year.
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