



**USING CHILDREN LITERATURE IN CLASSROOM ACTIVITIES TO
IMPROVE VOCABULARY ACQUISITION: TEACHER'S STRATEGY
AND LEARNER'S PERSPECTIVE**

THESIS

Written By
Irdatus Solikha
100110101022

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2015**



**USING CHILDREN LITERATURE IN CLASSROOM ACTIVITIES TO
IMPROVE VOCABULARY ACQUISITION: TEACHER'S STRATEGY
AND LEARNER'S PERSPECTIVE**

THESIS

presented to the English Department,
Faculty of Letters, Jember University as One of the Requirements
to Get the Award of Sarjana Sastra Degree in English Study

Written By
Irdatus Solikha
100110101022

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2015**

DEDICATION

In the sincerity of my heart and with the deepest love and respect, I dedicate this thesis to:

1. My greatest father ever, H. Rifa'i, who always encourages me in my study, mentally, financially, and has taught me about life and sacrifice,
2. My dearest mother, Hj. Riva'atul Mahmuda, who always supports and gives me endless prayer,
3. My lovely Grandmother, Hj. Soleha, who always scolds, supports and understands me very well.
4. My lovely little sister, Jinani Firdausi, who always cheers me up and makes me keep fighting.
5. My Alma Mater.

MOTTO

It's easier to build up a child, than it is to repair an adult.

Choose your words wisely.

* Anonymous

* <http://www.fabulousquotes.com/2013/07/11/> [July, 08 2015]

DECLARATION

I hereby state that this thesis entitled **“Using Children Literature in Classroom Activities to Improve Vocabulary Acquisition: Teacher’s Strategy and Learner’s Perspective”** is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publications.

I guarantee to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, September 2015

The writer

Irdatus Solikha

100110101022

APPROVAL SHEET

**Approved and received by the Examination Committee of English Department,
Faculty of Letters, Jember University.**

Name : Irdatus Solikha
Student Number : 100110101022
Title : Using Children Literature in Classroom Activities to
Improve Vocabulary Acquisition: Teacher's Strategy and
Learner's Perspective
Day/ Date : Thursday, September 3rd 2015
Place : Faculty of Letters, Jember University

Examination Committee

Chairman,

Secretary,

Drs. Wisasongko, M.A.
NIP. 196204141988031004

Dewianti Khazanah, S.S., M.Hum
NIP.198511032008122002

The Members:

1. Dr. Hairus Salikin, M.Ed. (.....)
NIP. 196310151989021001
2. Hari Supriono, S.S., M.EIL. (.....)
NIP.197903152006041001

Approved by,
The Dean

(Dr. Hairus Salikin, M. Ed.)
NIP. 196310151989021001

ACKNOWLEDGMENT

First of all, I praise up sincere gratitude to Allah. I can finish this thesis because of His greatness. Secondly, I would like to convey my deepest thanks to those who have given me support and intellectual contribution to finish this study. On this occasion, I want to convey my gratitude to:

1. Dr. Hairus Salikin, M.ED., as the dean of the Faculty of Letters Jember University and as my first examiner, thanks for his guidance, knowledge, and advices for the improvement of this thesis.
2. Drs. Albert Tallapessy, M.A., Ph.D, the previous head of English Department Faculty of Letters Jember University, who gives me a chance and permission to construct my thesis.
3. Drs. Wisasongko, M.A. and Dewianti Khazanah, S.S., M.Hum., as my first and second advisors, thanks for their encouraging advices, guidance, patience, knowledge and inspiration.
4. Hari Supriono, S.S. M.EIL., as my second examiner, thanks for his guidance, knowledge, and advices for the improvement of this thesis.
5. Dra. Supiastutik, M.Pd., as the head of English Department Faculty of Letters Jember University for giving me information about English skill.
6. Dra. Hj. Meilia Adiana, M.Pd, as my academic supervisor, thanks for her advices during my academic years and for your information about English skill.
7. Thanks to all the lecturers of English Department who have given me the valuable knowledge during my academic years.
8. My friends in the Academic Year 2010, especially Rohima Yusuf, Desi Fajariyanti, Umi Layinah, Firly K. Fanasti, Shela A. Yudiani, Ita Corry Nurica, Ummu Niswah and Tri Ayu Ningsih, who have given me their

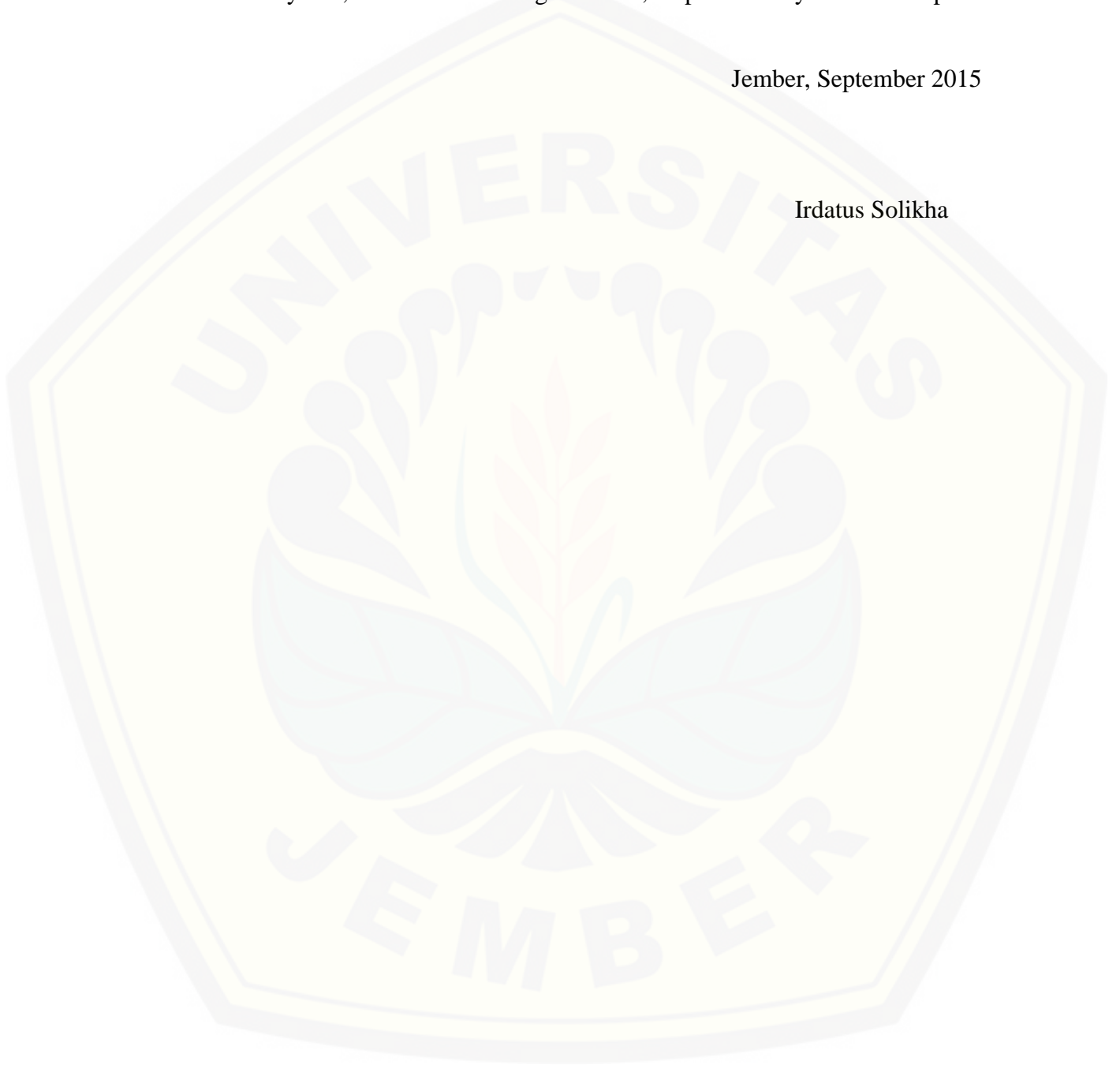
valuable support, advice, and help during the process of writing this thesis.

I wish may the Odds be ever in their favor.

9. All of my friends, especially Nana, Ayiik and others that I cannot mention one by one, thanks for their togetherness, help and always cheer me up.

Jember, September 2015

Irdatus Solikha



SUMMARY

Using Children Literature in Classroom Activities to Improve Vocabulary Acquisition: Teacher's Strategy and Learner's Perspective; Irdatus Solikha, 100110101022; 2015; 92 pages; English Department, Faculty of Letters, Jember University.

Vocabulary is viewed as the important aspect in learning a language. Nation (cited in Nation & Waring, 1997) has proposed a circular process in learning a language. He claims that by knowing the vocabularies, it enables learners to understand the language use which increases the vocabulary knowledge. Next, the knowledge of the vocabulary enables learners to the increasing knowledge of vocabulary and language use and so on. In relation to learn a second language, Gass (cited in Alemi & Tayebi, 2011) mentions that learning the vocabulary is the basic in learning a language. Thus, the vocabulary here is the key point in learning a language.

In learning a vocabulary of second language, the teacher's strategy is needed to host all the activities that happen in the class. The teacher needs to prepare his strategy to deliver the material. Recently, many English teachers use children literature as the tool to teach the English vocabulary, (see, Fojkar, Skela & Kovač, 2013 and Alli, 2006). Hunt (1999: 3) says that children book is a book which is written for different audiences, with different skills, different needs and different ways of reading. It reflects a story whose the primary readers are children.

Moreover, many of children literature are completed with some illustrations. The illustrations are created to support the story in the book. As Wright (1989: 2) claims that "the representation of pictures toward places, objects and people are the essential part of the overall experiences we must help the learners to cope with". Thus, it shows that using children literature in classroom

activities is the right decision of the teacher since it is beneficial for the learners to improve their vocabulary knowledge.

This study aims to know and describe the strategy of the teacher in using children literature. Next, the learner's perspective also will be analyzed. The study is held in SDN 1 Jatiroto, Jember, East Java. It is because the English teacher in this institution regularly uses children literature while teaching the students. In addition, the English teacher and 15 students from the fifth grade are chosen to be the participants of this study. Qualitative method is employed. The data come from the results of observation, interview and field notes. Theory of Richards & Theodore and Boran (in Intrapanich, 2012) is applied to categorize the types of the teaching strategy.

The results of this study show that the teacher applies the direct method (TDM) teaching strategy. In addition, the teacher also applies the three Cs, i.e. conveying the meaning, checking the meaning and consolidating the meaning. In addition, it shows that all the students enjoy the children literature book which is given by the teacher. On the contrary, there are some students who get confused to comprehend the new vocabularies when their teacher uses the children literature book while teaching them the English vocabulary. It means that not all students get new vocabularies by reading children literature. However, all the students state that they understand the material and prefer to use children literature rather than the student's work sheets.

TABLE OF CONTENTS

	Pages
FRONTISPIECE	i
DEDICATION	ii
MOTTO	iii
DECLARATION	iv
APPROVAL SHEET	v
ACKNOWLEDGMENT	vi
SUMMARY	viii
Table of Contents	x
List of Tables	xii
CHAPTER 1. INTRODUCTION	1
1.1 The Background of the Study	1
1.2 Research Questions	5
1.3 The Scope of the Study	5
1.4 The Goals of the Study	5
1.5 The Significances of the Study	6
1.6 The Organization of the Thesis	6
CHAPTER 2. THEORETICAL FRAMEWORK	7
2.1 Previous Researches	7
2.2 Theoretical Framework	8
2.2.1 Applied Linguistic	8
2.2.2 Teaching Strategy	10
1) Vocabulary Teaching Strategy	12
2.2.3 Types of Vocabulary Learning	13
1) Incidental Learning and Intentional Learning	14
2.2.4 Reading Children's Literature	15

2.2.5 Students' Perspectives	18
CHAPTER 3. RESEARCH DESIGNS AND METHODOLOGY.....	20
3.1 The Type of the Research	20
3.2 Research Strategy	21
3.3 The Type of the Data	21
3.4 The Data Collection	22
3.4.1 The Participants	22
3.4.2 Observation	23
3.4.3 Interview	24
3.4.4 Field Notes	26
3.5 The Data Analysis	26
3.6 Establishing Trustworthiness.....	27
CHAPTER 4. RESULTS AND DISCUSSION.....	29
4.1 Teacher's Strategy: Using Children Literature in	
Classroom Activities	29
4.1.1 The Discussion of Teacher's Strategy.....	50
4.2 Children's Perspective.....	55
CHAPTER 5. CONCLUSION.....	66
REFERENCES	68
APPENDICES	72
A. Consent Form of Interview-English Version	72
B. Consent Form of Interview-Indonesian Version	74
C. The Transcript of Interview with the Teacher.....	76
D. The Transcript of Interview with the Learners	81

LIST OF TABLES

	Pages
2.1 Paralinguistic and prosodic features	17
4.1 The segment 1 transcript	30
4.2 The segment 2 transcript	39
4.3 The segment 3 transcript	43
4.4 The segment 4 transcript	48

CHAPTER 1. INTRODUCTION

1.1 The Background of the Study

Vocabulary has been viewed as the important aspect in second language learning. Many argued that vocabulary is the basic aspect of other skills of using a language, such as in reading, listening and speaking skill. Gass (cited in Alemi & Tayebi, 2011) claims that learning vocabulary is the basic of learning a second language. It means that when people know a lexical item means they know the meaning. Furthermore, Nation (cited in Nation and Waring, 1997) says that by knowing the vocabularies, it enables learners to understand the language use which increases the vocabulary knowledge. Further, the knowledge of the vocabulary enables learners to the increasing knowledge of vocabulary and language use and so on. It refers to the circular process of learning the vocabulary of a language. Thus, the conclusion is that learning the vocabulary is the key point in learning a language.

Within the last few years, many studies have been made some issues on vocabulary learning. Hedge (cited in Alemi & Tayebi: 2011) states that recent studies have greatly focused on vocabulary learning and teaching in some issues such as on what strategies that are used by the learners to acquire vocabularies, how learner's mental lexicon is organized or why some words are easier to learn. Hence, talking about vocabulary acquisition in the classroom activity is familiar issue and it is an issue which is worthwhile to be discussed because many people still practice the teaching activity on second language learning.

In fact, talking about vocabulary acquisition in classroom activity is related to the teacher's strategy used in the class. Thus, teacher's strategy is important. Sudjana (in <http://www.lelychusna.my.id/2011/04/strategi-pembelajaran-di-sd.html>) argues that teaching strategy refers to the teacher's reaction to apply teaching variables such as purpose, material, method, tool and

evaluation in order to make the learners achieve the goal of the teaching. In this occasion, the teacher needs to prepare himself in the following aspects. First, he needs to set the goals of his teaching that the learners have to achieve. Second, he needs to prepare the materials. The teacher has to select the right and suitable materials for his students. Third, a method is the way the teacher teaches in the class. In this matter, the method is important because it refers to the way a teacher makes the strategy that had been made clear. Next, the teacher needs the tools to support his materials. Usually, the tools are used to make the materials to be more interesting so that the students are able to understand them. Last, the teacher has to evaluate his strategy by his process in the teaching activity. Thus, a teacher's strategy in the class is very important to undergo the learning process which mostly occurs in classroom.

Moreover, recently, the fundamental goal of some researches has been about what strategies which are appropriate to achieve the target language and the academic achievement. Many people develop their strategies by using authentic material. Gebhard (2000: 100-101) says that authentic material refers to anything that people used as a "part of communication". As a part of communications, means anything that most people use in their daily life in relation to use a language. He also divides it into three types, i.e. "authentic listening/viewing materials", "authentic visual material" and "authentic printed material". Authentic listening/viewing material refers to anything that most people watch in their daily life, like comedy shows, dramas, and movies and so on. Authentic visual material is a material like slides, photographs, painting, etc. The example of authentic printed material points to any printed media that people could see and others, as a newspaper, short stories, novels and any others. Hence, most teachers choose using the authentic material in their teaching activity.

Moreover, many researchers said that by using authentic materials like movies and story books are able to encourage the teacher's way of teaching (see Wang, 2012, and Gonzáles, 2010). In this matter, it can attract the interest of the learners' personal feeling rather than they only get the material. Thus, this strategy

leads the learners to turn the learning activity into more fun and happier process. When the learners are pleased, achieving the target language seems to be easier.

Nowadays, many teachers use children literature as the media or strategy in learning a language and literacy development. Hunt (1999:3) states that children book is a book in which “written for different audience, with different skills, different needs and different ways of reading”. It refers to a literary work or a story whose the primary audience is children. Furthermore, most children literature is completed with some illustrations to support the stories. The pictures in the book are trusted wealthily to stimulate the children in guessing or determine meaning of the words they do not understand. Wright (1989: 2) claims that “the representation of pictures toward places, objects, and people are essential part of the overall experiences we must help the learners to cope with”. In addition, Haycraft (cited in Hartoyo, 2006:17) mentions that “pictures are valuable aids because they present vocabulary in visual context as long as they are clearly visible”. Thus, using children literature as the strategy in learning a language seems to be the right decision. It can be said that children literature is beneficial as the strategy for the learners in learning a language.

In addition, using children literature has some purposes in many sides. First, when the learners get pleasure from their reading, they would possibly be motivated to continue reading. When they are continuing reading the book, they will face many new words in it. Thus, they will learn new vocabulary through reading the book. Second, in the case of learning a vocabulary, Dunn (in <http://learnenglishkids.britishcouncil.org/en/parents/articles/learning-english-through-picture-books>) explains that the children who read this kind of book can get additional clue from the pictures. When they do not know the meaning of a word, they will recognize it from the picture in it. Next, Terrell (in Wang, 2012: 218) assumes that “combining unknown words with visual aids and direct translation could facilitate and enhance vocabulary learning. In this sense, many children literature books are printed in bilingual version. Hence, many teachers determine to use it in their teaching activity.

This study analyses the use of children literature as the teacher's strategy in improving new English vocabulary of the students in the class. In this case, the English teacher of SDN 1 Jatiroto, Jember East Java is chosen. The writer chooses this teacher because regularly he uses children literature book in his teaching activity to improve the English vocabulary of the students. In this matter, the teacher does not always use children literature because it is only an additional material beside the material which is published by the educational ministry. He uses a story as the strategy in his teaching activity because he believes that this method is worthwhile to be used. Indeed, sometimes the book also provides some illustrations to accompany the story which is able to contextualize the words. Hence, he makes certain that the story will help learners remember the words longer than giving them a series of words to remember. Furthermore, this study conducts the observation to know the way how the teacher uses the children literature book. Moreover, the writer chooses the fifth grade students to be analyzed.

In the case of teaching activity, not all English teachers use children literature. Some of them prefer to give their students a series of word or a series of words accompanied with pictures rather than words in a story. This method seems to be a common thing for a teacher. That is why the writer seeks to analyze this teacher since it is rarely used by the teacher in another school.

Furthermore, the writer analyzes the children's perspective toward it. It is interesting to know the children's perspective since most of the previous researches only concerns which strategy that is wealthy in transferring new L2 vocabularies to the learners. That is why, by knowing the learner's perspectives hopefully the readers are able to understand what L2 learners actually feel in their learning process. Besides, the writer also wants to know whether this book is able to help the learners to continue reading the book, make them enjoying the learning process and make the learners memorize the words. Thus, this study hopefully is able to fulfill the curiosity of the writer toward the benefits of children literature in classroom room activity from the teacher and learners' perspective.

1.2 The Research Questions

The research questions emerge as the curiosity of the writer in using the children literature like story book in developing English vocabulary in the learning process in the classroom activity. The research questions are:

- a. How does the teacher apply the children literature book in the class?
- b. What are the student's perceptions toward the learning process by using children literature in the class?

1.3 The Scope of the Study

This study emphasizes on the use of children literature book in transferring new vocabularies to the children through the learning process in the classroom activity. In this matter, the writer does classroom observation to the class of teacher who sometimes used children literature as the strategy for the learners to achieve vocabularies of target language, English. Thus, this study aims to know the strategy of the teacher in using the book in his teaching activity and the students' perspectives toward it.

Since, it focuses on the learning process of the second language learning, thus, the scope of this study deals with applied linguistics especially in SLA (Second Language Acquisition). As Ortega (in Simpson, 2011: 171) mentions that second language acquisition actually is a branch of applied linguistics. The scope of the study is written to avoid the extent of the discussion grows wider, as well as to give the readers a clear description of the finding and the conclusion.

1.4 The Goals of the Study

In doing this research, of course the writer has some purposes. The specific goals are stated as follow:

- a. To know the strategy of the teacher in using children literature book in improving English vocabulary proficiency of the learners toward the learning process in the class.
- b. To know the learners' perspectives of children literature book toward the learning process in their classroom activity.

1.5 The Significances of the Study

The significance of the study goes in certain direction, in the same manner as to show the difference between this study and others. Thus, it is hoped that this thesis:

- a. Is able to give useful information to the teacher of English of the strategy in using children literature in the classroom activity in order to improve the vocabulary proficiency of the learners.
- b. Is able to provide the readers the view of the English learners in using children literature book while learning English vocabulary in the classroom activity.

1.6 The Organization of the Thesis

The organization of the thesis is needed in order to make the readers easier to understand the contents of this work. Therefore, this thesis is divided into five chapters. The first chapter is introduction. In the introduction, it provides the overview of this work. Furthermore, the second chapter is theoretical framework. In this chapter contain of some theoretical review and as the base and the orientation in doing this study. The next chapter is research design and methodology. The following chapter is result and discussion. This chapter shows the finding of the study and discusses it based on the theoretical review which is used as the direction. The fifth chapter is the writer's conclusion according to the finding of this study.

CHAPTER 2. THEORETICAL FRAMEWORK

2.1 Previous Researches

Recently, there have been some researchers who conducted a research which is similar to this study. The first is taken from Nohora Inés Porra González (2010). She did a study on teaching English through stories as a meaningful and fun way for children to learn the language. She used an action research as the research strategy. In this case, she conducted her research to first, second and third grade students in Columbian public elementary school in Buramanga, Colombia. In doing the research, she invited eight student-teachers from Universidad Cooperativa de Columbia and divided them into three groups. The student-teachers here are the ones who apply the teaching activity by using stories to the first, second and third grade students. The result of the study presents the similarities in many aspects between each grade. The similarities occurred in the motivation of the students develop when the stories are told and read. Further, the students' responses increase in participating some activities, comprehending the stories and acquiring the new vocabulary.

The second previous research which is similar to this study is conducted by Mateja Fojkar, Janes Skela and Pija Kovač (2013). They make study the use of narratives in teaching English as a foreign language to young learners. Different from the first study, they used survey as their strategy. They used survey because they wanted to reveal the Slovenian's teachers who used the narratives in teaching English as foreign language to children aged from eight to nine years old (3rd and 4rd grades respectively). In this case, they surveyed using questionnaire to 50 teachers of 30 Slovenian primary schools. All these teachers teach English in 3rd and/or 4rd grades. The result shows that all of the 3rd teachers confirm using storytelling or reading stories and 93% of the 4rd grades teachers use children literature in their class.

Both previous researches and the present study actually have some similarities. First, the studies concern on the use of stories in teaching English as foreign language. Second, the stories are applied to the elementary or primary students. Meanwhile, all the studies still have some differences such as in the strategy, participants and the purposes in doing the research.

By knowing the two previous researches a curiosity comes up to know the way or method how the teacher applies the children literature book and what are the student's perspectives toward it. It is because the first previous study focuses on using children literature for teaching English as foreign language to children in first, second and third grades. Next, the second previous study concerns in revealing the teachers of third and fourth grades in Slovenia who use stories in teaching English. Thus, the present study has not been discussed before.

2.2 Theoretical Framework

2.2.1 Applied Linguistics

Ortega (in Simpson, 2011: 171) mentions that second language acquisition substantively is a branch of applied linguistics. That is why this study actually is in the field of applied linguistics especially in second language acquisition (SLA). In addition, Simpson (2011: 1) states that applied linguistics itself refers to “the academic field which connects knowledge about language to decision-making in the real world”. Some active areas of applied linguistics enquiry such as “ones of language learning, teaching, testing and teacher education, to matter as disparate as language and the law, the language of institutions, medical communication, media discourse, translation and interpreting, and language planning” (Simpson, 2011: 1). Besides, applied linguistics engages with contemporary social questions of culture, ethnicity, gender, identity, ageing, and migration and the like (Simpson, 2011: 1). Thus, applied linguistics here is the broader framework of many linguistic aspects.

This thesis is included in SLA because of some conditions. The participants of this study are a teacher and students who teach and learn English as

a foreign language. Moreover, SLA itself refers to the learning a language besides the native one. The term “second” in Second Language Acquisition means the additional language after acquiring the first, besides it can be the third, the fourth, the fifth and so forth (Gass and Selinker, 2008:7 and Troike, 2006:2). The students in this study mostly learn English as their third language because most of them have their first native language as their mother tongue. Their second language is Bahasa Indonesia because mostly they start using Bahasa Indonesia when they started going to school. Some of them have it as their native language. As long as the language is being learned after the first language, English in this case belongs to the second Language.

Two famous ways of developing competence in a second language are language acquisition and language learning. Dissimilarity between language acquisition and language learning has been proposed by some researchers. Krashen (1982:10) argues that language acquisition refers to the subconscious process in which the language acquirers are not aware that they are acquiring the language. However, they are only aware to an extent that they use the language for communication. In this matter, most of the acquirers are not aware of the rule of the language. They think that their grammatical sentences seem or feel right and do not think too much to the errors that have been produced. Even, they mostly do not know that there are some rules that have been violated by them. In addition, acquisition includes in implicit learning, informal learning and natural learning.

On the contrary, language learning refers to conscious knowledge of a second language. It means that the learners are aware to the rules of the language that is learned. It can be said that there is learning activity or explicit learning in this way. The learners think that error correction is useful since they emphasize to the rules or grammar from the first. Mostly, they will emphasize to the correctness of language before using it.

Furthermore, Yule (2006:163) states that acquisition is used to describe the “gradual development” of students in using the language with others in certain situation. Mostly, it happens in unconscious ways. In this case, it often occurs in

children. It needs a contact conversation between children and the native language, from that situation; children can experience the language in order to acquire it. However, learning is categorized into “conscious process” of learners in learning a language, such as vocabulary and grammar and mostly happens in institutional setting, for example school. The result of learning refers to the more knowledge of the language as shown in the test than the fluency in using the language as the result in acquisition.

In addition, Yule (2006:163) claims that second language learning can be shown in two ways, i.e. learning in a foreign language setting and a second language setting. A foreign language setting refers to the learners who study a language, but it is not used in surrounding people where they study the language. However, a second language setting deals with learners who study a language where the language itself is used, for example the students of English who studied English in USA. From this statement, the students in this study are in a foreign language setting. Hence, they study English in the area which the people around them still use Bahasa Indonesia or their native languages. In either case, second language learning can be defined to those situations in which both of them try to learn another language.

2.2.2 Teaching Strategy

In classroom activities definitely the teacher needs to control the activities. Teacher here has the right to host the strategies and activities. Hatch and Brown (cited in Takač, 2008:19) mention that “teaching strategies refer to everything teacher do or should do in order to help the learners learn”. In this matter, a teacher should be creative in providing himself with his duty to make the learners in the class understands the material which has been delivered. Indeed, the teacher needs to be selective in choosing the material. The material mostly reflects the interest of the students. That is why a teacher needs to prepare many things before doing the teaching activity in the class.

Richards, Theodore and Boran (in Intarapanich, 2012) categorize approaches and language teaching methods into nine different approaches/methods. They are the Oral Approach and Situational Language Teaching, the Grammar Translation Method, the Audio-Lingual Method, Communicative Language Teaching, the Total Physical Response Method, the Silent Way, Community Language Learning, Suggestopedia, and the Direct Method. These methods are described as follows.

The oral approach and situational language teaching refers to spoken language teaching in the beginning. The language is mostly used in the classroom activities. It is followed by a situation in which the students in the class are able to understand the situation since it is given and practiced situationally. Then, *grammar translation method* emphasizes on increasing the students' understanding of the target language literature. Mostly, the students are provided with examples of the target language reading passage to introduce them the literature of the target language.

The *audio lingual method* is usually used by repeating patterns until the students are able to produce spontaneously. Actually, it is based on the behaviorist theory who believes in that language learning is the acquisition of a set correct language habit. Next, *communicative language teaching (CLT)* focuses on the need to teach communicative competence. Here, the functions are emphasizing over forms. Usually, the students are provided with an authentic material, and then they will work on a small group to build a communicative activity.

Furthermore, *total physical response (TPR)* is mostly used by placing the primary importance on listening comprehension. It is used to emulate the early stage of the mother tongue. Then, it is continued to the speaking, reading and writing section, similarly as when child learns their first language or mother tongue. Afterward, *the silent way* refers to that teaching must be subordinate to the learning in which the students need to develop their inner own criteria for correctness. In this case, the students have learned the four skills i.e. reading, speaking, writing and listening from the beginning. Next, *community language learning (CLL)* is known as *counseling-learning*. It is derived from Curran's

application of psychological counseling techniques to learning. Actually, community language learning represents the use of Counseling-learning theory to teach language.

In addition, *suggestopedia* is a method in which using dialogs while the students are listening to music. Here, students usually just be relaxed and listen to the dialogs that are being read and later the students practice the language. Last, *the direct method (TDM)* is making the students directly perceive the meaning of the target language from the beginning. Usually, the students are given visual aids and materials to clarify the meaning of vocabulary items and concepts in real life language.

Each method actually has its own strength and weakness to be applied. However, the teacher has their own right to decide which one is the best for the students that they taught. Indeed, the teacher has the important role to determine which one to use and when to use it. Thus, a teacher needs to be selective in choosing the method in order to make the students in the class understand the material that have been delivered.

1) Vocabulary Teaching Strategy

In vocabulary teaching strategies, Seal (cited in Takač, 2008:19) has made a distinction, i.e. planned and unplanned vocabulary teaching strategies. Planned vocabulary teaching refers to deliberate, explicit, and clearly defined and directed clearly defined. Here, the teacher has prepared his strategy before starting the class. It includes ways in which the teacher introduces and presents the meaning and forms of new lexical items, encourages learner to review and practice and also evaluate the level of acquisition of various components of lexical knowledge. Whereas, unplanned vocabulary teaching strategy points to the teacher's spontaneous reactions. It occurs to help the learners when the need arises, for example, when the learner suddenly asks the meaning of a lexical item which they do not understand. In this matter, usually the teacher improvises to make the

learner ask something. Thus, a teacher is demanded to be ready in such kind of vocabulary teaching strategies.

Relating to unplanned vocabulary teaching strategies, Seal suggests the three Cs to be used when the teaching activity takes place. The three Cs refer to convey the meaning, check the meaning and consolidate the meaning in learners' memory. In the teaching vocabulary, conveying the meaning is something that must be done by the teacher. It is important because it shows the learners the meaning of the words. Checking the meaning can be done by asking the learners questions. By asking them some questions, the teacher will know whether the learners understand or not. Next, the teacher consolidates the meaning in learners' memory. In this situation, the teacher can relate the words to the context or personal experiences. By doing this, it can help the learners remember the words. Hence, the three Cs seems to be something that a teacher needs to consider and applies in his vocabulary teaching activity.

2.2.3 Types of Vocabulary Learning

Vocabulary learning is considered as one of the most challenging language components. Many students start learning the vocabulary first when they are learning a language. Accordingly, many of them are not aware that a significant amount of their vocabularies are gotten effortlessly. This type of vocabulary is learned incidentally. Huckin and Coady (cited in Kachoub, 2013) mention that incidental learning occurs when a learner get involved in some mental processing of language, such as reading. It can be said that reading might cause people to learn new vocabularies unconsciously.

Furthermore, many people argue that vocabularies which are gotten incidentally refer to unconscious process. However, Nation (2001:341) mentions that actually the incidental vocabulary learning is not totally unconscious. On the contrary, incidental learning is sometimes conscious when it happens to infer meaning from context, such as when reading stories, doing a conversation, listening to television or watching movies. These conditions are different with the

condition that mostly occurs in traditional model of teaching strategy. In the traditional teaching method, usually the teacher gives the students a series of words to remember. In this case, the students are conscious that they are learning a language in the class.

As in this study, the writer analyzes the use of children literature in a classroom activity. When the learners are reading, they will increase their vocabulary. Krashen (2004) states that developing the vocabulary knowledge is best when the one gets in touch with the words which exist in a context, overtime and in a small doses. Usually, the words which appear in the story come along with contexts. Thus, it can be said that the learners who read a story will learn the vocabulary in context.

1) Incidental Learning and Intentional Learning

Incidental and intentional learning mostly discussed in second language acquisition. Moreover, incidental and intentional learning are also known as implicit and explicit learning. Nation (cited in Kachoub, 2013) divides incidental and intentional learning by stating that the words which have been learned from a particular context refer to incidental learning, while vocabularies that are learned in another manner belongs to intentional vocabulary learning. A particular context means that the learners learn the vocabularies from a special condition such as when reading stories, participating in a conversation, listening to music or any other learning activities. This condition does not always happen in classroom activities; however it might happen in other places. Meanwhile, the manner here refers to the activity that happens such as in the class, because an intentional learning needs a situation in which the learners know that they learn something. Usually, the learners are accompanied by people who can facilitate them, mostly teachers. Instruction mostly occurs in this matter.

Both incidental and intentional learning have some advantages in many sides. Huckin and Coady (cited in Alemi, 2011) states there are three advantages of incidental vocabulary learning. First, incidental is contextualized which

provides the learners a huge sense of the words use and meaning. Second, it is pedagogically efficient. It is because incidental learning activity brings two activities at the same time, reading and vocabulary acquisition. Next, incidental learning activity is more learner-based in which the learner who selects the reading materials. From those advantages, the conclusion is that when the learner are interested much in reading a book, it causes vocabulary acquisition to occur. Thus, incidental learning seems better to use in learning vocabularies.

In addition, intentional learning in which an instruction is provided also has some superiority. Paribakht and Wesche (in Kachoub, 2013:104) mention that instruction is beneficial because “it makes learning a conscious behavior, focuses attention on a certain area of the language and hastens the incremental and at the same time incidental learning of vocabulary “. It can be said that intentional is able to make the vocabulary acquisition quickly happen since there is an instruction from the instructor. Moreover, they also claimed that explicit instruction is useful to accompany the incidental learning to succeed the vocabulary acquisition. It is because incidental learning does not prepare students for academic setting. That is why the instruction is needed. According to this study, learning activity is used in the classroom and the goal of the teaching includes the academic attainment. Thus, the two language programs, incidental and intentional are needed to be balanced.

2.2.4 Reading Children’s Literature

Many argue that children’s literature is a literary work whose primary audience is children. That children’s literature refers to a written or oral literary works dedicated to children (Alli, 2006). So that, children literature is a truly literary art forms for children to be read. In addition, there are several genres in children’s literature. Alli (2006) also mentions several characteristics of children’s literature, for example poetry, modern fantasy, picture book, biography and informational book, traditional literature, and realistic fiction. However, in relation to learning the second language, picture book seems to be the right

decision to be used for children. It is because illustrations are still dominant in the picture book which helps the learners to guess the L2 words. Huck (in Alli, 2006) elaborates that a picture book delivers its meanings through the art of illustrating and the art of writing. Moreover, Terrel (in Wang, 2012) states that unknown words which are combined by visual aids and a direct translation are able to facilitate and enhance vocabulary learning. Thus, picture book is worthwhile to be used for children who intended to learn an L2 language.

This study deals with the activity of the children in the classroom, reading children's literature. According to Oxford Advanced Learner's Dictionary (1995: 967), the term 'read' refers to "the activity when you look at and understand the meaning of written or printed books or symbols". It points to an action when people try to understand a book by reading it. Coady (in Kara, 2013: 40) mentions that "reading is essential for L2 vocabulary learning because less frequent words are only encountered while reading". According to this study, children in this matter are the learners who learn a vocabulary of English from a story in the book. Reading activity seems to be very beneficial to improve their vocabulary knowledge since most picture books are printed in bilingual version.

Gamble and Yates (2002: 122) argues that children usually are much better to understand a written text when it is read aloud by an adult who has a skill in reading a story. It is because an adult has an interpretation and understanding which allow him or her to deliver the clues and the signs to the children. The clues and the signs are mostly needed to comprehend the texts. In addition, in the reading performance, the adult need to use paralinguistic and prosodic cues in order to make the listeners able to understand the narrative. Paralinguistic and prosodic are distinguished as follow:

Table 2.1 Paralinguistic and prosodic features

Prosodic features	Paralinguistic features
How the words are spoken	The behavior of the speaker beyond the words
Intonation, pitch, melody	Timbre-tone of voice, whisper, etc.
Loudness	Gesture
Stress, accent	Facial expression
Tempo	Body language
Rhythm	Pauses

(Gamble and Yates, 2002: 122)

Through the use of intonation, gesture, facial expression and pauses sometimes the reading aloud activity becomes more interesting like in drama or movies. That is why the children may want to continue listening and reading the book.

Moreover, talking about reading children's literature, Krashen (2011: 81-83) proposes that there are four hypotheses about free voluntary reading which is relating to language acquisition and literacy development. Those are the forgetting hypothesis, the effortless reading hypothesis, the unawareness of acquisition hypothesis, and the comprehension checking hypothesis. The forgetting hypothesis here is that when the readers who are of another language are forgetting that the text contains new grammar and vocabulary of second language. Thus, the language acquisition occurs most effectively in this matter.

In addition, the effortless reading hypothesis means that the readers are easy to read and do not need to struggle. It can be said that the "effortless" is the prerequisite to "forgetting". Furthermore, the unawareness of acquisition hypothesis is that when the readers are only aware that they just read an interesting book without knowing that they are improving. They are interested much in reading because they like the contents of the book which is also worthwhile to enlarge their vocabulary. Finally, the comprehension checking hypothesis refers to the less comprehension. It means that the readers are less in comprehension while they read the book.

2.2.5 Student's Perspective

While there is abundant research on the strategy of teaching English in foreign language classroom, little study has been carried out regarding students' perspective on their use in the EFL classroom. Recently, many studies are looking at to the strategy which is able to improve the knowledge of the learner's and do not consider the learners' perception toward it. Actually, perception is a process that people used to execute and interpret some impression from their sensory system to build a meaning or sense of their surrounding (Robbins, in Susanti, 2011). Therefore, in order to determine whether using children literature truly makes the learners enjoy, feel fun while learning and able to transfer many new vocabularies, students' perceptions need to be considered.

The emergence of perception is started by a sensory process which refers to the process of acceptant stimulus of individual toward the sensory system (five senses) also called as sensory processes (Walgito, 1978, in Chairunnisa, 2011). The stimuli that have been received from the sensory system are then transferred to the brain to be processed by the sensory nerves. It is called as the physiological process. Afterward, the process in the brain is the centre of consciousness in which individual is aware of what have been heard, seen, or stimuli that have been got from the five senses. It is the last process in producing the perception (Chairunnisa, 2011). Thus, a perception starts from the stimuli that have been got from the sensory system and ends in the process happening in the brain.

In relation to the teaching of English as a second language, Male (2011:58) mentions that "the students' opinions or perceptions are important as they can throw light on the teaching process". Moreover, Tomlison (cited in Male, 2011) states that students' expectations, needs and wants, attitudes and learning style need to be considered to succeed an EFL teaching. Thus, students' view is really important to reveal since it can help the successfulness of the teaching and learning process.

Moreover, many argued that it will be difficult to know the students' perspective since this study gets in touch with young learners. However, in considering to the students' perspective, young learners are actually capable to

show their perspective. A longitudinal study of elementary immersion programmes, Chamot and El-Dinary (in Joyce and Sougari, 2010: 388) mentions that “children were capable of providing detailed description of their thinking and learning process, thus showing that metacognitive awareness begins at quite an early stage”. In relation to that statement, Joyce and Sougari (2010: 388) assume that young children are effectively capable to give their understanding and description about what and how they prefer to learn a foreign language. This study, therefore, attempts to know the students’ perspective. It is hopefully able to answer what the learners actually need and want toward the use of children literature or stories to improve their vocabulary development of a foreign or second language, i.e. English.

CHAPTER 3. RESEARCH DESIGNS AND METHODOLOGY

3.1 The Type of the Research

To meet the purposes of this study, a qualitative research is employed. A qualitative research is an approach which focuses on describing, understanding and clarifying a human experience within a group (Polkinghorne, in Dörnyei, 2007, 126). Specifically, this study tries to understand and describe the strategy of the teacher in using children literature to improve English vocabulary of the learners in the class. Then, it seeks to identify and describe what the perspective of the learners is when the teacher uses children literature as the tool to enhance their vocabulary acquisition. In this case, the writer tries to know and describe whether the learners like or feel reluctant to use children literatures. It is because the qualitative research is able to explore the attitudes, behavior, and experiences of the participants (Dawson, in Velázquez and Ángle: 2013).

A qualitative approach is chosen in this study because of some reasons. First, this research is concerning on subjective opinions, experiences, feelings of individuals to investigate the participants views (Dörnyei, 2007:38). Second, this study works with recorded interview, field notes and various texts such as the result of the observation to achieve the purposes of this research (Dörnyei, 2007:37). The observation is used to know the strategy of the teacher while applying children literature in the class. Then, interviewing the teacher is done to get more detailed strategies he uses. Afterward, the interview is also used to know the perspective of the learners in the class toward the use of children literature in getting English vocabulary. Then, the field notes are the additional information used to consolidate the observation and the interview.

3.2 Research Strategy

The research strategy of this study is an ethnography study. “Ethnography itself refers to a description of peoples or culture” (Descombe, 2007:61). It means that it provides a detailed and valid report or story of cultures and one’s live. In addition, under focus of ethnography, this study includes in life history approach. Denscombe (2007:64) mentions that “a life history approach involves the in-depth study of individuals, social, groups or communities”. This study seeks to know the individual, in this case a teacher who uses children literature while teaching English. Besides, this study seeks to reveal the children’s perspective toward the use of children literature in their English class. Thus, a life history here is suitable to be used in this study.

There is a theme in life histories which closely fits with ethnography. It calls for “the individual’s understanding of things which are treated as a crucial part of the life history” (Denscombe, 2007:64). Marshall and Rossman (1999:121, in Denscombe, 2007:64) state “the life history approach ‘understands a culture through the history of one person’s development of life within it, told in ways that capture the person’s own feelings, views, and perspectives’”. Thus, a life history approach is the appropriate strategy to use in this study since the research seeks to know the process of how children literature used in the class and the feeling and the views of the learners when they are given children literature to improve their English vocabulary.

3.3 The Type of the Data

The data in this research are taken from the results of the observation, interview and the field notes. A classroom observation is used to know how the teacher applies children literature in the class. The results of the observation are reported in the written form. Besides, the writer also interviews the teacher and the students. The interviews are recorded and transcribed. The transcription contains the questions of the interviewer and the answers of the interviewees. The results of the interview with the teacher are gathered to support the findings of the

observation. The teacher's explanation will show more detailed strategy he uses. Next, the interviews with the students are used to know their response toward the use of children literature in their class. Afterward, the field notes are used as to strengthen the finding of observation and interview. Thus, the type of the data is qualitative data because it deals with words (Denscombe, 2007:286)

3.4 The Data Collection

To present the detailed information, the writer divides this part into subparts of the data collection. It includes participants (see 3.4.1) and the data collection methods. The writer uses three kinds of methods in collecting the data. They are observation, interview and field notes. The observation (see 3.4.2) phase is the first step of the writer which explains the strategy of the teacher in using children literature while teaching English to the students. Next, interview (see 3.4.3) is the second step that describes how the interview is done. A Field note (see 3.4.4) is the additional way to get the need of the study which is conducted while the observation and the interview happen.

3.4.1 The Participants

The research is started by selecting a school in SDN I Jatiroto as the location where this study will be conducted. It is because the English teacher in SDN I Jatiroto regularly uses children's literature in his teaching activity. Afterward, the writer uses convenience or opportunity sampling to determine which classes that is suitable to be observed. Convenience or opportunity sampling is to select members of the target population for the purpose of the study (Dörnyei, 2007:98). In this study, all of the students in SDN I Jatiroto are the population of this study. Then, the fifth grade students are taken as the sample of the study. It is because the fifth grade is the highest class in which the English vocabulary lesson is given since the sixth grade only concerns to prepare the final examination.

The class consists of 39 students; however the writer takes 15 students in order to focus of interview. Those 15 students derive from five students from the highest achievement, five students who get the average achievement and five students who get the poorest achievement. To know these classifications, the information is derived from the English teacher who regularly teaches them. Thus, these 15 students are able to fulfill all the aspects of the students in the class.

Actually, this classification is conducted to meet the need of this research. As Dörnyei (2007: 127) states that the main goal in selecting the participants is to find individuals who can provide rich and various insights to investigate the phenomenon that is being studied. Thus, those teacher and the 15 students are the primary objects and the participants of this research. He (2007:127) also mentions that an interview study with an initial sample size of 6-10 might work well, because a well-designed qualitative study mostly needs a relatively small number of respondent to yield the rich data that are needed to understand the phenomenon under focus.

3.4.2 Observation

The first step data collection, the writer uses an observation. This study uses systematic observation which refers to “the particular study of interaction in setting such as school” (Croll, 1986; Flanders, 1970; and Simon and Boyer, 1970, in Denscombe, 2007:206). According to this study, the writer conducts the observation to the class to know the strategy of the teacher in using children’s literature while teaching English vocabulary. It can be once, twice and three times and so forth until the researcher gets enough data to be analyzed.

Furthermore, this study uses non participant observation. In this case, “the researcher is usually not or only minimally involved in the setting” (Dörnyei, 2007:179). It means that the researcher does not become a full member of the group or taking part in all the activities. The researcher only becomes a researcher who observes and records things that are important based on the study that is

conducted. Besides, the observation here is included in the structured observation type. Dörnyei (2007:179) mentions that “structured observation involves going into the classroom with a specific focus and with concrete observation categories“. Hence, the researcher has a specific goal to get while doing the observation. As in this study, the observation is conducted to know the strategy of the teacher in using children literature in the class.

During the observation, a video-recording is used to record the way teacher teaches in the class. Of course, it is done by the participant’s approval. A video-recording is used to ensure the finding and to minimize, if any, some important events missing from the researcher’s view.

In conducting the observation, the writer makes a scheduled session based on the time table of the subject, i.e. English lesson in SDN I Jatiroto Jember. In SDN I Jatiroto, English lesson is given once a week for each class. Thus, the observation is implemented once a week based on the scheduled English lesson in the fifth grade. The duration of the observation also follows the duration of the lesson which is applied in the school. It is around an hour per meeting. Denscombe (2007:211) states that if “the research were to be observations of interaction in school classrooms, the researcher would need to ensure that the research occurred across the full school week, the full school day and a cross-section of subjects”.

3.4.3 Interview

While using observation, this study applies an interview to collect the data. The interview is done to get detailed information from the participants. It is because “interviewing is the best technique to use to find out things we cannot observe, i.e. feeling, thought, and intention” (Merriam, in Grundmeyer, 2012).

For this study, semi-structured interview is applied. Semi-structured interview means that the interviewee has prepared “a clear list of issues to be addressed and questions to be answered” (Denscombe, 2007:176). The list of questions is created as a guide and to limit the conversation with the interviewee,

but still some question can be added. These additional questions are beyond the list of questions, but those are still maintained to be in the right track. It is used to get some additional information from the interviewee.

Moreover, Denscombe also states that “the answers of the interview are open-ended, and there is more emphasis on the interviewee elaborating points of interest” (2007: 176). It means that the answers do not need ‘yes’ or ‘no’ answer, but longer answer. Thus, the writer can get much information from the interviewee. In addition, the writer records all the conversation during the interview. It is done to enable the writer to re-interpret the result of the interview.

“One-to-one” interview is chosen in this study. Denscombe (2007: 177) states that one to one interview is a variety of interview whose there are meeting between interviewer and the interviewee. It has some advantages. First, it is easy to arrange. It is because only two people need to be met. Second, it eases the writer straightforwardly to locate specific ideas with specific people. Further, the one-to-one interview is easy to control. In this case, the researcher only has one person’s ideas to grasp and interrogate and one person to guide through the interview. The last advantage in using one-to-one interview is that it is easier to transcribe the recorded interview when the talk only involves one interviewee.

Besides, focus groups interview is also used in this study. It is applied when the study seeks to know the students’ perception. In this case, it consists of “small group of people who are brought together by a moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about specific topic” (Denscombe, 2007:178). In this study, there are three groups of students, they are students who get the highest, average, and the poorest score in English lesson.

With the participants’ approval, the interviews are audio-recorded to make a complete transcript (Merriam and Rubin, in Grundmeyer, 2012). The transcription is typed during the interview. It enables the researcher to make the data analysis. Besides, it is as the key point of the researcher when the later interview will be held.

In addition, the interview in this study is divided into two sections. The first section is for the teacher. When the information of the first section is

sufficient, the second section continues. The second section is for the students who have been selected as the participants of this study. The language which is used during the interview section is Bahasa Indonesia. It aims at making the interviewees comfortable and most importantly at avoiding the language barrier.

3.4.4 Field Notes

Field notes are actually the additional data source for this study. It derives from the researcher's note when the observation and interview are conducted. The field note is typed during the observation and each interview, and then it is analyzed and compared to the transcription result (Maxwell, in Grundmeyer, 2012). The first step in creating a field note is started by recording the date and time and the title that indicate the contents of the notes. Topics in the field notes itself involve events of participants, the researcher's note about the emerging theme, points of clarification, and some connections that the researcher finds between or among participants' perception (Bogdan and Biklin, in Grundmeyer, 2012). Indeed, the field notes also consist of observation of the participants' attitudes and direct quotes that attract the interest of the researcher. Then, the researcher is able to highlight the important aspects that ease me in finding during the data analysis.

3.5 The Data Analysis

There are several steps to do in data processing before continuing to the data analysis. In qualitative data, there are several steps to do in processing the data before analyzing it. They are preparation of the data, familiarity with the data, interpreting the data, verifying the data and representing the data (Denscombe, 2007:288).

Preparation of the data means the organization and preparation of the data in a suitable fashion. In this study, the data come from observation notes, interview transcripts and field notes. Thus, the data need to be prepared and

organized before they can be analyzed. Afterward, it is needed to become thoroughly familiar with the data. This means that the researcher needs to re-read and re-look at the data. This aims at retaining the researcher's memory about the content of the data. After doing those steps, the research data is started to be interpreted. It means that the researcher interprets the finding.

The process of interpreting the data involves coding the data, categorizing the codes and developing the concepts and arriving at some generalized statements (Denscombe, 2007:292). In this study, coding the data is done by labeling the data into observation and interview since the data is got from the observation and interview. Next, categorizing can be done by selecting the data that refer to the observation and the interview in which the kinds of codes can be placed. Then, the final stage of the data analysis is conducted, i.e. developing some generalized conclusion based on the relationship, patterns, and themes that have been identified. Afterward, it is hoped that the researcher is able to verify and represent the data based on the finding and makes a conclusion.

2.6 Establishing Trustworthiness

In qualitative research, the verification is very crucial. The researcher should be able to increase the trustworthiness of the reader. In this case, he needs to demonstrate that the findings are true to the readers otherwise there is no one to believe them. As Silver (in Denscombe, 2007:296) has stressed that the credibility is essential for all research whether it is qualitative or quantitative.

Denscombe (2007:296) mentions that there are four bases in judging the quality of research which refer to validity, reliability, generalizability, and objectivity. He also states that to increase the validity, the writer can use triangulation. Triangulation is important to increase the trustworthiness of qualitative research. It is because "triangulation involves the practice of viewing things from more than one perspective" (Denscombe, 2007:296). In this study, the field notes and interviewing the teacher are additional information of the observation methods, and then the field notes are the additional method of the

interview. Silverman (2006) states that using a second source or a second method, the research can construct more accurate, comprehensive and objective finding.

Afterward, to enhance the reliability, the writer provides an audit trail which is “allowing the readers to follow the path and the key decision taken by the researcher from the conception of the research” (Denscombe, 2007:298). Thus, the readers are provided with detailed information of the procedure, method, analysis and how the conclusion is derived from. Next, the researcher gives rich and detailed descriptions of the phenomenon that it is investigating to reach the generalizability. He enables in-depth understanding about the situation or events being described. It is usually known as “thick description” (Geertz, in Denscombe, 2007:300).

Finally, to increase the objectivity, the researcher tries hard to control bias. Objectivity means that the research is impartial and neutral in terms of the researcher’s influence and it denotes the processes of data collection and data analysis are fair and even-handed (Denscombe, 2007:296). To control bias, the researcher can compare the data (between each steps of the data collection), seek for the literature of the phenomenon, and obtaining multiple viewpoints, and checking and rechecking the data (Strauss and Corbin and Marshall and Rossman, in Grundmeyer, 2012).

CHAPTER 4. RESULTS AND DISCUSSION

4.1 Teacher's Strategy: Using Children Literature in Classroom Activities

As the explanation in chapter 3, this study applies systematic observation and structured observation is conducted. Besides, this study also uses non participant observation. The researcher only functions as the observer without involvement in all activities that happen in the class during the observation.

The students in the class were studying English vocabulary by using children literature. In this particular lesson, the topic was the Cassowary and the Ostrich. The vocabularies that were provided in this topic were very simple and regularly use in everyday life. That is why by using this kind of book, the students' knowledge of English vocabularies will improve. Indeed, it will help them to pass the limitation score that they have to pass since the vocabularies that exists in the children literature suit to their students' work sheet which also provides the simple and everyday vocabularies.

In this matter, they were set to sit two students in each table. Each table in the class was given a children literature book or the photocopy of it. The book contains the reading texts which have some pictures and short paragraph of text.

The data presented here were gathered by a video recording during the activity in the class. Furthermore, the data was supported by field notes. In this case, the videos that had been gathered would be chosen and divided into four segments. Each segment approximately has fifteen minutes of classroom activities. The writer had selected and presented the videos of the classroom activities to be discussed in this chapter. In this matter, the videos that are presented below are able to illustrate the teacher's strategy used in the class.

Segment 1

The transcript here starts around fifteen minutes of the beginning of the lesson (see Table 3.1). At first, the teacher opens the lesson and says that the lesson would not use the students' work sheet which is regularly used. The teacher here announces to the students in the class that the lesson would be delivered by using a story book. She distributes the books to the students. Then, the teacher asked the students to prepare their pens and books to write some new vocabularies that they will find in the book. Further, she asks some students to read it. In this case, the book is printed in bilingual version, i.e. English and Bahasa Indonesia. She invites a student to read the text in Bahasa Indonesia first, and then she reads the English version herself. However, in the next sessions, she mostly invites the students to read the book by turns whether it is in Indonesian or English version. She does this activity continuously.

In addition, after the student reads the English text, then she mentions a word in Bahasa Indonesia or in English and asks the students to translate the word from English to Bahasa Indonesia and vice versa. Then, she writes it over the white board. Finally, she explains the word to the students.

Table 4.1 Segment 1 Transcript

Turn	Participants	Utterances	Context of information
1	Teacher	<p>"..Assalamualiakum Wr. Wb.."</p> <p>"..Ayo anak-anak silahkan buka buku kalian, dan masukkan buku LKSnya ke dalam laci. Hari ini kita akan belajar dengan menggunakan cerita.."</p> <p>"..Apa pembahasan kita kali ini?..."</p> <p>("..Come students, just open your book and put your students' work sheet inside your drawer. Today, we will learn by using a story.."</p> <p>"..what will we discuss today??.."</p>	<p>Camera was set in front of the class.</p> <p>Teacher was in front of the class and opened the lesson. Then, she distributed the book to the students.</p>
2	Students	"..Burung Kasuari dan Burung Onta.."	

		(“..The Cassowary and the Ostrich..”	
3	Teacher	“..Boleh mengeluarkan buku tulis dan bolpoint. Masak LKSnya disuruh masukkan, buku catatannya ikut di masukkan juga. Nanti kalau bu guru menulis vocabularynya anak-anak gak bisa dong..”	The teacher indicated the students to take their note books and pens.
		(“..Take your note books and pens. When I asked you to keep your LKS (students work sheet), why do you also keep your note books. When I write the vocabulary, you can't rewrite it..”	
4	Students	“..ya bu..” (“..yes mam..”	Students answered in chorus, besides they were busy to take their note books and pen.
5	Teacher	“..Eka, kenapa kamsis kemaren kok gak masuk? ” (“..Eka, why were you absent last Thursday?..”	Teacher asked one of the student who was absent last week
6	Students	”..main bu” (“..she was playing mam..”	Some other students gave an answer.
7	Eka	“..saya sakit bu..” (“..I was sick mam..”	
8	Teacher	“..Sudah? Coba ibu minta mas Holid Faiz di baca dulu yang halaman dua itu, bahasa indonesianya dulu..” (“..Ready? I ask Holid Faiz to read the second page, Indonesian version first..”	Teacher asked one of the student to read the children literature book.
9	Holid Faiz	“..Hari ini cuaca sangat cerah, matahari bersinar cerah memancarkan sinarnya yang hangat. Burung srtipun menikmati indahnya hari ini dengan terbang melayang-layang di udara..” (“..Today, the weather was so bright, the sun shone brightly and the light was so warm. A Sriti	Holid Faiz read the text loudly.

		bird enjoyed the beautiful day flying over the air..”	
10	Teacher	“..Hari ini, coba di sebelah kanannya, di halaman tiga, today, artinya?..”	Teacher stood up in front of the class and willing to write the word “today”.
		(“..Today, try to look at the right side, the third page, what is the meaning of “today”?)	
11	Students	“..hari ini..”	Students answered in chorus.
		(“..today..”	
12	Teacher	“..Boleh langsung ditulis, langsung di catet, ya di buku tulisnya..”	Teacher wrote down the word over the white board.
		(“..just write it directly, yes, on your note book..”	
13	Teacher	“.. cuaca sangat cerah, berarti, the weather.., apa artinya?	
		(“..the weather was so bright, the weather.., the meaning is?..”	
14	Students	“..The weather was so bright.. ”	Students answered in chorus.
15	Teacher	“..the weather disini cuaca ya anak-anak. The sun, artinya?..”	The teacher answered her own question and asked the student a question while writing down the words over the white board.
		(“..the weather here is “cuaca” (weather) students. The sun, the meaning is?..”	
16	Olga	“..matahari..”	
		(“..the sun..”	
17	Teacher	“..shone?..”	
18	Students	“..bersinar..”	Students answered in chorus.
		(“..shine..”	
19	Teacher	“..ya, brightly and the light was so warm, apa?, Berarti warm ini artinya?	
		(“..yes, brightly and the light was so warm, the meaning is? So “warm” means what?	
20	Dina	“..The light was so warm..”	
21	Teacher	“..Jadi? Warm itu hangat..”	Teacher wrote down the word over the white board.
		(“..so? “hangat” is warm..”	

22	Teacher	<p>“..A Sriti, burung sriti pun, sriti bird, berarti burung sriti ya, enjoyed, apa enjoyed?..”</p> <p> (“..a Sriti, it means Sriti bird, enjoyed, what is the meaning of enjoyed?..”</p>	
23	Students	<p>“..Menikmati..”</p> <p> (“..enjoyed..”</p>	Students answered in chorus.
24	Teacher	“..the beautiful day?..”	
25	Students	<p>“..Indahnya hari ini..”</p> <p> (“..the beautiful day..”</p>	Students answered in chorus.
26	Teacher	“..flying over the air?..”	
27	Student	<p>“..Terbang melayang di udara..”</p> <p> (“..flying over the air..”</p>	Students answered in chorus.
28	Teacher	<p>“..sudah, halaman 2-3, ngerti itu artinya?..”</p> <p> (“..done, page 2-3, do you understand what the meaning is?..”</p>	Teacher asked the student whether they understand the material or not. She asked them while opening the next page of the book.
29	Students	<p>“..Iya bu, ngerti..”</p> <p> (“.. yes mam, we understand..”</p>	Students answered in chorus.
30	Teacher	<p>“..buka halaman empat, Olga baca..”</p> <p> (“..open your book on page four, Olga read it..”</p>	Teacher pointed Olga to read the book.
31	Teacher	<p>“..Dari kejauhan tampak burung onta dan kasuari..”</p> <p> (“..From far away, it appeared an Ostrich and Cassowary..”</p>	Teacher was showing Olga the page by reading it.
32	Olga	<p>“..Dari kejauhan tampak burung onta dan kasuari membicarakan si Sriti yang terbang melayang di udara. “aku heran, kita berdua juga sama-sama burung burung tapi kenapa kita tidak bisa terbang seperti si sriti? Bukankah sayap kita jauh lebih besar?..”</p> <p> (“..From far away, there were an Ostrich and Cassowary talking</p>	Olga read the book loudly.

		about the Sriti bird that was flying over the air. "I am wondering, both of us were also birds but why we cannot fly as the Sriti bird? Our wings are much bigger, aren't they? "	
33	Teacher	"..Dari kejauhan, dari kejauhan kira-kira bahasa inggrisnya apa?.."	Teacher asked the students a question while walking around the class.
		("..what is in English " <i>dari kejauhan</i> " (from far away)?.."	
34	Students	"..from far away.."	Students answered in chorus
35	Teacher	"..ya, from itu dari, far itu jauh. Lanjut, Faiq, ayo di baca.."	
		("..yes, in English " <i>dari</i> " is from, then " <i>jauh</i> " is far. Next, Faiq, read!.."	
36	Faiq	"..From far away, it appeared an Ostrich and Cassowary talking about the Sriti bird that was flying over the air. "I am wondering, both of us were also birds but why cannot we fly as the Sriti bird? Our wings are much bigger, aren't they?.."	Faiq read the book loudly.
37	Teacher	"..oke, fly kira-kira artinya apa anak-anak? ("..well students, what is the meaning of fly?.."	Teacher asked the students a question as she got muse. Then, she wrote the word "fly" over the white board.
38	Olga	"..Terbang.."	Olga answered softly.
39	Teacher	"..Dari yang telah di simak barusan, apa artinya?.."	
		(".. from what we hear at the moment, what is the meaning?.."	
40	Students	"..Terbang.." ("..fly.."	Students answered in chorus
41	Teacher	"..Ya, terbang. Wondering, apa artinya wondering?.."	Teacher wrote down the word "wondering" over the white board.
		("yes, fly. Wondering, what is the meaning of wondering?"	
42	Faiq	"..Melayang di udara.."	

		(“..flying over the air..”	
43	Teacher	“..Kok melayang di udara?..”	Teacher gave feedback to Faiq confusingly.
		(“..flying over the air, how?..”	
44	Ryan	“..Heran..”	
		(“..I wonder..”	
45	Teacher	“..Ya, heran. I am wondering, aku heran, kenapa yang namanya eka ini, dari dulu itu kok, teteeep aja. Hehe, jadi heran itu wondering..”	The teacher contextualized the word “wonder” by giving the student an example of sentence. The teacher chose Eka, because she was known as the only female students who naughty in the class.
		“..aku heran, kita berdua juga sama-sama burung burung tapi kenapa kita tidak bisa terbang seperti si sriti? Bukankah sayap kita jauh lebih besar? Itu siapa yang ngomong ya?..”	Then, she tested the students’ understanding of the story by asking them a question.
		(“..Yes, I am wondering, I wonder, why does Eka always be the same from the time being? Hehe, so, in Bahasa Indonesia the word “wondering” is “heran”	
		(“..“I am wondering, both of us were also birds but why we cannot fly as the Sriti bird? Our wings are much bigger, aren’t we? Who said this word?..”	
46	Students	“..Burung onta..”	Students answered in chorus
		(“..the Ostrich..”	
47	Teacher	“..Buka halaman enam, ada yang tidak mengerti mungkin, yang ada di halaman lima. Eka? Bisa di pahami yang di halam lima?..”	Teacher walked around the students’ table, and then finally she came to Eka’s table.
		(“..Open page six, do you find any words which are difficult to understand on page five? Eka? Do you get the point of page five?..”	
48	Eka	“..Iya bu..”	
		(“yes, mam..”	
49	Teacher	“..Oke, Dina? Baca din..”	Teacher asked Dina to read the book.

		(“..ok, Dina? Read it!..”	
50	Dina	“..Yang mana bu?..”	
		(“..which one, mam?..”	
51	Teacher	“..Bahasa inggrisnya dulu. Suddenly..”	Teacher was showing Dina the text.
		(“..the English version first. Suddenly..”	
52	Dina	“..Suddenly, the Cassowary got an idea, “what if you try to fly?” The Ostrich agreed, he was flapping his wings trying to fly, however, his body only lifted slightly, then fell again. “I cannot fly” he complained.	Dina read the book loudly.
53	Teacher	“..Iya. Via, artinya di baca via, di halaman enam itu..”	Teacher asked Via to read the Bahasa Indonesia version.
		(“..yes, please read the meaning on page six, via!..”	
54	Via	“..Tiba-tiba si kasuari punya ide, “bagaimana kalau kau coba saja terbang?” burung untapun setuju, ia mengepak-gepakkan sayapnya mencoba terbang, tetapi tubuhnya hanya terangkat sedikit kemudian jatuh lagi. “aku tidak bisa terbang” keluhnya..”	Via read the book loudly.
		(“..Suddenly, the Cassowary got an idea, “what if you try to fly?” The Ostrich agreed, he was flapping his wings trying to fly, however, his body only lifted slightly, then fell again. “I cannot fly” he complained..”	
55	Teacher	“..Siapa yang bisa menulis bahasa inggrisnya “tiba-tiba” dari barusan, silahkan maju..”	The teacher offered the board marker to the students.
		(“..who can write in English “tiba-tiba”?, just come forward..”	
56	Dina	“..Saya bu..”	Dina came forward to write down the word over the white board.
		(“..me, mam..”	
57	Teacher	“..Oke dina, ada yang lain?, benar atau salah ini..”	Teacher asked the students, whether the Dina’s answer was

			true or not.
		(“..alright Dina, anybody else?, is this true or false?..”	
58	Students	“..Benar..”	Students answered in chorus.
		(“..true..”	
59		“..Suddenly, tiba-tiba, tetap di halaman tuju, mencoba, yok yang laki, mencoba, tetep di halaman 6-7, gak papa, salah gak mungkin di hukum sama bu guru..”	Teacher was waiting for any students who were willing to come forward to write the meaning of “mencoba” (try) in English.
		(“..yes, suddenly is “ <i>tiba-tiba</i> ”, still in page seven, “ <i>mencoba</i> ”, come, male students, still in page 6-7, it’s ok, the wrong answer will not get a punishment from me..”	
60	Olga	-	Finally, Olga came forward and wrote down the word “trying” in the white board.
61	Teacher	“..Ada yang lain mungkin, Riyan?, siapa? Yuli? Maju-maju li, ndak papa? Ayo li, ayo li..”	
		(“..may be anybody else?, Riyan?, who?, Yuli?, come forward Yuli, it’s ok, come Yuli	
62	Yuli	-	Yuli came forward and wrote down the word try.
63	Teacher	“..Betul sudah, fly itu artinya terbang, disini sudah ada ini, fly itu terbang, maksudnya bu guru tadi kan manulis mencoba, apa sih bahasa inggrisnya mencoba, olga menulis trying, kita sudah mempelajari bentuk yang sedang di lakukan, masih ingat kata kerja di tambah -ing, kalau Olga menulis trying, berarti sedang mencoba, kalau bu guru menulis mencoba saja, berarti try, ada gak disitu?..”	Teacher reminded the students about the continuous tense that had been learned before by writing down the formula over the white board.
		(“..that was true, fly is “terbang”, it was written here, fly is terbang, what I mean before is that I write “mencoba”, what in English “mmencoba” is, Olga has written	

		trying, we have learned the continuous tense before, do you still remember the word in ing-form?, when Olga writes trying, then it means is trying, if I only write “mencoba”, so the answer is only try, is there in your book??..”	
64	Students	“..Ada..”	Students answered in chorus.
65	Teacher	<p>(“..yes, mam..”</p> <p>“..Kecuali kalau misalnya, apa, sriti, disini, misalnya apa disini, mencoba terbang, sedang mencoba terbang, berarti menggunakan yang katanya Olga tadi, ya trying, flying, kalau mencoba saja, anak-anak tidak usah pake –ing, jadi pake?..”</p> <p>(“..except like in this book, Sriti, is trying to fly, it uses what Olga has written before, trying, flying, if only try, students you don’t need to write –ing form, only use what?..”</p>	
66	Students	“..Try..”	Students answered in chorus.

Note :

“.. = participant’s utterances in Bahasa Indonesia version

(“ = participant’s utterances in English version

(,) = brief pause

(.) = pause of longer than two minutes

(...) = data cannot be transcribed, poor quality sound

{* = pause of bit longer than five minutes

Italics = word in Bahasa Indonesia, translated into English

Segment 2

At the beginning of segment 2, the teacher comes to one of the students’ table. She asks her to come forward to write down the vocabulary she finds. In

addition, when each page of the book has been read by the students, the teacher here invites some students to come in front of the class to write the new vocabulary they find over the white board. In this segment, it seems some lazy students who never active in the class are willing to be active and participate in the class.

Meanwhile, regularly the teacher writes some vocabularies in Bahasa Indonesia first, and then asks the students to write the English version. While the activity happens, the students are asked to write all the vocabularies that have been written in the white board. In this occasion, many students are enthusiastic to follow the lesson. They seem happy and enjoy the material. It is proven by many students who are raising their hands, showing that they understand the material and will participate.

Table 4.2 Segment 2 Transcript

Turn	Participant	Utterance	Context of information
67	Teacher	<p>“..Bole-boleh, tambah disini, yang di temukan di halama tujuh, terserah, apa? Yang anak-anak ketahui, ayo yang laki, boleh, yang mana, ini, ndak papa, salah juga nanti kan di benerin, sini ndug, disini aja..”</p> <p>(“..you can, add here, is there any word that you found in page seven? Anything that you found, come male students, you can, which one, this is never mind, if it wrong, it’ll be revised, come on, over here,</p>	Teacher asked the students in the class to write the words they found in the text. Then, Sindi rose her hand and wanted to come forward
68	Sindi	-	Sindi came forward writing down the vocabulary she found.
69	Teacher	<p>“..Ya. Sudah bener. Wah.. iqbal sepertinya menemukan vocabulary baru, ayo iqbal maju. Jangan lupa vocabulary yang sudah disini di tulis di buku catatannya ya anak-anak..”</p> <p>(“..yes. It was right. Wow.. Iqbal seems to find a new vocabulary, go, and just come forward Iqbal.</p>	<p>Iqbal said a word he found.</p> <p>The teacher reminded the student to write the vocabularies that had been written in the white board.</p>

		Students, don't forget to write down all the vocabularies that have been written here!.	
70	Iqbal	-	Iqbal came forward writing down the vocabulary he knew.
71	Teacher	<p>“..Ya, I cannot fly. Aku tidak bisa terbang. Ya siip. Bu guru lo ndak pernah tahu lihat kamu maju ke depan, karena ada bu guru cantik, kamu mau ke depan..”</p> <p>(“..yes, “I cannot fly is “aku tidak bisa terbang”. Yes, it was good. From the time being, you never come forward. Is it because the beautiful teacher here?..”</p>	Teacher made a joke, by saying that the researcher was able to make the student who is passive willing to come forward.
72	Students	Haa..	Students were laughing in chorus.
73	Teacher	<p>“..Ya kan, selama ini pernah ndak, kalau ada (..), dia males gak, dia yang mesti kena hadiah kan, hadiah saja bu guru, keliling, halaman, oke. Sekarang dia mau maju. Ada kemajuan, Alhamdulillah. Kalau begitu minggu depan bu irda aja yang isi ya, biar banyak yang mau maju...”</p> <p>(“..isn't it?, he is never, if there is (..) he is lazy, isn't it?, he always gets the punishments, doesn't he?,” “I choose the punishment Mam, go around the yard”, oke. Now, he is willing to come forward. This is must be a progress. Alhamdulillah (praise God). Next week, I think it will be better if Miss Irda will teach you, then the students here are willing to come forward.</p>	Teacher made a joke to invite the researcher to teach the students in the next week.
74	Students	Haa...	Students were laughing in chorus.
75	Teacher	<p>“..Kita lanjutkan. Oke. Halaman 8-9. Mas zainur seng ganteng, baca nak. Halaman 8 di baca. Tiba-tiba Sriti datang menghampiri kedua burung, lanjutkan..”</p> <p>(“..Let us continue. Ok. Page 8-9. Zainur, the handsome one, read it son, page 8. Suddenly, the Sriti bird came to those two birds..”</p>	Teacher opened her book page 8-9, and then asked Zainur to read the text in it.
76	Zainur	Tiba-tiba sriti datang menghampiri kedua burung itu, “kalian terlihat sedang ada masalah? Mungkin aku	Zainur read the book loudly.

		bisa bantu? “kami sedang bingung, mengapa kami tidak bisa terbang seperti kamu? Bukankah kamu juga tahu kami juga punya sayap? Keluh kasuari	
		(“..Suddenly, the Sriti bird came to those two birds. “It seems you have a problem? Can I help you?” “We are confused, why we cannot fly like you do? Don’t you know that we also have wings?” complained Cassowary	
77	Teacher	“..Ketemu suddenly lagi, ayo apa tadi suddenly?..”	Teacher were walking around the classroom.
		(“..we meet the word suddenly again, do yo still remember what suddenly is?..”	
78	Students	..”Tiba-tiba..”	Students answered in chorus.
		(“..suddenly..”	
79	Teacher	“..Siapa? Bu guru minta yang laki-laki, di halaman 9, ada yang menemukan? Riyan? Majuan lagi reek..”	Teacher was appreciating Riyan because he was willing to come forward again.
		(“..who?, I ask the male students, page 9, who find a new vocabulary? Riyan? He is willing to come forward again students..”	
80	Riyan	-	Riyan came forward writing the vocabulary he founds.
81	Teacher	“..Bener?..” (“..Right?..”	Teacher asked the students about Riyan’s answer while pointing the board marker to the white board.
82	Students	“..Salaah..” (“..wrong..”	Students answered in chorus.
83	Teacher	“..Siapa? Zainur? Ya kan? Mau maju kan? Yaa,..” (“..who? Zainur? Yes? Do you want to come forward? yes,..”	Many students were rising their hands to come forward, however, the teacher interested to Zainur who never active in English class.
84	Zainur	-	Zainur came forward writing the vocabulary he found over the white board.
85	Teacher	“..Bener salah?..” (“..Is it true or wrong?..”	Teacher asked about Zainur’s answer.
86	Students	“..Salaaaaah..” (“..wrong..”	Students answered in chorus.

87	Teacher	<p>“..Thank you Zainur. Ada yang mau menambahkan? Siapa? Hikmah? Ya hikmah ya?menemukan apa yang artinya apa, silahkan di tulis disini?..”</p> <p>(“..thaks Zainur. Who else? Who? Hikmah? Yes Hikmah, you find what? Just write over here?”</p>	Teacher pointed Hikmah to write the words she found over the white board.
88	Hikmah	-	Hikmah came forward writing the vocabulary she found.
89	Teacher	<p>“..Wings. Sayap...”</p> <p>(“..wings. “sayap” (wings)..”</p>	
90	Students	<p>“..Betul. Ada yang mau nambah lagi? Faiq?..”</p> <p>(“..is it right?, who else want to add it? Faiq?”</p>	
91	Faiq	-	Faiq came forward writing the vocabulary she finds.
92	Teacher	<p>“..Bingung, confused. Ada lagi?{* Sindi? Apa sindi?. Kalau gk ada ibu tambahkan ini. Coba? Juga? Zainur maju lagi? Boleh. Boleh. .”</p> <p>(“..Confused. Confused. Anyone else? Sindi? Sindi, what? If there isn’t, I want to add this. Come? “juga” (also)? Zainur is willing to come forward again? Good. Good.</p>	<p>Teacher waited students to come forward. Finally, she added the word <i>juga</i> (also) over the white board.</p> <p>Then, she shocked because Zainur is willing to come forward.</p>
93	Zainur	-	Zainur comes forward writing the vocabulary he found.
94	Teacher	<p>“..Loh? Bener ini, also itu juga. Coba setiap hari zainur ini kaya gini ya. Mau maju. Coba tepuk tangan buat Zainur, hadiah buat Zainur. Coba gak usah nunggu menggunakan cerita buat maju, kan buru seneng. Sekarang maju sampe 2 kali dan betul semua. kan siip. Ada lagi mungkin? Siapa? Mahrus ali? Ayo mas, nanti bu guru lapor sama wali kelasnya, bu guru, anak laki-lakinya sekarang sip sip, mau maju..”</p> <p>(“..What? It was true. Also is “juga” (in Bahasa Indonesia). It will be better if every day you are always like this Zainur, just give applause to Zainur, it is a present for him. Why do you wait to use a story to come forward Zainur, if you are like this, it makes me</p>	Teacher convinced students in the class that Zainur’s answer was true. Then, she appreciated Zainur by asking the students in the class to give him applause.

		happy. Now, you come forward till two times and all were true. It was good. Anyone else? Who? Mahrus Ali? Come on boy, after this, I will tell your class' guardian that "your male students are very well today, they are willing to come forward".."	
95	Mahrus Ali	-	Mahrus Ali came forward writing the vocabulary he found.
96	Teacher	"..Betul ya?.." ("..is it true?..")	
97	Students	"..Betul.. {* ("..true..")	Students answered in chorus

Segment 3

At the beginning of this segment, the teacher starts the class by evaluating the story that has been discussed in the last meeting. Further, she guides the students to remember the material such as the new words that have been learned before. She continues the material by reading the book herself then asks the students to find the new words in the text. Finally, the teacher continues the material as she does before, i.e. asking the students to read the text loudly. Then, she points the students to write the new words they find in the white board. She does this activity continuously until the last page of the book or until the end of the English session.

Table 4.3 Segment 3 Transcript

Turn	Participant	Utterance	Context of information
98	Teacher	"..Selamat pagi anak-anak. Hari ini bu guru tidak akan belajar menggunakan LKS akan tetapi melanjutkan yang minggu kemarin. Apakah anak-anak sudah membaca?.." ("..Good morning students, in this occasion, I will not teach you by using your students' work sheet, but I will continue the lesson last week. Have you read it?..")	Camera was set in front of the class. Teacher was in front of the class and opening the lesson.

99	Students	“..Sudaah..” (“..yes..”	Students answered in chorus.
100	Teacher	“..Bisa menceritakan apa yang sudah kita baca minggu lalu?..” (“..Could you tell me what you learn last week?..”	Teacher invited students to retell the story that had been delivered last meeting.
101	Students	“..bisa..” (“..yes..”	Some students answered in chorus; however, Holid Faiz said it louder than others.
102	Teacher	“..Ayo, mas Holid Faiz coba ceritakan..” (“..Then, come Holid Faiz, just tell me..”	Teacher pointed Holid Faiz to retell the story.
103	Holid Faiz	“..hehe.. tau bu..” (“..hehe, I know, mam,..”	Faiz said “I know mam”, but then he did not say anything.
104	Teacher	“..Tahu bu? Harusnya tahu dong apa yang mau di certakan. Kan tadi bilangny tahu. Yasadah, sedikit apa yang diingat aja. Masak gak ada yang di inget?..” (“..I know, mam?, then you should know what are you going to tell me. Then, just tell me a little of what you remember. Nobody remember?..”	Teacher stressed Holid Faiz’s statement that he was able to retell.
105	Holid Faiz	“..Burung kasuari yang tidak bisa terbang seperti burung sriti?..” (“..it’s about the Cassowary that cannot fly as the Sriti..”	Holid Faiz gave his explanation uncertainly.
106	Teacher	“..Siapa yang tidak bisa terbang seperti burung sriti?..” (“..who is cannot fly as the sriti?..”	Teacher tested Holid Faiz understanding by giving them a question.
107	Holid Faiz	“..Burug kasuari dan burung onta..” (“..the Cassowary and the Ostrich..”	
108	Teacher	“..Terus, selanjutnya?. Burung kasuari dan burung onta bertanya pada siapa?..” (“..Then, what’s next?. The Cassowary and the Ostrich was asking to whom?..”	Teacher tested Holid Faiz understanding by giving them a question.
109	Students	“..Pada burung sriti..” (“..to the Sriti bird..”	Students answered in chorus.
110	Teacher	“..Burung sriti ya. Pertanyaannya apa tik? Yang ditanyakan pada sriti	The teacher asked to one of the student. In this matter, she

		apa?..”	walked to Tutik’s table.
		(“..it was the Sriti, isn’t it?. What was the question, Tik?. That is questioned to the Sriti, what?..”	
111	Tutik	“..Kita kan sama-sama burung, punya sayap. Tapi kenapa kok tidak bisa terbang?..”	
		(“..We are also bird which had wings. But, why we cannot fly?..”	
112	Teacher	“..He.eh. Kita kan sama-sama burung, punya sayap juga. Kenapa kok ndak bisa terbang? Sampek itu kemaren ya..”	Teacher asked the students about the last topic in the book which was discussed in last meeting.
		(“..yes, We are also a bird which has wings. However, why does it cannot use to fly? It was our last discussion, right?..”	
113	Students	“..Iyaa bu..”	
		(“..yes, mam..”	
114	Teacher	“..Ya?, kita lanjutkan berarti ya?. Sekarnag halaman 14 ya. Sriti berkata, maafkan aku teman-teman. Aku juga tidak tahu jawabannya. Tapi, kasuari dan burung onta tidak (...), lalu mereka bertanya pada binatang lain. Seperti kancil, tupai dan tikus. Halaman 14 sampek berapa itu dibaca gak semalem?.dibaca ya..”	Teacher read the text loudly.
		(“..Yeah, let’s continue this. Now, open your book on page 14. Sriti said, I am sorry friends, I also do not know the answer. However, the Cassowary and the Ostrich (...), and then they asked to other animals. Such as mouse deer, Squirrel and mice. Did you read page 14 last night? Read it, right?..”	
115	Students	“..Ya..”	Some students answered in chorus.
		(“yes..”	
116	Teacher	“..Apa yang di temukan? Vocabularinya. Silahkan. Halaman 15. Sriti said, I am sorry my friends, I also do not know the answer, ada tambahan apa olga? Di halaman 15?..”	Teacher walked around the classroom asking the students about the new vocabularies they found.
		(“..What have you found?.The vocabularies, please, page 15. Sriti	

		said I am sorry my friends, I also do not know the answer, do you found a new one, Olga? On page 15..”	
117	Olga	(...)	
118	Teacher	“..Ada juga ini, apa lagi disitu? Ya? Banyaak. Apa?..”	Teacher pointed to the page of the book.
		(“..it also exists here. What else?. Yes. Many. What?..”	
119	Students	“..Also, sorry..”	
120	Teacher	“..Ada yang lain lagi?. Sindi?..”	While the teacher asked the students, Sindi rose her hand to come forward.
		(“..Anything else?. Sindi?..”	
121	Sindi	-	Sindi came forward.
123	Teacher	“..Verb Berapa Itu? Hayo, Kemaren Kita Kan Sudah Pernah Belajar Itu. Kalau Say Verb 1, Jadi Kalau Said Ver Berapa?..”	Teacher reviewed the material before.
		(“..in which tenses is the verb? Come on, we have learned it before,. If say is the present tense, then the word said is in which tenses?..”	
124	Students	“..Verb 2..”	Students answered in chorus
		(“..past tense..”	
125	Teacher	“..Ada lagi?..”	
		(“..Anything else?..”	
126	Eka	“..Ada..”	
		(“..yes..”	
127	Teacher	“..Oke Eka, mana bukunya ka? (...).”	In this case, Eka just took her a friend’s book in front of her table. Then, she comes forward.
		(“..ok. Eka, where is your book?..”	
128	Eka	-	Eka came forward.
129	Teacher	(...) kancil, tupai dan tikus. {* halama 17, silahkan di baca, Ayu? Tiba-tiba..”	Teacher was in front of the class room and read the book before asked Ayu to read the book.
		(“..mouse deer, squirrel and mice. {* page 17, just read it, Ayu?..”	
130	Ayu	“..Tiba-tiba unta dan kasuari dikejutkan dengan kehadiran Sriti, “pergi kamu..!! Jangan mengikuti kami terus..!!” bentak unta kesal..”	Ayu read the book loudly.
		(“..Suddenly, the Ostrich and the Cassowary were shocked by the presence of a Sriti bird. Go..! Don’t keep following us!! Snapped the	

		Ostrich..”	
131	Teacher	“..(...) ayo menemukan kata baru apa lagi? {* ada Olga? Yang di suruh pergi ini siapa ya anak-anak ya?..” (“..(...) come on, what new vocabularies do you find?. {* Olga, you find it?. who was ordered to go, students?..”	Teacher was in front of the class when asking the students a question.
132	Students	“..Sriti..”	
133	Teacher	“..Sriti ya anak-anak ya. Karena mengikuti burung Onta dan kasuari ya..” “..(...) lagi? Zainur? Mana bukunya, Nur? Apa, bisa?..” “..it was Sriti, wasn’t it?, it is because it followed the ostrich and the cassowary..” “..(...) again? Zainur?”	Zainur and some students rose their hands to come forward.
134	Zainur	-	Zainur came forward.
135	Teacher	“..Betul apa salah? Mas Zainur? Ini kan sama kayak was nak, ya. Were disini tobenya kasuari dan ostrich. Berati, yang di kejutkan bukan itu maksudnya le. Yang lain? Cari di kejutkan? Apa di kejutkan ya? {* Ika?..” (“..is it true or false? Zainur? It is the same as a linking verb “was”, son. “were” here is a linking verb for the Ostrich and Cassowary. So, it was not the answer, son. Anyone else? Try to find shocked? What is “di kejutkan” (shocked)? {* ika?	Teacher explained what Zainur wrote over the white board.
136	Ika	Shocked.	She answered slowly.

Segment 4

This segment takes in ten minutes before the class ends. It is showing how the teacher closes the lesson. In this occasion, the teacher closes the lesson by evaluating the lesson. She does it by asking one of the students to retell the story that has been learned before. Then, she tests the vocabulary of the students. It seems that the teacher wants to know whether the students still remember or not. In this matter, it seems that some students still remember the vocabularies that

have been learnt recently. It can be seen when some students are able to answer some vocabularies which asked by their teacher.

Table 4.4 Segment 4 Transcript

Turn	Participant	Utterance	Context of information
137	Students	-	Many students were taking away by force to come forward.
138	Teacher	<p>“..Kayanya sudah itu. Selanjutnya, barangkali ada yang beda. {* ayo sapa?..”</p> <p>(“.. it seems was done before. The next, maybe there is something different. {*come on, Who..”?)</p>	
139	Students	-	Many students pointed them self to the teacher. They were willing to come forward.
140	Ina	<p>“..Lira buu..”</p> <p>(“..lira, mam..”</p>	Ina pointed her friend who was willing to come forward.
141	Teacher	<p>“..Oh iya, Lira. Ayo Ira..”</p> <p>(“..oh yes, Lira. Come on Ira..”</p>	Teacher gave her a permission to come forward.
142	Ira	-	She came forward writing down the word she found.
143	Teacher	<p>“..Ya. Ini yang belum loh anak-anak. {* oke mas, silahkan maju..”</p> <p>{*</p> <p>“..betul? iya. Ayo sapa lagi?..”</p> <p>(“..Yes. This is still not yet students. {*ok son, just come forward. {*</p> <p>(“..Right? Yes. Who else?..”</p>	Teacher pointed to Ira’s answer which had not writing yet over the white board
144	Evi	<p>“..Saya bu, ya. Saya bu..”</p> <p>(“..Me, mam, yes. Me, mam..”</p>	Evi pointed herself then came forward by herself.
145	Teacher	<p>“..Ada lagi? Sapa? Yanto? Ayo maju..”</p> <p>“..anak-anak, sambil di ingat ya, jangn habis di catat nanti lupa..”</p> <p>(“..Anything else? Who else? Yanto? Come, just come forward..”</p> <p>(“..Students, all of these vocabularies need to be remembered, never forget the words after you write it..”</p>	Teacher reminded the students to remember vocabularies that had written recently.
146	Yanto	-	Yanto came forward.
147	Teacher	<p>(...)</p> <p>“..Ayo sapa yang bisa menceritakan</p>	The class was so crowded.

		mulai dari awal sampek akhir?.cerita yang sudah kita baca bersama-sama .Walaupun tidak sama persis ndak papa sudah. Ayo sapa”	Teacher invited the students to retell the stories that had been delivered.
		(“..Come, who can tell us the story of the book from the beginning? The story that we have read together. It doesn’t need to be precisely similar with the original one. Come, who?..”	
148	Student	“..Bahasa Indonesia kan bu?..”	
		(“..in bahasa Indonesia mam?..”	
149	Teacher	“..Iya.. bahasa Indonesia aja. Ceritakan dengan bahasa Indonesia aja. Silahkan. Ayo siapa yang bisa? Mas Faiz?..”	Teacher asked the students to retell the story.
		(“..yes, in bahasa Indonesia. Just tell us by using bahasa Indonesia. Come. Who can? Faiz?”	
150	Faiz	“..ehm. Pokoknya ada burung onta dan kasuari, yang mengeluh karena tidak bisa terbang..”	Faiz declared his understanding.
		(“..ehm. the main part of this story is that there were an Ostrich and Cassowary who complained because they cannot fly..”	
151	Teacher	“..Lalu?..”	
		(“..and then?..”	
152	Faiz	“..Kemudian mereka bertanya pada hewan lainnya. Karna tidak bisa terbang..”	
		(“..then, they were asked to other animals. It is because they cannot fly..”	
153	Teacher	“..Ya. Bahasa inggrisnya burung onta apa mas faiz?. Masih ingat ndak?..”	Teacher asked Faiz a vocabulary from the text.
		(“..yes. the, what is in English “burung onta” fais? Do you still remember?..”	
154	Faiz	“..Ostrich bu..”	
		(“..Ostrich mam..”	
155	Teacher	“Kalau terbang?”	Teacher evaluated faiz’s memory about the vocabulary he got.
		(“..and then, fly?..”	
156	Faiz	(“..Fly, mam..”	

157	Teacher	<p>“..Ayo yang lain. Bahasa inggrisnya terkejut apa?..”</p> <p>(“..Come on, the other. What is in English “terkejut” (shpcked)?..”</p>	Teacher walked around the classroom while asking the students.
158	Students	<p>“..Shocked bu..”</p> <p>(“..shocked mam..”</p>	Students answered in chorus.
159	Teacher	<p>“..Kalau misalkan udara?..”</p> <p>(“..if “udara” (air)?..”</p>	
160	Students	“..Air..”	Students answered in chorus.
161	Teacher	“..Ehm. Kalau cuaca apa tadi anak-anak?..”	
162	Students	<p>“..Weather bu..”</p> <p>(“..Weather mam..”</p>	Students answered in chorus
163	Teacher	<p>“..Ehm.. kalau misalkan “aku minta maaf teman-teman..”</p> <p>(“..ehm.. if “aku minta maaf” (I am sorry)..”</p>	
164	Students	“..I am sorry my friends..”	Students answered in chorus
165	Teacher	<p>“..Ya baiklah. yang lain di ingat-ingat lagi ya. Kita akhiri dulu pelajaran kita hari ini anak-anak. Tapi kalian jangan pulang dulu. Habis ini bu Irda akan mengisi sebentar..”</p> <p>(“Ok then. Students, don’t forget to remember what we have been learnt recently. Let’s end the lesson today. But, don’t go home first. After this, miss Irda will be with you for a moment..”</p>	Teacher closed the lesson. Before the class needed to be ended, teacher closed the lesson in order to give the researcher a chance to interact with the student in the class.

4.1.1 The Discussion of Teacher’s Strategy

The data we have seen above show the strategy of the teacher who teaches the students by using children literature. In this matter, the data analysis is supported by the field notes that are obtained from the observation. Besides, interviewing the teacher has also been conducted. All of these are done to strengthen the finding of the strategy the teacher uses while teaching her students. Hatch and Brown (in Takác, 2008:19) state that teacher strategy is what teachers need to be done in order to help the learners learn. In this case, the teacher here intends to help the learner memorize the new English vocabularies through

children literature book. Besides, she also does some activity such as contextualizing a word in a real situation. In this case, the teacher makes an example by mentioning a student's name who is always the same by the time being and she gets wondering (see in segment 1). In addition, the teacher here also asks the students to write a new word in the white board. All these activity are done in order to support the students to strengthen their memorization.

As stated in the previous chapter, one of the achievements of this research refers to finding out what the teacher does in her classroom while using children literature. In this matter, she decides to use children literature as the additional material for her students. In this case, the teacher decides to help the learners to get the English vocabularies in the class by using children literature. As shown in the excerpt below, the teacher clarifies:

“...Enak juga ya mbak. soalnya selama ini belum pernah ada cerita-cerita seperti itu mbak... Iya mbak, terus ada pertanyaan yang harus di jawab gitu mbak. kurang anulah, istilahnya kurang menarik lah ya buat anak-anak. Kalau yang ini kan ceritanya menarik...banyak mbak irda. Selain buat selingan, buku ini bermanfaat untuk menambah pengetahuan anak-anak. Dan juga bisa belajar bahasa inggris tentunya... Iya. Anak-anak kan otomatis ada tambahan banyak vocab banyak kan. Mungkin ada sebagian yang semangat menghafalkan dan sebagian lagi yang biasa-biasa aja dan sebagian yang ndak menulis...”

(“...I think it is worthy to use. It is because such story rarely exists (in student's work sheet)... yes Miss, then, there are some questions that need to be answered like that, means it is less interesting for students. The story in this book is interesting... this book has many advantages Miss Irda. It is used as the variation (in term of learning English), this book is also able to enhance knowledge of the students. Of course, it can be used to learn English... Yes. The students will automatically get many vocabularies from it. Maybe there are some students who are enthusiastic to memorize, some of them are commonly interested to memorize and some of them are lazy to write...”

The teacher believes that such story in the book is able to increase the students' interest while learning. She also argues that the story will be able to increase vocabulary knowledge of the students. Indeed, she was very certain that the students will add their knowledge of English vocabularies. It seems that by using the children literature book, her students really increase their vocabulary

knowledge. That is why she decides to use it as the additional material. From the result of the observation, it seems that the students are really pleased when the teacher provides children literature book. It can be seen in each segment above where the students are enthusiastic to follow the lesson.

Actually, Alli (2006) states that children literature here refers to oral or written literary work dedicated to children, such as poetry, modern fantasy, picture book, biography and so forth. In this matter, the teacher uses picture book as the reading book for children while studying English in the class. It is because picture book has some advantages. Terrel (in Wang, 2012) mentions that the new word or the unknown word where it is combined by visual aids and direct translation is worthwhile to facilitate and enhanced the vocabulary learning of the students. In this case, the book is printed in bilingual version and supported by some illustrations in it. Thus, the teacher's decision to use this book seems to be precise.

Furthermore, Gamble and Yates (2002: 122) argue that mostly children will find it easier to understand a written text when it reads aloud by an adult. It is because the adult usually has a skill to use paralinguistic and prosodic cues in order to make the listener understands the text he reads. However, the teacher here rarely reads the book by herself. She only reads it at the beginning of the lesson. Later on, she invites the student to read the book loudly. It can be seen in segment 1 where the teacher mostly asks the students to read aloud the book. It seems that the teacher does not hesitate that the students will not understand the text. She believes that the students will get the meaning because there were many clues in it, like the illustrations. Besides, the book is printed in bilingual version. Thus, she decides to ask the student to read the book. It can be seen in the excerpt below where the teacher clarifies that the students will not get confused by the text.

“..Saya kira ndak ya mbak irda. Saya rasa teksnya itu mudah di pahami. Sangat sederhana... Mungkin sebagian ada yang bingung ya mbak irda. Tapi saya rasa mereka tidak terlalu kesulitan untuk memahaminya. Seperti yang kita lihat tadi, anak-anak bisa meraba-raba artinya dengan mencocokkan dengan teks yang berbahasa Indonesia itu. Lah, buktinya banyak yang maju itu mbak.”

“...I think the students will not get confused, Miss irda. I think the text is easy to understand... maybe some students are confused. But I think they will not get much difficulty to comprehend the English text. As we can see in the class, the students are able to guess the meaning by comparing the two texts (Bahasa Indonesia and English text). It is proven by seeing that many students are willing to come in front of the class.

In addition, the teacher makes sure that the students will memorize the vocabularies. She argues that the vocabularies are easy. Indeed, she makes a statement that the vocabularies are mostly used in everyday activity. That is why the teacher makes sure that the students will constantly remember the vocabulary even after the class ends. As she states in the interview:

“...Saya kira masih ingat ya mbak, soalnya yang di ceritakan juga istilahnya.. ehm di tiap hari kan ada... Di kehidupan setiap hari itu lo mbak, seperti burung, ada disitu, terus terbang. Ndak sulit lah istilahnya. Ceritanya itu mudah. Lain dengan ceritanya kayak cerita rakyat. Kan memerlukan anu kan ya.. vocabnya susah. Kalau yang ini setiap hari itu ada..”

“...I think they will still remember. It is because the story also.. ehm.. it exists in everyday activity... in everyday activity, such as “burung” (bird), it exists (in the book), then “terbang” (fly). The term is not difficult. The story is easy. It is different with folklore. It needs..ehm..the vocabulary is difficult. This story, it exists in everyday activity...”

Besides, teacher chooses to use a story book as the additional material because it is interesting for the students. It can be seen in the following quotation:

“... Iya mbak. kalau sudah pake cerita mereka semangat untuk maju...Iya mbak, anak yang laki-laki itu biasanya gak mau kalau di suruh maju. Pokonya yang aktif yang di depan lima anak itu sudah mbak. Yang depan-depan, olga dina, faik, kalau yang lain itu nul. Kalau ada PR dari tugas LKS biasanya lebih milih hadiah. Maksudnya ndak pernah mau mengerjakan. Lebih milih lari lapangan dua kali. Hadiah saja bu, sambil tertawa.. gitu mesti mbak. loh kok bisa...Tapi karena menggunakan cerita ini mbak, anak anak bisa mau disuruh maju. Mungkin karena menarik itu ya mbak...”

“...yes, miss. When I used the story like this, the students are enthusiastic to come forward. Yes, miss. Usually, the male students are reluctant to come forward. Those five students in the front are the active ones, such as Olga, Dina, Faik, and others are zero. When there is homework in their student work sheet, they will choose the punishment than finishing it. It

means that they never do the homework. They prefer to run around the yard twice. They said “punishment mam” while laughing. They do this regularly...but, by using the story book like this, it can attract the student to be active in the class and willing to come forward. Perhaps, it is because the book is interesting...”

It seems that the students are really interested when the teacher uses a story book while learning English. It is proven by the statement of the teacher that many of male students are reluctant to learn English. Indeed, they prefer to get a punishment than finishing their English task from their student’s work sheet. However, when she uses a story book, they are interested and active. It can also be seen in the table above, where many students are eager to come forward writing down the vocabulary in the white board. It shows that they really enjoy the material and carefully understand it. By knowing this, it can be summarize that the students will increase their knowledge especially their English vocabulary.

According to nine categorizes of teaching strategies which are proposed by Richard & Theodore and Boran (in Intranpanich, 2012), the teacher here applies *the direct method* (TDM) teaching strategy. They stated that TDM is the strategy where the teacher makes the students directly perceive the meaning of the target from the beginning. In this matter, teacher gives the students a story book from the beginning. The story book is printed in bilingual version. Besides, the book consists of some illustrations in it. The illustrations are provided to support the story. In this case, it is worthy to help the reader to contextualize the meaning of the text inside. So that, the students in the class are able to directly perceive the meaning by reading it.

Furthermore, in relation to vocabulary teaching strategy, Seal (in Takác, 2008:19) mentions that there are two kinds of vocabulary teaching strategy, i.e. planned and unplanned. In this case, the teacher uses unplanned vocabulary teaching strategy. It can be seen in the table above that the teacher spontaneously asks the vocabulary to the students while she is teaching them. In addition, the teacher also applies the three Cs suggested by Seal. They are conveying the meaning, checking the meaning and consolidating the meaning.

As we have shown earlier, in some parts of the video, the teacher conveys the meaning of new words to the students. It needs to be done because the teacher here can show the learner directly the suitable meaning of the target language (i.e. from English to Bahasa Indonesia). It is worried that the students will get the wrong understanding as what happens to one of the students. In this case, one of the students guesses that the word “were” means shocked (see table of segment 3). He seems confused or do not recognize that “were” here is a linking verb for the Ostrich and Cassowary. That is why conveying the meaning is important to be done despite that the book is printed in bilingual version.

Afterward, checking the meaning is the following step of the teacher while teaching her students. The teacher almost does this activity in every meeting. It aims to know whether the material are delivered and understood by the students or not. The teacher conducts this activity by asking the students some questions. It can be seen in each table above where the teacher always asks the students the vocabulary they have read. The next step to do is consolidating the meaning. It can also be seen in the fourth segment where the teacher evaluates the material by asking one of the students to retell the story. In this case, by retrieving the information from students’ memory, it seems that the teacher strengthen the students to remember the vocabularies they have read.

4.2 Children’s Perspective: Using Children Literature in Classroom Activities

The interview applies semi-structured interview. Besides, focus group interview is conducted. As the explanation in chapter 3, there are three groups which are taken from those students who get the highest, the average and the poorest score. It is conducted to get detailed information from every aspect of the students in the class. The information of the classification of the group is obtained from their teacher who regularly teaches them. The interview is recorded and then transcribed.

The interview is conducted to know the students' perspective of the use of children literature by their teacher. Male (2011) argues that knowing the students' opinions or perceptions are essential to throw some lights to the teaching process. Actually, young students are able to give their assumption and thought of something that happens in their life. In relation to learning a foreign language, Joyce and Sougari (2010) assume that young children or students are effectively capable to share their understanding, and describe about what and how they prefer to learn a foreign language. Thus, doing the interview here is necessary and reasonable to be conducted.

In this case, the teacher gives a chance to the researcher to interview the students. That is why she ends the class sooner than the scheduled version around fifteen minutes before the class ends. Thus, the researcher is able to interview the students. The first interview was conducted to the highest group students. For this group, the interview was done on April, 16th, 2015. The interviewer spent 16 minutes 50 second to record the whole interview. The second interview was for the second group which refers to those students who get the average score in English lesson. It was done on April, 23th, 2015. To record the whole interview, it took 18 minutes 05 seconds. The last group is those students who regularly get the poorest score in the English lesson. The interview was held on April, 30th, 2015. It needed 20 minutes to record the whole interview. The venue was in the fifth grade class of their school, i.e. SDN 1 Jatiroto, Jember.

All the groups seemed comfortable and enjoyed the interview except the last group. The last group here is those students who get the poorest score. This group looked nervous and often gets confused when the researcher asked them a question. On the contrary, the first and the second group seemed relaxed and fluently answered the question from the researcher although some of them looked shy in answering the questions. In addition, it seemed that all the students did not recognize that the conversation was being recorded. It was because the researcher used mobile phone to record. The researcher put the mobile phone under her note book. It was done to get the natural answer from the students.

The first question is about whether they like studying English by using children literature or not. The first group members approvingly answer that they like it. Later on, the researcher asked them why they like it when their teacher provides them a children book to read, one of them says that it is enjoyable. Besides, others claim that it is enjoyable because they can also learn a story besides the language. It seems that they really like English. It can be seen from their expressions when they answer the question. Their faces look happy while answering the question. Besides, it also can be seen in the result of the observation where all the students in this group are active in participating the lesson. Furthermore, the teacher often mentions the names of them in the class. It indicates that the teacher perceives them as the students who are better than others.

Similar with the first group, all members of the second group also state that they like a story book which is used by their teacher. While answering the question, they seem relaxed. They do not show their nervousness. While the observation is conducted, the members of this group are active in participating in the lesson. However, some of them are shy to answer the question and to come forward while the lesson takes place. Nonetheless, they actually understand and are able to answer the task from their teacher. When the researcher asks why they like using such book, one of them says that it is interesting. In addition, one of them answers that he likes the book because there are many illustrations in it. It reflects that the illustrations are able to attract the students' interest. As we can see in the excerpt below:

“...Interviewer : “Oh gitu ya. Kalo pake buku cerita kaya gini seneng gak?”

(diam)

“...Students : “Iya seneng”. (serempak)

“...Interviewer : “Kenapa sih kok seneng?”

“...Student 2 : “Menarik mbak.”

“...Interviewer : “Apanya yang menarik? Coba kasih tahu?”

“...Student 3 : “Soalnya banyak gambarnya”

(“...Interviewer : “Oh I see. Do you like it when your teacher uses this kind of book?”)

- (“...Students : “Yes, we do.”) (They answer in chorus)
 (“...Interviewer : “Why do you like it?”)
 (“...Student 2 : “Because it is interesting.”)
 (“...Interviewer : “Why is it interesting? Can you tell me?”)
 (“...Student 3 : “It is because there are a lot of illustrations in it.”)

When the students are interested in the book, it seems that they will continually read the book. If it happens, it will be useful to increase their vocabulary knowledge. Haycraft (cited in Hartoyo, 2006) mentions that “pictures are valuable aids because they present vocabulary in visual context as long as they are clearly visible”. In this case, the illustrations of the book are clearly printed as the representation of the story. Thus, the book seems to be beneficial for them to increase their vocabulary.

The last group is those students who get the poorest score in English lesson. Different from the first and second group, these students seem not comfortable and are nervous while the interview is conducted. When the researcher asks the first question, one of them says that he does not like the story book spontaneously when others answer the opposite. This student gets confused because he gives a different answer than others. Finally, he says that he likes the book when the researcher asks him why he does not like it. It seems that he is afraid because he answers differently. From the observation, it seems that this student mostly plays around and do not pay attention to what his teacher explains when the lesson progresses. It reflects that he does not enjoy the lesson. However, he comes forward once writing a new vocabulary in the white board. It can be said that this student actually sometimes enjoys the book. So that, in fact, he does not totally reject the book.

The following paragraph discusses the second question of the interview. It is about their pleasure in learning English. It reflects what they prefer to use while learning English in the class. The first group prefers to use children literature book than the student’s work sheet that the teacher regularly uses. When the researcher asks them why, one of the students claims spontaneously that it is worthy to know English for the future. It makes the researcher gets confused. Then, he clarifies that it actually points to the fact that it enables him to learn and know English

from the book. He states that when the teacher uses the students' work sheet, they will be asked to write and then finish the task. As we can see in the excerpt below:

“...Student 3 : “Kalau di LKS itu masih di suruh nulis terus ngisi soal. Kalo buku cerita kan cuma disuruh baca dan nulis kosakata yang baru di ketahui aja”

(“...student 3 : “when it was used a students' work sheet, the students will be asked to write and then finish the task in it. but, when the teacher use a story book, we only need to read and then write the new vocabularies.”

It can be concluded that this student seems reluctant to work with his student's work sheet. It is because he dislikes finishing the task. Thus, he prefers to use a story book. Moreover, one of his friends claims that she prefers to use children literature book because there are a lot of illustrations in it. It indicates that the illustrations are able to attract the student's interest.

Afterward, the second group says that they prefer to use a children literature book in harmony; their answers are similar to the first group. Meanwhile, their reasons vary. One of them claims it is interesting when the teacher uses children literature book. Other declares that it is confusing when the teacher uses the student's work sheet. Finally, the researcher gets curious why they get confused. Nevertheless, when the researcher asks why, no one gives an answer. All of them only keep silent without any comments. It seems that these students are similar to the first group that they are reluctant to finish the tasks in it.

The third group also gives the same answer. In this case, they also prefer to use children literature book than their student's work sheet. Nonetheless, all of them do not give any explanations why they prefer to use children literature book. Then, the researcher persuades them to give their explanation by asking them for the second time. Finally, one of them answers that it is nice to use the children book.

The third question is about their understanding toward the material from what their teacher has delivered. All of the members of the first group agree that

their teacher is good in teaching them, which is why they are able to understand the lesson. They answer in chorus that all of them understand the lesson. It is proven in the segment 4, where one of these group members is able to retell the story in the class. It shows that he really comprehends the story.

The second group has done the same. All the students in this group have shown that they understand the material. However, when they are asked whether the teacher is understandable or not, only one student gives an answer. It seems that the members of this group are less confident to answer the question from the researcher. From the result of the observation, this group of students is less frequent than the first group in participating in the lesson. Actually, this group is smart enough. It is almost the same as the first group. When the teacher asks them to mention some vocabularies that they memorize, they are also able to answer. In this case, they are just lacking in confident to show up their capability.

In addition, the third group also gives the same answer as the previous two groups. When the researcher asks them the question, one student says that he understands to what their teacher has taught. Indeed, when the researcher asks what actually their teacher has delivered or what the story is about. Some of them are able to show the prominent substance of the story. It suggests that these students actually get the point of the story. However, they are conscious that their teacher in transferring new English vocabularies to them. They consider it as they only learn a fairy tale. It is shown in the following quotation:

- Interviewer : “Ehem.. ya ya. Tapi paham gak sama yang di sampaikan guru tadi?”
 (“..ehm.. yes, but do you understand to what your teacher delivered recently?.”
- Student 4 : “Paham”
 (“...yes..”
- Interviewer : “Paham? Tadi itu tentang apa sih?”
 (“..yes? then, what is it all about?.”
- Student 3 : “Burung onta dan burung Kasoari mau terbang”
 (“..the ostrich and the cassowary want to fly.”
- Interviewer : “Apa? Coba kamu iqbal, tadi itu tentang apa sih?”
 (“..Pardon? Iqbal, what is it all about?.”
- Student 4 : “Burung kasoari dan burung onta.”
 “the cassowary and the ostrich.”

- Interviewer : “Emang burung kasoari dan burung ontanya kenapa? Iya, kenapa sama mereka berdua?”
 (“..what happens to them?”)
- Student 4 : “Gak bisa terbang.”
 (“..he cannot fly..”)
- Interviewer : “Gak bisa terbang ya. Inget tapi ya kalau sama ceritanya?”
 (“..he cannot fly, can he?, but you still remember what the story is about?.”)
- Students : “Iya”
 (“..yes.”)
- Interviewer : “Tapi kalau sama kosakata bahasa inggrisnya lupa. ehm.. sek sek.. Burung onta itu tadi bahasa inggrisnya apa wes?”
 (“..but you are forgetting the English version right? Ehm.. wait..wait. do you remember what in English *burung onta* is (the ostrich)?
- Students : (diam)
 (silent)

From the quotation above, it seems that researcher attracts the student to remember the simplest word which exists in the title, i.e. *burung onta* (the ostrich). However, they still get confused and cannot answer it. All of them only keep silent without giving any answers or statements.

The next question is whether they get confused or not when they learn English by using the children literature book that their teacher gives. The first groups explicitly answer that they do not. It can be seen in the quotation below:

- Interviewer : “Ehm.. kalian bingung nggak kalau menggunakan cerita kayak gini?”
 (“..ehm..do you get confused when your teacher provides you such story book?”)
- Student 1 : “Ndak mbak”
 (“..No, I do not.”)
- Interviewer : “Bener?”
 (“..Really?”)
- Student 1 : “Iya mbak”
 (“Yes.”)
- Interviewer: “Yang lain bingung nggak? Holid, Dina, Sindi Faik?”
 (“..Others? How about you, Holid, Dina, Sindi and Faik?”)
- Student 4 : “Nggak bingung mbak”
 (“..No, I do not get confused.”)
- Student 2 : “Iya mbak, ngak bingung.”
 (“..Yes, me too.”)
- Interviewer: “Iya tah? Beneran gak bingung? Faik sama Sindi gimana?”

- (“...Really? Do you really not get confused? How about you Faik and Sindi?”)
- Student 3 : “Nggak mbak, nggak bingung,”
 (“..no, I do not get confused.”)
- Student 5 : “Iya mbak”
 (“..yes.”)
- Interviewer : “Ehm.. berarti nyambung dong ya sama yang di sampaikan. Dapet kosakata baru ndak?”
 (“..ehm.. so, you understand what your teacher has explained. Do you get a new vocabulary?”)
- Student 1 : “Iya”
 (“..yes.”)
- Interviewer : “Apa aja coba? Contohnya?”
 (“..Can you show me the example?”)
- Student 1 : “Fly terbang,”
 (“..The word *terbang* refers to “fly” in English.”)
- Interviewer : “Oh iya. Fly itu terbang. Terus apa lagi selain fly?”
 (“..Oh yes. Can you show me nother expmple?”)
- Student 1 : “Wing sayap”
 (“..The word *sayap* refers to “wing” in English.”)

Their statements seem truthful that they do not get confused by seeing their enthusiasms in participating in the lesson. Moreover, the second group also gives an equal answer. All the members answer in chorus that they do not get confused. Then, the researcher tests them by asking them some questions related to the story they have learned. It shows that they really understand the material. Almost all the questions are answered correctly. Thus, it reflects that they truly do not get confused.

On the contrary, when the researcher interviews the last group, all the students only keep silent. Then, the researcher repeats the question for the second time. It is only student 1 who answers the question. He says that he gets confused. When the researcher asks him why, others suddenly participate in answering the question. It can be seen by their quotation below:

- “...Student 5 : “Karena gak bisa bahasa inggris.”
 “...Student 3 : “Soalnya ndak tau bahasa inggrisnya mbak”
 “...Student 4 : “Itu bu, eh.. anu bu, kalau di suruh baca bahasa inggrisnya itu ndak bisa..”

(“...student 5 : “because I do not know English.”)

(“...student 3 : “because I do not know the English version, miss.”)

(“...student 4 : “that miss, eh.. ehm miss, when I have to read the English version, I can’t read it.”)

From the quotation above, it reflects that these students actually get confused when the teacher provides them a children literature book. It is because their lack of background knowledge of English. Perhaps, their ability in comprehending the English lesson is lower than others. That is why they get confused when the teacher gives them a story book even when many of their friends do not.

Getting new vocabularies is the expectation here. It is when the students are reading the book. Coady (in Kara, 2013:40) claims that “reading is essential for L2 vocabulary learning because less frequent words are only encountered while reading”. Indeed, this is the fifth question of the interview. The first group confidently says that they get new vocabularies. Then, the researcher asks for sure the examples. It is because the researcher is curious about what vocabularies they have got and still remember. Finally, they mention some vocabularies to the researcher. By this, it is proven that they really get new vocabularies by reading the book.

Furthermore, when the researcher asks to the second group students it seems to be similar with the first group. However, there is a student who claims that he only gets little vocabularies. Finally, the researcher tests them by asking them to show what vocabularies they get from reading the book. However, it seems that they do not understand the question. Then, the researcher repeats the question again. After the researcher repeats it, finally they mention some vocabularies. Later on, the researcher asks one of them to spell a word. Indeed, he can spell it well. It really looks that they have memorized the word well. See in the excerpt below:

Student 2 : “Sedikit”
 (“..it is only little.”)
 Interviewer : “Kosakata dalam bahasa inggris loh ya. Contohnya apa coba?”
 (“..It refers to the English vocabulary. Can you show me the example?”)
 (diam) (silent)

- Interviewer : “Gini-gini, dari buku yang kalian pelajari tadi, kosa kata bahasa inggris apa coba yang di ingat? Hem?”
 (“..See, from the explanation before, do you remember the English vocabularies? Huh?”)
- Student 2 : “Know”
- Interviewer : “Know? Artinya apa ya?”
 (“.. Know? What is the meaning of “know”?”)
- Students : “*Tahu* “(serempak)
 (“..*Tahu* (know).” (The students answer in chorus)
- Interviewer : “Terus? Kalau burung kasoari sendri apa tadi bahasa inggrisnya?”
 (“..Then? Do you still remember what is in English of *Kasuari*?”)
- Student 5 : “Cassowary. Cassowary bird. C-a-s-s-o-w-a-r-y” (spelling)

On the contrary, when the researcher asks the third group students to mention a word that they still remember, no one is able to answer the question. It indicates that these students do not get any vocabularies from the reading passage. Afterward, the researcher mentions some words in Bahasa Indonesia which exist in the reading passage. It is done to attract the students to remember the English word they have gotten. However, it does not work. The students still keep silent. From the result of the observation, these students enjoy the lesson whether sometimes some of them are noisy when the teacher taught them. It shows that although sometimes they enjoy the lesson it does not mean that they get any new vocabulary.

The following explanation is about their assumption of using children literature in relation to their process of memorizing the vocabularies. Here, the researcher wants to know whether they will easily keep the words or not. Talking about the third group, it seems that this group has no idea for they do not memorize the words well. However, the first group answers the question uncertainly. Some of them are persistent that they will still remember the word. They cannot make certain that they will still remember the words henceforth. Nevertheless, at that time, they still remember many new words from their previous meeting.

Similar with the first group, the second group seems that they still remember the words that they have got from the previous two weeks. Related to

this, the researcher asks them to give some examples of the new vocabularies they have got. Here, it aims to clarify their statement that they actually still remember the words. It seems that they strongly memorize them. In this case, no one can guarantee that they would always memorize the word. Anything may happen to them, like they will always memorize the words or perhaps they will forget them later.



CHAPTER 5. CONCLUSION

This study is conducted to know the teacher's strategy when she uses children literature book while teaches her students in the class. Besides, it also seeks to know the perspective of the students themselves. In this study, the observation and the transcripts of interviews become the primary data. Briefly, the conclusion comes up to answer the two questions of this study.

The results show that the teacher applies the direct method (TDM) teaching strategy. Furthermore, in relation to the vocabulary teaching strategy, this teacher also applies unplanned vocabulary teaching strategy. Besides, the three Cs are also conducted by the teacher, i.e. conveying the meaning, checking the meaning and consolidating the meaning. These teachers' strategies are found by the supporting methodology, such as field notes and interview beside the observation. In addition, the teacher mentions that children literature is able to increase the students' interest to learn English in the class. Indeed, she also believes that the story will add the students' knowledge especially in learning of their English vocabularies.

The next is about the students' perspective toward the use of children literature in their English class. In this case, the data are obtained from the three groups of the five grade students which are classified to those who get the highest, average and poorest score. The results show that almost all the students enjoy the material. It is proven by the result of the observation where many students are eager to come to the front of the class to write the vocabularies they find. In addition, talking about the students' pleasure in learning English, all of the students agree that they prefer to learn English by using children literature rather than their student's work sheet. It is proven by the result of the interview transcript and the observation recording that most of them are enthusiastic to follow the lesson when their teacher provides them with such kind of book.

Moreover, all of the members of each group state that they understand the material or the story that are provided by the teacher. However, the last group does not succeed. It seems that they consider it as learning a story or a fairy tale only without getting the English vocabularies.

Afterward, the last group seems to be confused when their teacher gives them a story book to be used in the class. Similar to the previous phenomena, it seems difficult for the last group to comprehend the new vocabularies that are delivered by the teacher whereas the other groups claim they do not. Thus, only the last group who does not get the English vocabulary. Different with the last group, the first and second groups here still remember some English vocabularies from the reading passage. It seems that they easily memorize the vocabularies. However, students cannot guarantee that they will always memorize it although the first group students are persistent that they will. The conclusion is that all the students enjoy and prefer to learn English by using children literature although not all of them get the vocabularies from the reading passage.

Finally, this study has found that the teacher's strategy type and described the students' perspective toward the use of children literature in qualitative way. The inadequacy of this study is that this research does not correlate the students' perspectives and the final score of the students. Therefore, it is expected that to the next researcher finds out the student's perspectives from quantitative point of view. Indeed, it will be better if the next researcher is able to correlate the use of children literature and the students' final score of English lesson. The correlation between the students' perspectives and their final score would be able to prove their perspectives and results of learning English through children literature.

REFERENCES

- Alemi, M. & Tayebi, A.. 2011. The Influence of Incidental And Intentional Vobalary Acquisition and Vocabulary Strategy Use on Learning L2 Vocabularies. *Journal of Language Teaching and Research*. Vol. 2 (1): 81-98.
- Alli, W. S. B. M. 2006. *Teachers' Perception on the Implementation of Contemporary Children's Literature in Primary School*. Unpublished. Malaysia: Universiti Teknologi Malaysia.
- Chairunnisa. 2011. *Persepsi Siswa Terhadap Metode Pembelajaran Guru dan Hasil Belajar Bahasa Indonesi di SMK Al-Hidayat Ciputat*. Unpunlished. Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Syarif Hidayatullah.
- Chusna, L. 2014. Strategi Pembelajaran di Sekolah Dasar. <http://www.lelychusna.my.id/2011/04/strategi-pembelajaran-di-sd.html> [October 09 2014].
- Denscombe, Martyn. 2007. *The Good Research Guide*. Poland EU: OZGraf S.A.
- Dörnyei, Zoltán. 2007. *Research Method in Applied Linguistics*. Oxford: Oxford University Press.
- Dunn, O. 2013. Learning English through Picture Books. <http://learnenglishkids.britishcouncil.org/en/parents/articles/learning-english-through-picture-books> [December, 13 2014].
- Fojkar, M. D., Skela, J., & Kovac, P.. 2013. A Study of the Use of Narratives in Teaching English as a Foreign Language to Young Learners. *English Language Teaching*. Vol. 6 (6): 21-28.

- Gamble, Nikki and Yates, Sally. 2002. *Exploring Children Literature: Teaching the Language and Reading of Fiction*. Great Britain: The Cromwell Press, Melksham.
- Gebhard, J. G.. 1996. *Teaching English as a Foreign or Second language: a Self Development and Methodology Guide*. United States of America: Michigan Press.
- Gonzáles, N. I. P. 2010. Teaching English trough stories: a meaningful and fun way for children to learn the language. *Profile*. Vol. 12 (1): 95-106.
- Grundmeyer, T., A. 2012. *A qualitative study of the perceptions of first year college students regarding technology and college readiness*. Unpublished. Thesis. Iowa: Iowa State University.
- Hartoyo, E.. 2006. *Comparison between using 2 Dimensional pictures and Using Plain Text in Children's learning English as Foreign Language*. Unpublished. Thesis. Jember: Faculty of Letters Jember University.
- Hornby, A S. 1995. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press [fifth edition].
- Hulse, Stewart H., James Deese and Howard Egeth. 1975. *The Psychology of Learning*. Tokyo: McGraw- Hill.
- Hunt, P.. 1999. *Understanding Children Literature: Key Essays from the International Companion Encyclopedia of Children's Literature*. New York: Routledge.
- Intrapanich, C.. 2013. Teaching Methods, Approaches and Strategies Found in EFL Classroom: A Case Study in Lao PDR. *Procedia-Social and Behavioral Science* 88 (2013): 306-311.

- Joyjey-A. Psalton and Sougari, A.-Maria. 2010. Greek Young Learners' Perception about Foreign Language Learning and Teaching. *Advances in Research on Language Acquisition: Selected Papers*: 387-401.
- Kachoub, Bouchra. 2013. Incidental Vocabulary Learning in Second Language Acquisition. *Voices in Asia Journal*. Vol. 1 (1): 97-106.
- Kara, Dr. Selma. 2013. The Relationship between Text Comprehension and Second Language Vocabulary Acquisition: Word-Focused Tasks. *International Journal on New Trends in Education and Their Implications*. Vol. 4 (1): 39-53.
- Krashen, S.D. 1982. *Principles and Practice in Second Language Acquisition*. [Internet Edition].
- Krashen, S.D. 2011. *Free Voluntary Reading*. California: Santa Barbara.
- Krashen, Stephen. 2004. *The Power of Reading: Insight from the Research*. Observation and Reflection from BEHS Staff [ppt].
- Male, Hendrikus. 2011. Students' View on Grammar Teaching. *Journal of English Teaching*. ISSN 2080-9628. Vol. 1 (1): 57-69.
- Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nation, P., & Waring, R. 1997. *Vocabulary Size, Text Coverage and Word Lists*. http://www.lex tutor.ca/research/nation_waring_97.html. [November, 05 2014].
- Selinker, Larry & Gass, Susan. 2008. *Second Language Acquisition*. UK: Routledge.
- Silverman, D. (2006). *Interpreting Qualitative Data*. London: Sage Publications, Inc. [3rd ed.]

- Simpson, J.. 2011. *The Routledge Handbook of Applied Linguistics*. USA and Canada: Routledge.
- Susanti, Dewi. 2011. *Persepsi Unsur Pimpinan Fakultas Kesehatan Masyarakat Universitas Sumatera Utara Tentang Kawasan Tanpa Rokok Tahun 2011*. Unpublished. Thesis. Medan: Fakultas Kesehatan Masyarakat Universitas Sumatera Utara.
- Takač, V. P. 2008. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Great Britain: The Cromwell Press Ltd.
- Troike and Saville, Muriel. 2006. *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Universitas Jember. 2010. *Pedoman Penulisan Karya Ilmiah*. Jember: Badan Penerbit Universitas Jember.
- Velázquez, B., J. and Ángel, J., R., M., D.2013. *Beginner EFL Students' Perceptions of the Methods and Techniques Used to Teach Pronunciation at a University Language School*. Thesis. Universidad Veracruzana.
- Wang, Yu-Chia. 2012. Learning L2 Vocabulary with American Drama from the Learner's Perspective. *English Language Teaching*. Vol. 5 (8): 217-225.
- Wright, A. 1989. *Picture for Language Learning*. Cambridge: Cambridge University Press.
- Yule, George. 2006. *The study of Language*. New York: Cambridge University Press.

APPENDICES

A. Consent Form of Interview-English Version

Consent Form for Participation in Interview for Research

Research Area : Applied Linguistics

Data Taking : April, 2015

I agree to participate in a research project conducted by Irdatus Solikha from English Department Faculty of Letters Jember University. I understand that the project is designed to gather information about my method in using Children Literature as the media in teaching activity of English especially in teaching vocabulary. Furthermore, it is to know how my perspective toward it. This interview in this project is intended to understand more about English teaching and not for exposing some defects which may contribute to potentially negative consequences in the future, so that the report of this research can inspire further researches. I will be the one being interviewed for this research.

1. If, however, I feel uncomfortable in some questions during the interview session, I have the right to decline to answer it.
2. I understand that the honest answer during the interview must be given in order to help the academic work of the researcher.
3. With my permission, I give the permission to the researcher to write my opinion in the report in this research.
4. I give the permission to the searcher to record my answer during the interview session. If the researcher still needs my information any time, I will be ready to be interviewed again.
5. I also give the permission to the researcher to show my real name and identity to be written in the report of this thesis.

6. I understand that the researcher will not show my real name in the report of this research. The researcher will show only my initial name. This is my confidentially as participant in this study will remain secure.

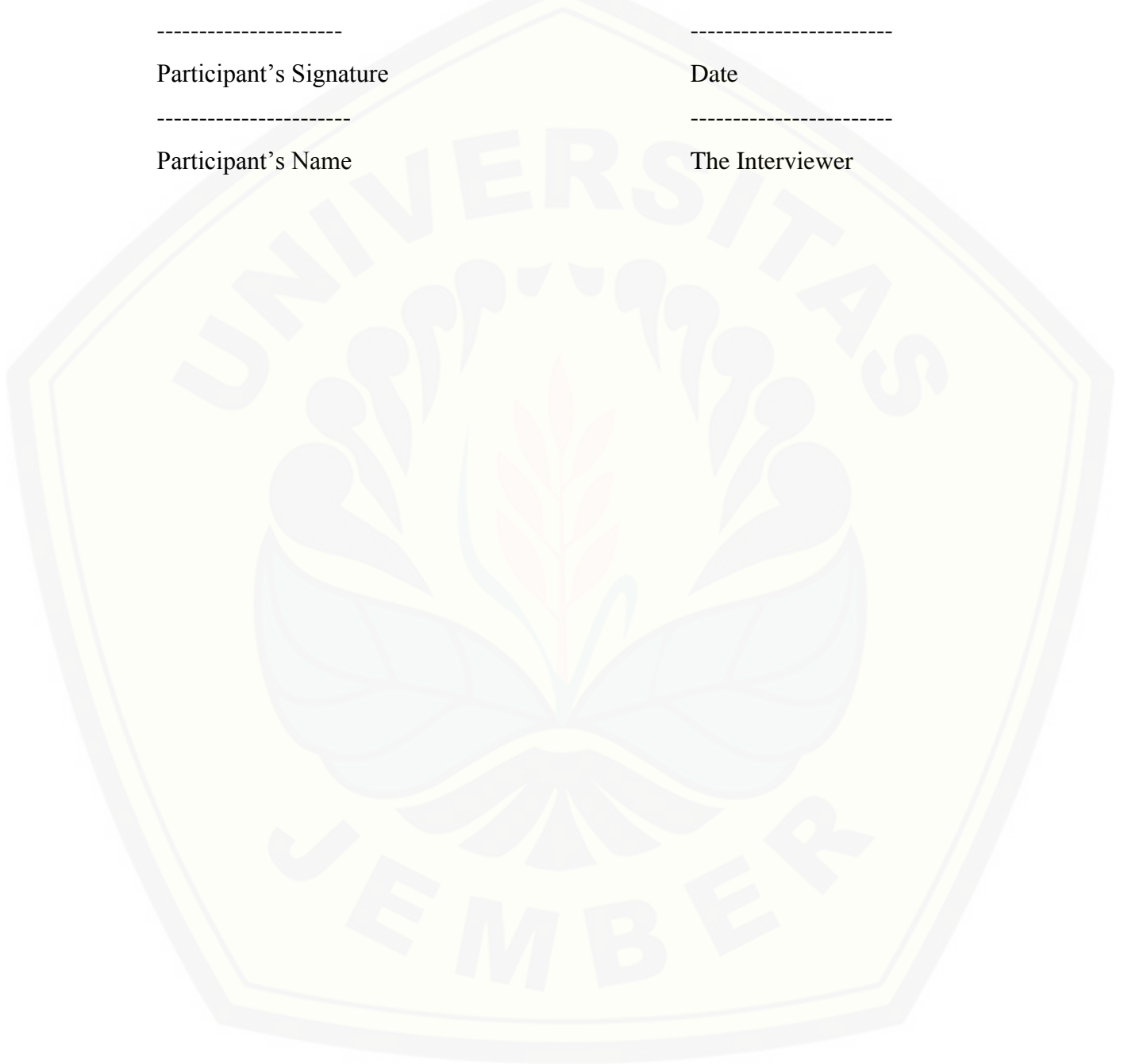
7. I have been given a copy of this consent form.

Participant's Signature

Participant's Name

Date

The Interviewer



B. Consent Form of Interview-Indonesian Version**Surat Persetujuan Partisipasi dalam Wawancara untuk Penelitian****Bidang Penelitian : Applied Linguistics****Pengambilan Data : April, 2015**

Saya menyetujui untuk ikut berpartisipasi dalam sebuah proyek penelitian yang di adakan oleh Irdatus Solikha dari Sastra Inggris Fakultas Sastra Universitas Jember. Saya mengerti bahwa proyek penelitian ini dimaksudkan untuk mengumpulkan informasi yang berhubungan tentang bagaimana metode pengajaran saya dalam menggunakan Sastra Anak sebagai media untuk mata pelajaran bahasa Inggris khususnya kosa kata atau vocabulary. Serta bagaimana pendapat saya terhadap penggunaan Sastra Anak di dalam kelas. Wawancara dalam penelitian ini bertujuan untuk memahami lebih lanjut tentang pembelajaran bahasa Inggris dan bukan untuk memaparkan kekurangan-kekurangan yang mungkin menyebabkan negative di masa yang akan datang, sehingga dapat menginspirasi penelitian-penelitian selanjutnya. Saya akan menjadi seorang guru yang akan di wawancarai.

1. Tetapi, jika saya merasa tidak nyaman terhadap beberapa pertanyaan selama wawancara berlangsung, saya mempunyai hak untuk menolak menjawab pertanyaan tersebut.
2. Saya mengerti bahwa jawaban yang paling jujur harus diberikan dalam rangka untuk membantu penelitian ini.
3. Dengan izin saya, saya memberikan izin kepada peneliti untuk menulis pendapat saya dalam laporan penelitian ini.
4. Saya memberikan izin kepada peneliti untuk merekam jawaban saya selama wawancara berlangsung. Jika sewaktu-waktu peneliti masih membutuhkan informasi saya, saya akan siap untuk di wawancarai kembali.

5. Saya mengerti bahwa peneliti tidak akan mencantumkan nama asli saya pada laporan penelitian ini. Peneliti hanya akan mencantumkan huruf awal nama saya. Hal ini merupakan salah satu cara untuk menjaga keamanan dan kerahasiaan informasi yang saya berikan sebagai partisipan dalam penelitian ini.
6. Saya sudah membaca dan sudah mengerti penjelasan yang diberikan kepada saya. Semua pertanyaan telah terjawab dengan sangat baik, dan saya dengan sukarela menyetujui untuk berpartisipasi dalam penelitian ini.
7. Saya sudah mendapatkan salinan dari surat persetujuan ini.

Tertanda

Narasumber

Tanggal

Pewawancara

C. The Transcript of Interview with the Teacher

INTERVIEW (TEACHER)

- Interviewer : “Maaf ibu, silahkan ini di baca dulu”. (memberikan surat persetujuan wawancara untuk di baca dan di tandatangi)
- Teacher : “Setelah itu, ini saya tandatangi mbak?” (menunjuk pada map yang di berikan interviewer)
- Intervirwer : “kalau ibu berkenan, silahkan ibu tandatangan di bagian yang telah di sediakan”.
- Teacher : “ehm.. iya iya”. Setelah beberapa saat kemudian, “mari mbak di luar saja, disini sumuk, biar lebih santai juga”
- Interviewer : “hehe.. iya bu”.
- Teacher : “Ruang kelas ini terlalu pendek, makanya sumuk. Rencana mau di renovasi setelah ini mbak”
- Interviewer : “Oh.. sepertinya cendelanya juga kurang ya bu, jadi kurang fertilasi. Makanya sumuk”
- Teacher : “ iya mbak”.
- Interviewer : “ehm.. bagaimana pengalaman ibu selama mengajar disini?”
- Teacher : “kebanyakan suara hampir habis mbak, apalagi sekarang ini top”.
- Interviewer : “top bagaimana bu? Nakal-nakal gitu bu?”
- Teacher : “saya enam tahun pegang kelas satu, tapi baru sekarang ini yang top”
- Interviewer : “oh.. jadi disini ibu sebagai wali kelas di kelas satu. Apakah kelas satu juga diberikan mata pelajaran bahasa inggris bu?”
- Teacher : “Enggeh mbak”.
- Interviewer : oh.. jadi bahasa inggris disini dari kelas satu bu?
- Teacher : disini?
- Interviewer : “iya bu”
- Teacher : “iya”

- Interviewer : “Oh.. saya kira dari kelas berapa sampek kelas berapa gitu bu, soalnya sebagian sekolah sudah tidak mengaplikasikan pelajaran bahasa inggris di tingkat SD bu”.
- Teacher : “Ya untuk anu.. untuk kurikulum k13 kemaren ndak ada semua, sekarang kembali ke KTSP, ada lagi mulai dari kelas satu. Tapi arahnya sudah kesana lagi kok mbak”.
- Interviewer : “ke K13 bu?”
- Teacher : “Iya.. tapi dengan adanya ini guru bahasa inggris berhenti semua mbak, yang di SD itu langsung pindah semua ke jenjang SMP MTS, sehingga gak ada yang sukwan”.
- Interviewer : “Ooh.. begitu ya bu”
- Teacher : “Tapi kalau disini, dari tahun 2003 bahasa inggrisnya saya yang pegang mbak. sudah 12 tahun”.
- Interviewer : “Ehm.. terus gimana pengalamannya bu, maksud saya selama jadi guru bahasa inggris?”
- Teacher : Hehe... (tertawa) “yang jelas mulai dari SMP saya suka bahasa inggris mbak. waktu SMP itu saya pernah di panggil kepala sekolah, waktu itu ke;las berapa ya, kelas satu mungkin. Kelas satu di panggil kepla sekolah di ajak ke kelas tiga, untuk menceritakan bagaimana cara saya belajar bahasa inggris, la wong kelas siji lo disuruh cerita ke kelas 3. Hehehee... ya kepala sekolah saya itu kebetulan guru bahasa inggris saya”.
- Interviewer : Oh... begitu ya bu. Eemz.. bagaimana ibu bisa menggunakan buku cerita sebagai tambahan materi di kelas?
- Teacher : “Enak juga ya mbak. Soalnya selama ini belum pernah ada cerita-cerita seperti itu mbak”.
- Interviewer : “Maksudnya bu?”
- Teacher : “Di LKS itu lo gak ada mbak”
- Interviewer : “Kalau di LKS biasanya yang Cuma satu atau dua paragraph gitu ya bu?”

- Teacher : “Iya mbak, terus ada pertanyaan yang harus di jawab gitu mbak. kurang anulah, istilahnya kurang menarik lah ya buat anak-anak. Kalau yang ini kan ceritanya menarik”.
- Interviewer : “Sebenarnya apa manfaat dari menggunakan buku cerita seperti ini bu?”
- Teacher : “banyak mbak irda. Selain buat selingan, buku ini bermanfaat untuk menambah pengetahuan anak-anak. Dan juga bisa belajar bahasa inggris tentunya.”
- Interviewer : “Lalu, apakah dengan menggunakan cerita ini dapat membantu murid-murid mendapatkan kosakata bahasa inggris baru bu?”
- Teacher : “Iya.. anak-anak kan otomatis ada tambahan banyak vocab banyak kan. Mungkin ada sebagian yang semangat menghafalkan dan sebagian lagi yang biasa-biasa aja dan sebagian yang ndak menulis”.
- Interviewer : “Ehm gitu ya bu, kalau begitu kira-kira kalau sudah keluar kelas anak-anak masih ingat gak ya bu sama vocabulary yang telah di berikan di kelas?”
- Teacher : “Setelah keluar?”
- Interviewer : “Maksudnya setelah pelajaran usai bu? Selanjutnya setelah pelajaran bahasa inggris berakhir?”
- Teacher : “Saya kira masih ingat ya mbak, soalnya yang di ceritakan juga istilahnya.. ehm di tiap hari kan ada”.
- Interviewer : “maksudnya bu?”
- Teacher : “Di kehidupan setiap hari itu lo mbak, seperti burung, ada disitu, terus terbang. Ndak sulit lah istilahnya. Ceritanya itu mudah. Lain dengan ceritanya kayak cerita rakyat. Kan memerlukan anu kan ya.. vocabnya susah. Kalau yang ini setiap hari itu ada”.
- Interviewer : “Sepertinya tadi saya lihat anak-anak itu semangat banget ya bu mengikuti pelajaran. Apakah memang seperti itu biasanya bu?”
- Teacher : “Iya mbak. kalau sudah pakek cerita mereka semangat untuk maju”.

- Interviewer : “Oh.. begitu ya bu”
- Teacher : “Iya mbak, anak yang laki-laki itu biasanya gak mau kalau di suruh maju. Pokonya yang aktif yang di depan lima anak itu sudah mbak. Yang depan-depan, olga dina, faik, kalau yang lain itu nul. Kalau ada PR dari tugas LKS biasanya lebih milih hadiah. Maksudnya ndak pernah mau mengerjakan. Lebih milih lari lapangan dua kali. Hadiah saja bu, sambil tertawa.. gitu mesti mbak. loh kok bisa”
- Interviewer : “Oalaah.. begitu ya bu.”
- Teacher : “Itu Zainur, biasanya ndak pernah mau ngerjakan PR. Zainur itu loh ya mbak, yang rambutnya jabrik dan agak besar. Mulai minggu kemarin dia maju kan mbak. Lah.. saya itu heran mbak, lah kalau waktunya ada PR, dia angkat tangan mbak, “saya ndak ngerjakan PR bug” gitu ya mbak, saya Tanya kenapa, jawabnya “ndak papa bu”. Loh kenapa, saya gitu mbak, jawabnya tetap “ndak papa bu”
- Interviewer : “Oalaaaah.. hehe. Mungkin ndak suka pelajaran bahasa inggris ya bu, mangkanya males buat ngerjakan tugas PRnya”.
- Teacher : “Kemungkinan juga gitu mbak Irda”.
- Interviewer : “Iya.. kan emang ndak semua anak suka pelajaran bahasa inggris bu, hehe”.
- Teacher : “Tapi karena menggunakan cerita ini mbak, anak anak bisa mau disuruh maju. Mungkin karena menarik itu ya mbak”.
- Interviewer : “Oh.. begitu ya bu. Tadi saya lihat ibu juga meminta salah satu anak untuk membacakan cerita seperti itu, sepertinya masih ada anak yang masih menolak untuk itu bu?”
- Teacher : “Ya begitulah anak SD mbak. Anak SD itu masih begitu lugu mbak. lain dengan SMP/SMA itu sudah istilahnya itu menyakitkan hati guru itu ada.”
- Interviewer : “Kok bisa begitu bu?”
- Teacher : “Iya mbak. kalau sudah SMP/SMA itu kenakalannnya itu sudah lain.”

D. The Transcript of Interview with the Learners**Interview of the Highest Score Students**

- Interviewer : “Halo.. halo.. namanya sapa?”
- Student 1 : “Olga”
- Interviewer : “Ini siapa?”
- Student 2 : “Dina”
- Interviewer : “Eemz.. yang ini siapa?”
- Student 3 : “Faik”
- Interviewer 4 : “Faik ya, yang ini siapa coba?”
- Student 4 : “Holid Faiz”
- Interviewer : “Yang paling terakhir ini siapa?”
- Student 5 : “Sindi mbak”
- Interviewer : “Emmz.. yaya.. olga, dina, faik, holid sama sindi ya.. gimana gimana, suka gak kalo belajar bahasa inggris kayak sekarang ini?”
- Student 3 : “Sukaa”
- Interviewer : “Kenapa hayo kok suka?”
- Student 2 : “Mengasyikkan” (pelan)
- Interviewer : “Kenapa?”
- Student 2 : “Mengasyikan”
- Interviewer : “Trus menurut kamu gimana sindi?”
- Student 5 : “Mengasyikkan soalnya bisa belajar cerita.”
- Interviewer : “Belajar cerita? Emz.. trus masih ingat gak sama ceritanya tadi?”
- Student 5 : “Sedikit ingat”
- Interviewer : “Sedikit ingat? Coba ceritakan.”
- Student 5 : “Burung onta dan burung kasoari sedang memerhatikan burung sriti yang sedang terbang.”
- Interviewer : “Emz.. terus kalau menurut olga gimana coba?”
- Student 1 : hehehehe (tertawa)
- Interviewer : “Hemz.. kenapa kok tertawa? Hehehe kenapa?”

- Student 1 : “Suka”
- Interviewer : “Suka? Kenapa kok suka?”
- Student 1 : “Ehm.. suka mbak”
- Interviewer : “Ehm.. kalian bingung nggak kalau menggunakan cerita kayak gini?”
- Student 1 : “Ndak mbak”
- Interviewer : “Bener?”
- Student 1 : “Iya mbak”
- Interviewer : “Yang lain bingung nggak? Holid, Dina, Sindi Faik?”
- Student 4 : “Nggak bingung mbak”
- Student 2 : “Iya mbak, ngak bingung.”
- Interviewer : “Iya tah? Beneran gak bingung? Faik sama Sindi gimana?”
- Student 3 : “Nggak mbak, ngak bingung,”
- Student 5 : “Iya mbak”
- Interviewer : “Ehm.. berarti nyambung dong ya sama yang di sampaikan. Dapet kosakata baru ndak?”
- Student 1 : “Iya”
- Interviewer : “Apa aja coba? Contohnya?”
- Student 1 : “Fly terbang,”
- Interviewer : “Oo iya. Fly itu terbang. Terus apa lagi selain fly?”
- Student 1 : “Wing sayap”
- Interviewer : “Iya wings itu sayap. Ya ya.. tapi bingung ndak kalou misalkan belajar bahasa inggris pake buku cerita kayak tadi?”
- Student 1 : “Ndak”
- Interviewer : “Trus, menurut mu bagaimana Dina, Holid dan Faik?”
- Student 2 3 4 : “Suka mbak”
- Interviewer : “Beneran suka?”
- Student 4 : “Iya suka”
- Interviewer : “Faik sama Holid, masih inget ndak sama kosakata yang tadi?”
- Student 2&3 : “Iya”
- Interviewer : “Contohnya apa coba?”

- Student 3 : “Burung onta ostrich, confused bingung, fly terbang”
- Interviewer : “Ya.. Holid Gimana? Contohnya apa hayo, kalo beneran suka ingat donk ya?”
- Student 4 : “Emms.. kasoari cassowary, sky langit, wing sayap, emzz.. fly terbang. Emzz..”
- Interviewer : “Ya ya... kalau Dina sendiri gimana?”
- Student 2 : “Sama mbak.” hehehe (tertawa)
- Interviewer : “Oh sama ya. Baiklah.. gimana gimana? Lebih suka pake LKS apa buku cerita kayak gini?”
- Student 3&4 : “Buku cerita”
- Interviewer : “Olga sama Sindi gimana?”
- Student 1&5 : “Cerita mbak”
- Interviewer : “Ayo kenapa labih suka buku cerita Holid?”
- Student 4 : “Bisa mengenal bahasa inggris lebih maju ke depan”
- Interviewer : “Apa? Bisa mengenal maju ke depan?”
- Student 4 : “Eh.. bisa mengenal dan belajar bahasa inggris”
- Interviewer : “Loh.. kan di LKS juga belajar bahsa inggris? Hayoo.. ayoo coba, apa bedanya coba antara pake LKS dan buku cerita?”
- Student 3 : “Kalau di LKS itu masih di sruh nulis trus ngisi soal. Kalo buku cerita kan cuma disuruh baca dan nulls kosakata yang baru di ketahui aja”
- Interviewer : “Ooh.. gitu ya. Berarti kalau pas lagi belajar menggunakn buku cerita mendapatkan banyak kosakat baru dong ya..”
- Students : “Iyaa” (serempak)
- Student 2 : “Trus kalau dongeng itu ada gambarnya”
- Interviewer : “Oh gitu ya, gambarnya juga bisa menarik kalian juga y. hems.. memangnya di LKS gak ada gambarnya? Perasaan ada deh?”
- Student 2 : “Iya, tapi gak sama.”
- Interviewer : “Emz.. iya iya. Trus gimana gurunya enak gak? Maksudnya dalam menyampaikan cerita tadi? Paham apa nggak?”
- Students : “Pahaaaam” (serempak)

- Interviewer : “Emz.. paham ya. Terus biasanya gimana? Apa kalau pelajaran vocabulary/kosakata bahasa inggris memang di tulis di papan tulis seperti ini?”
- Student 1 : “Pernaah”
- Interviewer : “Maksudnya pernah?”
- Student 1 : “Iya waktu menggunakan LKS”
- Interviewer : “Kalau gitu kosakata apa aja hayo yang di tulis bu guru dulu?”
- Students : (diam)
- Interviewer : “Loh lupa?? Heemz.. kalau menggunakan buku cerita seperti ini kira-kira lebih mudah di inget gak? Maksudnya daripada kosakata yang bersal dari LKS?”
- Students : (diam)
- Student 2 : “Yang dongeng.”
- Interviewer : “Emz.. gini, kalau kalian belajar dengan buku cerita apakah kalian akan ingat kosakata samapa nanti, minggu depa, dan seterusnya?”
- Students : (diam)
- Student 3 : “Iya kak. Insyallah”
- Interviewer : “Oh.. insyaallah. Okelah. Sindi gimana kira-kira?”
- Student 5 : “Iya inget mbak”
- Insyaallah : “Bener? Dina Holid Olga?”
- Students 12&4: “Iya insyaallah inget mbak.”
- Interviewer : “Emmz.. oke wes. Sampai ketemu minggu depan ya. Kalo gitu kalian boleh pulang sekarang.”
- Students : “Iya mbaaak.”

Interview of the Average Score Students

- Interviewer : “Halo.. namanya sapa ini?”
- Student 1 : “Riyan”
- Interviewer : “Yang ini siapa?”
- Student 2 : “Faiz “
- Interviewer : “Trus yang ini siapa?”
- Student 3 : “Faiq”
- Interviewer 4 : “Faiz dan Faiq ya, yang ini siapa coba?”
- Student 4 : “Dina”
- Interviewer : “Yang paling terakhir ini siapa?”
- Student 5 : “Oga”
- Interviewer : “Fais, sini sini duduk sama mbak irda gk papa, jangan jauh-jauhlaah. Kursi ini buat berempat cukup kan? Sini. Disini aja. Gimana-gimana, gurunya sering pake cerita kaya begini ta kalo ngajar?”
- Stydent 2 : “Gak mbak. Jarang. Lbih sering pake LKS.”
- Interviewer : “Oh gitu ya. Kalo pake buku cerita kaya gini seneng gak?”
(diam)
- Students : “Iya seneng”. (serempak)
- Interviewer : “Kenapa sih kok seneng?”
- Student 2 : “Menarik mbak.”
- Interviewer : “Apanya yang menarik? Coba kasih tahu?”
- Student 3 : “Soalnya banyak gambarnya”
- Interviewer : “Oh.. gitu ya. Bingung gak kalo pake buku cerita kaya gini?”
(diam)
- Interviewer : “Oga? Dina?”
- Student 5 : “Ndak mbak”
- Student 4 : “Gk mbak”
- Interviewer : “Bener? Masih inget gak sama cerita yang tadi? “
- Students : “Masih.” (serempak)

- Interviewer : “Coba tentang apa?”
(diam)
- Students : “Tentang burung kasoari dan burung unta.” (serempak)
- Interviewer : “Kalo gk bingung berarti paham dong sama ceritanya?”
- Student 1 : “Iya”
- Student 2,3,4,5 : “Iyaa” (serempak)
- Interviewer : “Ehm.. gitu ya. Emang tadi kenapa sama burung unta dan burung kasoarinya?”
- Student 5 : “Tidak bisa terbang.”
- Students (1-4) : “Iya, tidak bisa terbang.”
- Interviewer : “Tidak bisa terbang? Kenapa?”
- Students (2 & 3) : “Soalnya tubuhnya besar.”
- Interviewer : “Ehm., gitu ya. Sebentar mbak irda tanya, dengan pake buku cerita kayak gini kalian dapet kosakata bahasa inggris baru gak?”
- Student 5 : “Iya”
- Student 2 : “Sedikit”
- Interviewer : “Kosakata dalam bahasa inggris loh ya. Contohnya apa coba?”
(diam)
- Interviewer : “Gini-gini, dari buku yang kalian pelajari tadi, kosa kata bahasa inggris apa coba yang di ingat? Hem?”
- Student 2 : “Know”
- Interviewer : “Know? Artinya apa ya?”
- Students : “Tahu “(serempak)
- Interviewer : “Trus? Kalo burung kasoari sendri apa tadi bahasa inggrisny?”
- Student 5 : “Cassowary. Cassowary bird. C-a-s-s-o-w-a-r-y” (spelling)
- Interviewer : “Terus kalo burung onta apa coba?”
- Student 5, 4, 3: “Ostrich”
- Interviewer : “Ehm.. masih inget ya, selaen itu apa lagi?”
- Student 2 : “Fly”
- Student 5 : “Terbang”
- Interviewer : “Apalagi coba? Ayo dina sama faiq, apalagi coba?”

- Student 3 : “Confused?”
- Interviewer : “Artinya confused apa tadi?”
- Student 1,3,4 : “Binguuung.” (serempak)
- Interviewer : “Lumayan di ingat ya, emang kalau menggunakan buku cerita kayak gini bisa mempermudah kalian untuk mengingat atau menghafal kosa kata baru ya?”
- Students : “iya..” (serempak)
- Student 1 : “seru mbak”
- Interviewer : “Apa? Seru? Asyik berarti ya. Makanya banyak yang di ingat,”
- Student 1,4 : “Iya”
- Interviewer : “Ehm.. ya ya.. berarti beneran paham ya, buktinya masih banyak kosakata yang di ingat. Oke oke. Gimana lebih suka yang mana antara pake LKS dan pake buku cerita ini?”
- Students : “Buku cerita”. (serempak)
- Interviewer : “Kenapa? Kenapa coba?”
- Students 2 : “Soalnya menarik mbak”
- Interviewer : “Emangnya kalo pake LKS kenapa?”
- Student 2 & 4 : “Bingung”
- Interviewer : “Emang kenapa kok bingung? Kenapa? Kenapa kok bisa bingung ha?”
- (diaam)
- Interviewer : “Ehm.. ya sudah. Gimana? Suka gak sama guru bahasa inggrisnya?”
- Students : “Iya suka” (serempak)
- Interviewer : “Penjelasannya gimana?” “Jelas ya?”
- Students 2 : “Iya jelas mbak”
- Interviewer : “Bisa di mengerti ya?”
- Students 4 : “Iya”
- Interviewer : “Berarti dina suka ya sama guru bahasa inggrisnya?”
- Student 4 : “Iya”

- Interviewer : “Ehm.. kira-kira seminggu kemudian atau beberapa hari ke depan, masih ingat gk ya sama kosakata yang tadi?”
- Students 2 : “Masih”
- Interviewer : “Bener? Apa tadi burung onta?”
- Student 2 : “Ostrich”
- Interviewer : “Oke. Kalau kata Oga gimana?”
- Student 5 : “Iya mbak”
- Interviewer : “Oh.. masih inget berarti ya. Coba apa aja kosakata yang di inget?”
- Student 5 : “Fly terbang, playing bermain, cassowary burung kasoari, want ingin. Emmmzzz.....”
- Interviewer : Emz.. “trus kalao bingung apa tadi?”
- Student 5 : Eemmz (berpikir)
- Student 2 : Emmz (berpikir)
- Student 3 : “Anu mbak.. emzz
- Interviewer : “Con? Con? Con apa hayo?”
- Student 1 : “Confused”
- Interviewer : hehe.. “iya. Oke deh. Sampai ketemu minggu depan ya. Olga.. Dina, ini sapa wes?”
- Student 2 : “Faiz
- Interviewer : “Oh ya faiz.. trus faiq sama riyan. Oke sampai ketemu minggu depan ya. Terimakasih”
- Students : “Iyaaa” (serempak)

Interview of the Poorest Score Students

- Interviewer : “Oke yang sebelah sini, yang namanya Muhammad yang sebelah mana ya?”
- Student 1 : (mengacungkan tangan)
- Interviewer : “Oh ini Muhammad, Emz., terus Eka yang ini ya?” (menunjuk pada satu-satunya murid perempuan dalam kelompok)
- Student 2 : hehe (tertawa) “Iyaa mbak”
- Interviewer : “Terus yang ini?”
- Student 3 : “Riyan”
- Interviewer : “Ini?”
- Student 4 : “Iqbal”
- Interviewer : “Yang terakhir ini Hasan berarti?”
- Student 5 : “Iya, Hasan mbak”
- Interviewer : “Gimana-gimana? Suka gak kalau pelajarang bahasa inggris nya menggunakan buku cerita kayak tadi?”
- Student 1 : “Suka”
- Interviewer : “Bener? Suka apa ndak?”
- Student 2 : “Sukaa”
- Student 3 : “Sukaa”
- Student 4 : “Sukaa”
- Student 5 : “Ndak” (Suara pelan)
- Interviewer : “Ehm.. ternyata Hasan ndak suka, kenapa kok ndak suka Hasan?”
- Student 5 : (diam dan bingung) “emz suka mbak..”
- Interviewer : “Masak? Perasaan tadi bilang ndak, hayo?”
- Student 5 : hehe.. “Suka mbak”
- Interviewer : “Yasuda semuanya, kalau memang suka masih ingat ndak sama kosakata yang di tulis bu guru tadi?”
- Student 2 : “Insyallah inget.”
- Interviewer : “Insyallah inget? Oke, kalau insyallah inget, kosakata apa hayo?”
- Students : (diam, hening)

- Interviewer : “Loh katanya inget, coba sebutkan kosakata yang di tulis bu guru tadi? Masih ingat gak ?”
- Student 3 : “Nggak”
- Interviewer : “Oh gak inget ya.. terus iqbal? Kamu juga gak inget apa yang di tulis bu guru tadi?”
- Student 4 : “Nggak”
- Interviewer : “Kamu juga nggak?”
- Student 1 : “Nggak mbak”
- Interviewer : “Trus eka? Tadi bilang insyaallah inget ya? Sebenarnya ingat apa sudah lupa juga?”
- Student 2 : “Inget mbak.. inget..”
- Interviewer : “Inget? Berarti eka tok disini yang masih inget. Coba eka, apa aj sih yang di inget?”
- Student 2 : (bingung)
- Interviewer : “Yang lain kenapa kok gak inget? Gak memperhatikan paling ya?”
- Student 4 : “Memperhatikan”
- Interviewer : “Memperhatikan? Tapi gak inget sama kosa kata yang ditulis di papan ya?”
- Student 5 : “Iya”
- Interviewer : “Berati kosa kata bahasa inggrisnya gak nambah dong kalau gitu?”
- Students : (diam)
- Interviewer : “Ehem.. ya ya. Tapi paham gak sama yang di sampaikan guru tadi?”
- Student 4 : “Paham”
- Interviewer : “Paham? Tadi itu tentang apa sih?”
- Student 3 : “Burung onta dan burung Kasoari mau terbang”
- Interviewer : “Apa? Coba kamu iqbal, tadi itu tentang apa sih?”
- Student 4 : “Burung kasoari dan burung onta.”

- Interviewer : “Emang burung kasoari dan burung ontanya kenapa? Iya, kenapa sama mereka berdua?”
- Student 4 : “Gak bisa terbang.”
- Interviewer : “Gak bisa terbang ya. Inget tapi ya kalau sama ceritanya?”
- Students : “Iya”
- Interviewer : “Tapi kalau sama kosakata bahasa inggrisnya lupa. Hemzz.. sek sek.. Burung onta itu tadi bahasa inggrisx apa wes?”
- Students : (diam)
- Interviewer : “hayo.. tadi burung onta itu apa bahasa inggrisnya coba?”
- Students : (diam)
- Interviewer : “Gak inget? Coba, terbang itu apa bahasa inggrisnya? Coba eka? Ayo eka, bahasa inggrisnya terbang apa tadi?”
- Student 2 : (bingung)
- Interviewer : “Heemzz.. lupa juga ya ka. Tapi eka suka gak sama cerita yang tadi?”
- Student 2 : “Seneng”
- Interviewer : “Yang lain, kalau pelajaran bahasa inggrisnya kayak gini, menggunakan buku cerita kayak begini seneng kayaknya ya?”
- Student 4 : “Iya seneng”
- Interviewer : “Iya seneng, bisa maen-maen ya Hassan?”
- Student 5 : hehehehe (tertawa)
- Interviewer : “Sepertinya gak ngaruh juga ya, mau pake LKS atau buku cerita, tetep gak bisa menambah kosa kata bahasa inggris kalian. Beneran gak ada yang ingat ta rek? Satu kata aja coba?”
- Students : (diam)
- Interviewer : “Lebih suka yang mana wes sama menggunakan LKS?”
- Student 5&4 : “Seneng yang ini mbak”
- Interviewer : “Kenapa? Kenapa kok lebih seneng yang ini, hem?”
- Students : (diam)
- Interviewer : “Tadi bilangnyanya lebih seneng yang ini, emangnya kenapa kok lebih seneng yang ini? Coba eka, kenapa ka?”

- Student 2 : “hehehee (tertawa). Enak pokoknya mbak.”
- Interviewer : “Apa? Enak? Ya ya. Tadi kalian maju nggak tapi?”
- Student 5 : “Iya”
- Interviewer : “Oh kamu maju, berapa kali?”
- Student 5 : “Sekali”
- Interviewer : “Sekali aja? Kamu Iqbal?”
- Student 4 : “Ndak mbak”
- Interviewer : “Loh gak maju. Padahal Hassan maju loh sekali. Kalau Eka maju nggak?”
- Student 2 &3 : “Majuu”
- Interviewer : “Maju ya.. berapa kali?”
- Student 2 : “Dua kali”
- Interviewer : “Dua kali?? Wah.. pinter. Kalau Muhammad?”
- Student 1 : “Maju..”
- Interviewer : “Oh maju gitu kok, berapa kali?”
- Student 1 : “Sekali”
- Interviewer : “Coba nulis apa tadi?”
- Student 1 : “Berterimakasih”
- Interviewer : “Berterimakasih? Apa berterimakasih itu? Hayo, tadi berterimakasih itu apa?”
- Student 1 : “Thanked” (tanked)
- Interviewer : “Iya. Bacanya thanked (‘tha’k) ya.. okee.. tapi paham gak sama apa yang di sampaikan oleh gurunya tadi?”
- Students : “Paham” (pelan)
- Interviewer : “Sebentar, kalian bingung gak kalau menggunakan buku cerita seperti ini?”
- Students : (diam)
- Interviewer : “Hayo.. bingung apa ndak kalau belajar menggunakan buku cerita seperti ini?”
- Student 1 : “Bingung”
- Interviewer : “Ayo bingungnya kenapa? Yang lain juga bingung?”

- Student 4&5 : “Iya”
- Interviewer : “Hayo.. bingungnya kenapa ini?”
- Student 5 : “Karena gak bisa bahasa inggris.”
- Interviewer : “Karena tidak bisa bahasa inggris? Hems.. tapi di buku tadi juga ada bahasa indonesianya kan, kenapa masih bingung?”
- Students : (hening)
- Interviewer : “Ems.. yasuda, nanti mbak irda sampaikan sama bu guru ya, nanti ndak usah pake buku cerita lagi bu, anak-anak maunya pake LKS aja. Gitu ya..”
- Students : “Ndak mbkaaaak”
- Interviewer : “Loh.. emangnya kenapa? Katanya kalian bingung kalau menggunakan buku cerita seperti ini? Hemz?”
- Student 3 : “Soalnya ndak tau bahasa inggrisnya mbak”
- Interviewer : “Emz.. gitu ya. Kan ada artinya langsung itu hayo.. hemz. Apa gak paham sama yang di sampaikan bu guru tadi?”
- Student 4 : “Itu bu, eh.. anu bu, kalau di suruh baca bahasa inggrisnya itu ndak bisa.”
- Interviewer : “Oh.. ndak bisa bacanya ta? Ya nggak papa, kan masih belajar. Hemz?”
- Student 4 : “Iya mbak”
- Interviewer : “Hems.. iya wes. Semangat belajar bahasa inggrisnya ya. Oke deh gitu aja. Terimakasih ya sudah mau ngobrol sama mbak irda disini.”
- Students : “Iya mbak”
- Interviewer : “Ingat, jangan sering maen di kelas, dan harus selalu memperhatikan guru di depan. Jangan maen-maen sendiri lagi ya. Yasudah kalian boleh pulang. Hati-hati di jalan.”
- Students : “Iya mbak”
- Interviewer : “Makasih ya. Sudah, silahkan pulang.”
- Students : “Iyaaa..”