IMPROVING STUDENTS’ VOCABULARY THROUGH MAGIC ENGLISH VIDEO WATCHING

(A Classroom Action Research at the Fourth Grade of SD AL-FATH Cirendeu)

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IMPROVING STUDENTS’ VOCABULARY THROUGH MAGIC ENGLISH VIDEO WATCHING
(A Classroom Action Research at the Fourth Grade of SD AL-FATH Cirendeu)

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Presented to the Faculty of Tarbiyah and Teacher’s Training
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ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitled “Improving Students’ Vocabulary through Magic English Video Watching” (A Classroom Action Research at the Fourth Grade of SD AL-FATH Cirendeu), written by ANGGI JUWITA RAHAYU, student’s registration number 106014000367 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on December, 30th 2013. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of Strata 1 “S.Pd” in English Language Education at the English Education Department.

Jakarta, December 30th 2013

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Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this skripsi is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirements for the degree of S.Pd (Bachelor of Art) in English Language Education. First of all, the writer would like to express her great honor and deepest gratitude to her advisor, SUNARDI KARTOWISASTRO, Dipl. Ed. whose scholarly suggestions and critical remarks have enabled the writer to refine this skripsi. She also conveys special gratitude to her beloved parents.

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4. All English Teachers of Al-Fath Elementary school Cirendeu.

The writer does realize that this skripsi cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this skripsi better.

Jakarta, December 2013

The Writer
ABSTRACT

Anggi Juwita Rahayu NIM: 106014000367. IMPROVING STUDENTS’ VOCABULARY THROUGH MAGIC ENGLISH VIDEO WATCHING. A Classroom Action Research at the Fourth Grade Students of SD AL-FATH Cirendeu. Skripsi of English Education Department at Faculty of Tarbiyah and Teachers Training of Syarif Hidayatullah State Islamic University Jakarta, 2013.

This research has purpose to know whether students’ vocabulary skill at the fourth grade students of SD AL-FATH Cirendeu could be improved through Magic English Video Watching.

The researcher used Classroom Action Research (CAR) to solve students’ problem in vocabulary mastery. The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SD AL-FATH Cirendeu as an observer and collaborator. This study was conducted following Kemmis and Taggart model with the following procedures of the action research: planning, acting, observing, and reflecting. The study carried out in two cycles. Each cycle consisted of three meetings. The data gathering in this study through interview, observation, field notes and test. The researcher used descriptive analysis and statistical analysis to know the result of the implementation the Classroom Action Research to the students of class IV (fourth grade) of SD AL-FATH Cirendeu.

The result of this study shows that the students improved their skills during teaching and learning process by using Magic English Video watching technique. It is proven by the data which derived from this study. First, from the interview result showed that students’ vocabulary has improved, it can be seen that students could understand new vocabularies easier. Then data from field notes, it could be seen that the students were more active, interested and fun in mastering the vocabulary through Magic English Video watching technique. Last, from the test result which the score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 70, that students supposed to reach KKM at least 75% of total students in the classroom. There were three tests conducted, those are pre-test, post-test 1 and post-test 2. The improvement of students’ vocabulary skill can be seen clearly in the improvement of their achievement in pre-test and post-test. The result of pre-test and post-test showed the significant improvement. The mean of pre-test score is 65.83. It means there were only 21.43% of the whole students could pass the KKM. The mean of post-test 1 score is 72.71. It is proven that 52% students passed KKM. Next, the mean score of post-test 2 score is 83.75. The percentage of students who could get the score above the KKM in post-test 2 is 85.71%. In short, Magic English Video can improve students’ vocabulary skill.
ABSTRAK

Anggi Juwita Rahayu NIM: 106014000367. IMPROVING STUDENTS’ VOCABULARY THROUGH MAGIC ENGLISH VIDEO WATCHING. A Classroom Action Research at the Fourth Grade Students of SD AL-FATH Cirendeu. Skripsi of English Education Department at Faculty of Tarbiyah and Teachers Training of Syarif Hidayatullah State Islamic University Jakarta, 2013.

Penelitian ini ditujukan untuk mengetahui dapatkah kemampuan kosakata siswa di kelas empat SD Al-Fath Cirendeu dapat di tingkatkan dengan menggunakan video Magic English.


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CHAPTER I
INTRODUCTION

A. Background of Study

If we see English nowadays, as one of the most favorite international languages, which is used throughout thousands of schools around the world as their communication tools, and also used in many other fields of life such as: Politics, Economics, Social and even Entertainment, is very important. The world citizen, therefore, needs of mastering English which is growing faster day by day. Consequently, as an international communication language, English is absolutely needed by many learners to express their minds and ideas to interact in a variety of situation.

As one of the foreign languages for Indonesian students, that must be learnt at primary level of education up to University level, English is considered as a difficult subject for them. Why? Because English is completely different from Bahasa Indonesia. The major differences which lay on pronunciation, language features and vocabulary overall. Indonesian people are not familiar yet with those differences.

Let’s skip the major difference above. Every language has its own rules and uniqueness. And so does English. There are four basic language skills that should be mastered by English learner. Those are listening, speaking, reading, listening. Speaking and writing involve language production, so they are regarded as productive skills. Listening and reading, on the other hand, involve receiving messages, so they are regarded as receptive skills. ¹

Beside those four language skills above, there are four aspects that support them such as: grammar, vocabulary, spelling and pronunciation that must also be taught in English teaching and learning process.

Vocabulary is one of important aspects in teaching language, as stated by Allen in his book “Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system”\(^2\)

Even though vocabulary is a basic need of student to learn English, it doesn’t mean that English teacher ignores other components and as well as the four basic language skills above. English teacher should combine all the aspects that students need. Understanding the books written in English especially is the purpose of teaching English in Indonesia.

To achieve those purposes, students need a lot of English words to be mastered. As what Nobert said:

\[
\text{Vocabulary is one of the most important skills in a language. We cannot speak well if we do not master it. No matter how well the students learn grammar, no matter how successfully the sound of foreign language is mastered, without words to express a wider range of meanings, communications in a foreign language perfectly just cannot happen in any meaningful way.”} \(^3\)
\]

However, the more English vocabulary the students can achieve, the better performance they will get. It’s a really a hard and a big job for all English teachers in Indonesia to make English teaching effective and efficient, and to find some strategies to use in their classes.

Videos have become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading, and writing, can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning.\(^4\)

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\(^4\) Kathleen S. M. Chu, “*Teaching Listening through Video*”, dalam t.p., t.t., p.1
One of the learning strategies that can help teachers to improve students’ vocabulary is using the Magic English video watching. Magic English video watching is a fun way achieving and enriching students’ vocabularies. It is a learning strategy that can help students to facilitate their learning by watching the video based on their ages. Magic English video watching also can make students more imaginative and creative.

Magic English video is expected to make a positive atmosphere in the classroom. Moreover, it can make students interested in teaching learning activity because it serves the sounds (audio) and the pictures (visual) to make student easier to achieve some new vocabularies from the fun video.

In accordance with the explanation above, the writer tend to conduct a classroom action research entitled: "Improving Students’ Vocabulary through Watching Magic English Video (A Classroom Action Research in the Fourth Grade of AL-FATH Elementary School Cirendeu)."

B. Limitation of Study

The scope of this study focuses on using magic English video to improve students’ vocabulary at AL-FATH elementary school Cirendeu. The writer limits the study only by applying video watching in increasing vocabulary to the Fourth grade students at AL-FATH elementary school Cirendeu.

C. Formulation of the Problem

In this study, the writer necessarily does classroom action research to see the students’ vocabulary improvement by watching Magic English Video at Al-Fath Elementary School Cirendeu. The writer applies watching video method in this research. The main problem of this study is “Can Magic English video watching help students to improve their vocabulary at Al-Fath Elementary School Cirendeu?”. In addition,
“How does Magic English video watching help students to improve their understanding at Al-Fath Elementary School Cirendeu?”.

D. Objective of Study

In line with the statement of formulation of the problem stated above, the general objective of the study is to evaluate the English teaching learning process especially in learning vocabulary at Al-Fath Elementary School Cirendeu. The Objectives of study are:

1. To know whether Magic English video watching can help improve students’ vocabulary at Al-Fath Elementary School Cirendeu.
2. To know how Magic English video watching improve students’ vocabulary at Al-Fath Elementary School Cirendeu.

E. Significance of Study

The results of this study are expected to help English teachers applying appropriate method in teaching English by watching Magic English video so the students’ vocabulary will be improved.

Also, this research can be used as a tool to make a comparison of similar research particularly to compare some methods which are used to improve students’ vocabulary.

And this research is regarded as a field for the writer to widen her knowledge about a strategy of teaching vocabulary, specifically knowledge about watching video method in teaching vocabulary.

F. Method of Study

After being permitted by the principal of Al-Fath Elementary School Cirendeu, the writer talks to the English teacher to ask some help in applying Magic English video watching in teaching vocabulary to the Fourth graders of Al-Fath Elementary School Cirendeu.
The writer conducts a pre-test before applying video watching, applies video watching in teaching vocabulary then conducts post-test after applying video watching in teaching vocabulary.

The type of research used by the writer is Classroom Action Research, the writer takes two cycles that have four steps for each cycle. The steps are Planning, Acting, Observing and Reflecting.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. General Concept of Vocabulary

Learning second language is really needed for everyone in the world, especially English. As much as, many nations use second language in their daily conversations, such as Malaysia, Singapore, India, etc. There are some important elements in using second language, one of them is vocabulary. It is connected to all English skills namely, Listening, Speaking, Reading, and Writing. To speak in English the students might not only master the structure but also master the vocabulary. Vocabulary can not be conveyed correctly without grammar in communication. To make a comprehensible communication the students have to master both of them, vocabulary and grammar.

Mastering vocabulary helps the students to express their ideas clearly, obviously, and without repeating their ideas in conversation. When the students learn about vocabulary, the first thing that they remember is a word. But, everybody has different view of vocabulary; to have the same view the writer tries to convey some definitions of vocabulary from some experts.

According to Evelyn Hatch and Cheryl Brown, “Vocabulary is one of language elements is considered as a list or set of words for a particular language or a list or set words that individual speakers of language might use”. ¹ It means that vocabulary is a group of words that the speakers used in their daily conversation. This is in line with Yang Zhihong who defines vocabulary as the stock of words used in language.² In the other word, vocabulary is the word that is learned by the students in second language learning. Those words can be a single word or more than single word. Words can be divided into four types, they are:

---
High frequency word, Academic word, Technical word and Low frequency word.  

The further explanation as follows:

a. High frequency word
   These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language in speech and in writing. Basically, these words consist of function words (a, at, four, etc) and content words (noun, verb, adjective etc).

b. Academic word
   Academic words do not occur so often in other kind of language use. Less than 2% the running words in conversation are from academic word list. The words in academic word list are very important for learner who will use English for academic study either in upper secondary school or in universities or technical institutes. The example of academic word is word in academic writing such as in geography text, laboratory manuals, academic article, etc.

c. Technical word
   The text contains some words that are very closely related to the topic and the subject area of the text. Most technical words occur only in one specialized area, but some technical words occur in other areas, some with the same meaning and some with different meaning. For example by-pass and neck occur very frequently in medicine and are technical words in that area. They also occur outside that area.

d. Low frequency word
   Low frequency words are diverse group. They include (1) words that are not quite frequent or wide range enough to be high frequency word (abort, absorb, accelerate, acid, etc), (2) technical word from other area (one person’s technical vocabulary is another person’s low frequency vocabulary), (3) word that just occur rarely.

---

Usually, the students find those kinds of words in written or spoken form depending on the topic that the students talk about. From all those kind of words, the students have to know the usage of them in order to create a comprehensible conversation among speakers. Good understanding in vocabulary usage helps the learners to use the words in speaking and writing correctly.

Furthermore, Harmer said “Vocabulary is more than merely a list of words. It is word, which expresses meaning, but meaning is a slippery concept. Some words may appear to be simple to refer to one thing and therefore, easy to teach, but some words may also be difficult to teach because their meaning may change depend on the words they are attached with”.

Based on the definition above, it can be said that in English each word has more than one meaning, it depends on the words which are combined with. That’s why the students have to use the dictionary at first to know the function of the words, such as whether it is functioned as noun, verb, adverb etc.

Meanwhile, Huebener stated that “The subject matter of language consists essentially of a stock of words and expressions and of the rules that govern the syntax of its speech pattern that is vocabulary and grammar”. Language is used to communicate among speaker, when the communication is begun the speakers use the words in delivering their ideas. Surely, it can be understood by the listener if the speakers use the correct grammatical structure.

In conclusion, vocabulary is an important element of language that consists of the information about meaning and the usage of words in language. Those words are taught to create a comprehensible communication among the speakers. Communication in foreign language especially English the students not only have to master the grammatical structure but also the vocabulary. Good vocabulary comes with learner’s ability in thinking logically and in learning easily and quickly.

Learning vocabulary also involves the other elements of language such as: pronunciation and spelling, grammar, collocation, etc. Those elements are needed to be taught in order to get better understanding in vocabulary and to create comprehensible communication. The explanations bellow is the further explanation as follows:

a. Pronunciation and Spelling

The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling). There are fairly obvious characteristics and one or the other will be perceived by the students when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspect are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentence, it is important to provide the learners with this information at the same time as we teach the base form. For example, when the teacher teach about irregular verb “think” the teacher might note if it is transitive or intransitive. When the teacher teach “noun” the teacher may wish to present its plural form.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound “right” or “wrong” in a given context. So this is another piece of information about a new item which it may be worth teaching. For example, when introducing words like decision and conclusion, the teacher may note that the learners make the one, but usually come to the other. Similarly, the learner throw a ball but toss a coin, the teacher may talk about someone being dead tired but it sounds odd to say *dead fatigued.
d. Aspects of Meaning: Denotation, Connotation, Appropriateness.

The meaning of a word is primarily what it refers to in the real world, its denotation. For example, *dog* denotes a kind of animal, more specifically, a common, domestic carnivorous mammal, and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may not be indicated in a dictionary definition. For example, *dog* as understood by most British people has positive connotations of friendship and loyalty, whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. It is useful for learner to know a word is very common, rare or taboo in polite conversation. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less in common.

e. Aspect of Meaning: Meaning Relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones:

- **Synonyms**: items that mean the same, or nearly the same. For example, *bright, clever, smart* may serve synonyms of *intelligent*.
- **Antonyms**: items that mean the opposite, *rich* is an antonym of *poor*.
- **Hyponyms**: items that serve as specific examples a general concept: *dog, lion, mouse* are hyponyms of *animal*.
- **Co-hyponyms or co-ordinates**: other items that are the same kind of thing, *red, blue, green* and *brown* are co-ordinates.
- **Super ordinates**: general concepts that “cover” specific items; *animal* is the super ordinate of *dog, lion, mouse*. 
Translation: words or expression in the learners’ mother tongue those are (more or less) equivalent in meaning to the item being taught.

f. Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information—perhaps mainly for more advanced learner. For example prefixes and suffixes if the learners know the meaning of sub-, un-, and –able, this will help them guess the meaning of words like substandard, ungrateful and untranslatable. Another way vocabulary item are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make an item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool).\(^6\)

Regarding that explanation above it can be seen that the language elements that are mentioned above have an important relationship in understanding vocabulary. In English there are some changes that should be learned by the students to get the exact meaning, for example the additional of suffixes or prefixes. Those elements of language also help the students to get the meaning of communication, such as the usage of synonym, antonym, hyponym, and etc.

2. Kinds of Vocabulary

Here are the types of vocabulary in teaching English as a foreign language in specific references in nation vocabulary divided such a word.

a. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the

word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any. Aeborsold and Field Classified Vocabulary into two terms there are:

a) Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b) Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has their own different ways in showing and telling their opinions and ideas. It means that vocabulary has two kinds of function and content words.

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7 ISP Nation, Teaching and Learning Language (New York: New Burry house, 1990), p.29
8 Jo Ann Aeborsold and Mary lee Field, From Reader to Reading Teacher (New York: Cambridge University Pres, 1997), p.139
Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack of vocabulary will face a lot of problems. Mastering vocabulary will be useful for the process of achieving language-teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing). If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those languages. Without vocabulary, someone cannot communicate effectively or express idea and having a limited vocabulary is also a barrier.

3. Problem in Teaching Vocabulary

When the teacher teaches vocabulary in the classroom, it is not easy as somebody thinks; there are many problems occurred. According to Penny Ur in her book there are some problems in teaching vocabulary namely, discipline, correcting written assignment, interest, effective learning for all, material, individual awareness, and participation. For further explanation as follows:

a. Discipline: to control discipline problem in the class is very difficult. When vocabulary teaching learning activity begun many students didn’t care about the material. The teachers have to control this condition in order to create effective teaching learning process.

b. Correcting written assignment. The students should know the written form of the word, in English a word with different written is different meaning. When they do this mistake; it is a fatal mistake. That

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problem should be solved by the teacher by providing the written form of the words.

c. Interest. Some students sometime get bored in learning vocabulary; it should be solved by delivering various methods in it. The teacher should be creative in teaching vocabulary.

d. Material. Sometime the teacher can not find a suitable material according to the student’s need. It is important to find suitable material in order to use the time effectively by teaching the appropriate vocabulary.

e. Individual awareness. There are many students in the classroom and they are different each other. The teacher should know each characteristic, as much as most of the students don’t aware about the material that should be learned by them. They don’t care about it. It is teacher’s obligation to guide the learners to keep attention in learning vocabulary.

f. Participation. In teaching learning process the students are expected to be active in every single act. But in the fact only some of them active in the classroom, most of them are shy, lazy, bored, etc. it should be solve by using interesting method that increase student’s interest in learning vocabulary.

Those problems usually occurred in teaching learning process, it must be solved in order to create effective result of teaching learning activity. To solve the problems the teacher should use the principle of vocabulary that mentioned above. When the principle of vocabulary can be conducted well in the classroom, teaching learning vocabulary can be more effective and fun for the students.
B. Video

1. General Concept of Video

High technology developments affect most of aspects in human’s life, one of them is education. Many education institutes use technology in order to gain efficiency of their academic activity such as teaching, exercising, simulating, and etc. One of high technology items that is used by education institute is video.

Video is a powerful tool in today’s classroom. It provides strong context to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching “reality”. Video also provides all the paralinguistic features of language that audio can’t.

Nowadays, students are very much visual learners. Further, with the quick spread of broadband internet access, it makes the use of video in the classroom much more reliable. Video is a medium which is replacing print without a doubt; video is the future for all of us involved in education. Now the classroom is wired and connected. It’s an exciting time to be both a teacher and a student. The world is our classroom.

In teaching language, video is very useful. Many language elements are delivered clearly by using video. One of language element that is suitable delivered by video is vocabulary. By using video students get good understanding in learning vocabulary, because video provides the sound, the picture, the writing of word, and even the phonetic symbol of it.

There are many kinds of video we can use in teaching vocabulary, for example Magic English Video that is provided by Walt Disney. Magic English Video is a kind of educational video that is aimed to teach English vocabulary easily and vividly. This video contents of several parts namely showtime, songs, playtime, and word play.\footnote{Disney, \textit{Disney Magic English: Changing Seasons}, (Hong Kong: Grolier International. 2009), p.18-23.}
In the show time part, this video provides a short story about changing season. The students will learn a kind of seasons through interesting story, animation, and sound or music. This activity not only gives one-way interaction but leads the students to interact with the video by providing some option on monitor there are (?) question mark, it means that the students have to answer the question that is provided on the video, and the smile mark means that the students have to repeat what the video said about the word.

In the song part, the students are given some options namely song, sing a long and clip. In the song part, the students listen to a song by the title “Four Seasons Make a Year”. Hopefully, the students remember four seasons in a year the written or spoken form. In the sing a long, the students have to sing a song that they heard before in order to check their pronunciation of the words. In the clip part, the students will see a clip with a simple sentence that related to the topic.

In the play time, there are two options “Yes or No” and look and listen. In “Yes or No” part the students will match the picture with the sentence, if it matches each other the students have to click “Yes” button but if it doesn’t they should click the “No” button. In the look and listen part, the students will see a picture, they should match it with the speaker utterance by clicking the green, blue or yellow button.

In the word play, there are three options letter dance, magic words, and click and speak. In the letter dance part, the students are given a letter for example “I”, it can be night, light, fight and etc. They should find various words for that letter. In the magic word part, the students are given incomplete word; they have to find the missing letter by choosing the option of the letter that is provided in it. In the click and speak part, the students are given a word in written or oral. They have to repeat the word.

11Ibid., 21.
12Ibid., 22.
13Ibid., 23.
In sum up, magic English video is an interesting video in teaching vocabulary. This video provides an interesting way to learn new words for the students, by repeating, singing, saying and etc. Not only video about seasons Walt Disney also provided the video with the various topics. (See appendix 1)

2. Procedures of Watching Video

There are some procedures in watching video; these procedures hopefully can help the students and the teacher in watching video effectively. For the further explanation as follows.\textsuperscript{14}

a. To ensure that the instructional resource are appropriate for the age, abilities, knowledge and interest of the students. If the selecting print materials then the reading level should be matched to the ability of the students.

b. To check the amount of time to the lesson and determine whether the source will be appropriate, they may wish to show 20 minutes video in 30 minute lesson.

c. To check the size of the resources used in whole class setting it may well differ to the kind of resource used in small group setting.

d. To check the available of resource materials, this might include checking the library and resource center at college or university. It should certainly include a careful inspection of school library and resource center. In special circumstances material also is obtained from central lending organization such as departmental source center, museum, local library, and other appropriate organization. Students may also bring resources for unit works.

3. **Advantages and Disadvantages of Using Video**

   **a. Advantages of Using Video**

   Video has many advantages than audiotapes, because the learners can see a visual clue to improve their understanding of the vocabulary. Video highlight non-verbal behaviors such as facial expression, gestures and body language (Bello, 1999). They give the students more obvious language representation for example at work, at social, at school, and etc. The following bellows are the advantages of video in teaching vocabulary:

   a. Saving the time efficiently  
   b. Interesting simulation  
   c. Improving student’s participation  
   d. Helping the students to communicate through visual clue  
   e. Improving classroom condition, become more attractive, dynamic, and conducive.

   Since there are lots of videos which are designed for foreign language purposes, they can combine learning with entertainment such as watching films, cartoon. Besides, students have a lot of fun; they would find English learning far more interesting. In the next place, videos and movies help to create the good language environment. By watching videos or movies, students have chance to listen to the native speakers with standard pronunciation, accent, intonation and stress. At the same time, students will achieve new words as well as their correct use.

   Learners still feel shy to ask teachers because they can be blamed on not paying attention to the lesson. By watching them, students can understand clearly the reason why in this situation we use this word not others. Furthermore, the ability to stop, start and rewind video can be in valuable. Whenever students feel the words difficult, teacher can stop and rewind it until they are clear. Therefore, learners will find it far easier to understand difficult and new structures or

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15 Ibid., 164  
16 Ibid., 164
expressions as well as know the way to pronounce words at the same time. Teachers can give more explanation if necessary.

b. Disadvantages of Video

The major disadvantage with film, video, and television is that they can be one-way form instruction. Students are passive receivers of the information and usually there is a little scope for interaction between them and medium. Occasionally, it is also difficult for the teacher to preview a program and this increase the possibility of not being appropriate for particular group of students.\(^\text{17}\) In the other words, the students are a passive subject that only watch and listen on video. It is difficult for the teacher to review the lesson through video, however if the amount of students are wide.

This disadvantage can be solved by teacher’s help which lead the students to take apart such as repeating the word that mentioned in the video, simulating the conversation based on video, etc. This disadvantage doesn’t make education institute stop using video in their teaching learning activity, because many ways to make interaction between students, teacher, and video that is used in teaching activity.

\(^\text{17}\) Ibid., 170
CHAPTER III
RESEARCH METHODOLOGY

A. Setting and Subject of the Study

This study is conducted at *SD AL-FATH* Cirendeu. The school is located at *Jl. Cirendeu Raya No.24 Cirendeu*, district of South Tangerang – *Banten* province. It is established by the *Bina Insan Sakina* foundation. *AL-FATH* foundation has 4 different buildings with different level. First, there are two buildings located in Cirendeu, they are *TK-KB AL-FATH Cirendeu* and *SD-SMP AL-FATH Cirendeu*. The other two buildings located in *BSD*, they are *TK-KB AL-FATH BSD* and *SD AL-FATH BSD*. *SDAL-FATH* is a part of its foundation which is established in 2007.

This school is chosen as the field of the study because the writer is an English teacher at that school, so the writer knows the real condition, then the writer can identify the problems in teaching English especially in vocabulary improvement more easily. Secondly, the writer suggests that innovation is needed in improving students’ vocabulary for the better quality of students’ English skill. Third, the active learning concept in *SD AL-FATH* gives special impression to the writer. So then, all English teachers should enrich their teaching skill especially English language. It is very interesting for the writer.

The writer selects the fourth grade of *SD AL-FATH Cirendeu* which consists of 24 students each class in the 2011-2012 academic years as the subjects of the study. This class is chosen based on the interview result with the English teacher and the observation about problems in vocabulary mastery that faced by this class. In addition, this class must get 70 score to fulfill the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* in English lesson\(^1\) and this standard is high enough as the KKM of English subject especially for elementary students. So, the writer was challenged to reach this

\(^1\)Lesson Curriculum of *SD AL-Fath, Cirendeu*
target. Which is at least 75% of students in the fourth grade of *SD AL-FATH* passed the *KKM*.

**B. Design of the Study**

The research method which is used is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Arikunto, classroom action research is an action research which is carried out the classroom aimed to improve learning practice quality.² Mills defines an action research as any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.³

The essential component of action research according to Kember as following:⁴

- Concerned with social practice;
- Aimed towards improvement;
- A cyclical process
- Pursued by systematic enquiry;
- A reflective process;
- Participative;
- Determined by the practitioner.

Based on the definition above the implementation of classroom action research can improve the quality of education and teaching and learning process in school since it can diagnoses and solves the problem in teaching learning activity.

The writer uses classroom action research model proposed by Kemmis and Taggart, which consists of four steps, namely, planning, acting, observing

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and reflecting. Improvement of the problem in this study is brought about by a series of cycles. The figure can be seen below:

![Action Research Spiral](image)

Figure 3.1: Action Research Spiral, Model from Kemmis & Taggart (1988)

The classroom action research design that applied in this study is a collaborative classroom action research. It means that the writer collaborates with the English teacher of *SD AL-FATH CIRENDEU* as an observer and collaborator. In carrying out the study, the writer’s role is as an English teacher who teaches vocabulary through Magic English video to the students, while the real English teacher’s role is as an observer who observes the action of the study while teaching-learning activities happen in the classroom. She also acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

**C. Procedure of the Study**

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Figure 3.2: The Classroom Action Research Procedure Adapted from Kemmis & Taggart

This classroom action research is carried out by following several phases. Before entering the cycle of classroom action research, the writer...
serves the preliminary study. According to Mills, pre preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea. It is as the preparation for planning the action. Preliminary study is useful for analyzing and identifying the problems faced by the students in learning vocabulary that needed to be solved.

In conducting the preliminary study, the writer carries out several activities as follows (a) interviewing the English teachers in terms of the techniques and activities employed in teaching vocabulary, (b) observing how the teaching learning runs in English classroom, and (c) assigning the students’ pre test of vocabulary competence.

In this Classroom Action Research, the writer uses Kemmis & Taggart design. Kemmis & Taggart design for Classroom Action Research consists of four phases within one cycle. Those are planning, acting, observing, and reflecting.

The teachers probably find a new problem or the previous problems which are unfinished yet after implementing the first cycle. If it happens, it is recommended to continue to the second cycle in line with the same concept of the first cycle by revising some parts which work not so well in the first cycle.

Below here are the detail explanations about what happens in every phase:

1. **Planning Phase**

In this phase, the writer and the collaborator prepare every single thing and make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing materials and media, and determining criteria of success.

Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included

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the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment. The detail lesson plan can be seen in appendix.

The following step is preparing materials and media. The materials for implementing the action of video watching will use the Magic English video itself to support the activity and it is prepared by the teacher.

The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:

a. The students’ vocabulary score improves at the same as the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* of English (70.0) or above. And it is considered successful if 75% (18 out of 24) of the students with individual score when they achieve at least the same as or above 70.0.

b. The students’ participation in some activities increase that 75% (18 out of 24) of the students should get involved and their involvements are in scales “Good” and “Very Good”.

The writer also makes the evaluation form to know students’ achievement in the end of this cycle.

2. **Acting Phase**

In this phase, the writer carries out the action based on the lesson plan that has been made. In implementing the action, the writer taught vocabulary through Magic English video. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved three meetings in each cycle. The time table of the implementation of the action can be seen in the following table:

| Table 3.1: The Schedule of the Classroom Action Research |
### Preliminary Study

**Meeting Date**: August 5th, 2010

#### Pretest
- **Date**: August 15th, 2010

### Pretest

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Activity Date 1</th>
<th>Activity Date 2</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>August 16th, 2010</td>
<td>August 18th, 2010</td>
<td>DAILY ACTIVITY</td>
</tr>
<tr>
<td></td>
<td>August 19th, 2010</td>
<td></td>
<td>(Action Verbs)</td>
</tr>
<tr>
<td>Cycle II</td>
<td>September 23rd, 2010</td>
<td>September 27th, 2010</td>
<td>CHANGING SEASON</td>
</tr>
<tr>
<td></td>
<td>September 29th, 2010</td>
<td></td>
<td>(Adjective)</td>
</tr>
</tbody>
</table>

### Observing Phase

This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument that is used in collecting the data, and the technique for data collection. In doing the observation phase, the writer herself involves in teaching learning activities and the observer observes all the activities that happen in the class.

In conducting the observation toward the implementation of the action, the observer uses field notes and observation checklist for gathering the result of observation dealing with the teacher performance, the students’ participation and the class condition.

### Reflecting Phase

Reflecting phase is the last phase in one cycle. The aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by matching the result of the observing phase with the criteria of success. Reflecting phase is carried out by the writer and the collaborator focusing on the discussion about the
result of the action. If the finding of the first cycle is satisfy marked by reaching the criteria of success, so there will not be the next cycle. Meanwhile, if the finding of the action does not reach the criteria of success, so the next cycle needs to be accomplished.

D. Technique of Collecting Data

Some instruments are applied to obtain the data in this study. The writer uses interview, observation checklists and field notes, dealing with the qualitative data. On the other side, the writer uses a pre-test and post-test to obtain the quantitative data.

1. Interview is applied for the English teacher and students before the classroom action research and after classroom action research. Firstly, the interview with the teacher that is applied before classroom action research is to know the students difficulties in vocabulary mastery, the students’ participation in English class, and the teaching strategy in teaching vocabulary. Meanwhile, it is conducted after classroom action research to know the teacher’s response about the learning strategy focus on watching Magic English Video. Secondly, interview for the students is done at first to know the class situation in learning English and at the end of cycle to know the students’ responses on Magic English video.

2. An observation checklist is done to monitor and record the data of the students’ performance during the teaching and learning processes. The data is taken based on the students’ participation during teaching and learning activity according to lesson plan. The information obtained from these observation checklists is used as a basis to determine the planning for the following cycle.
3. Field notes is used to record detailed information about the implementation of the study in the classroom that might not be covered in the observation checklists. In addition it is used to know the good point from the student and the teacher side and things to consider for the next meeting. The writer and observer record a description of classroom atmosphere, the setting of the class, and the students’ activities during the teaching and learning through watching Magic English Video.

4. Test is given to the students focus on vocabulary mastery. The result of this test is students’ vocabulary improvement. The aim of this test is to measure the students’ vocabulary. The test is used in this study is pre-test and post-test. Pre-test is done before implementing Magic English video in preliminary study. Post-test is done after implementing the Magic English video.

E. Technique of Data Analysis

The interview before and after Classroom Action Research (CAR) are used to analyze qualitative data. In this case, the writer collects the entire data which have been gained. On the other side, to analyze the numerical data, first the writer measures the average or mean of students’ vocabulary score per action within one cycle. It is used to know how the students’ vocabulary competences are improved. It uses the formula as below:\(^8\)

\[
X = \frac{\sum x}{n}
\]

\(X\) : mean
\(x\) : individual score
\(n\) : number of students

---

Next, the writer tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70 (seventy). The formula is:

\[
P = \frac{F}{N} \times 100\%
\]

where:
- \(P\) : the class percentage
- \(F\) : total percentage score
- \(N\) : number of students

Then, after getting mean of students’ score per actions, the writer identifies whether the students improve their vocabulary from pre-test up to post-test 1 in cycle 1 and post-test 2 in cycle 2. The writer uses the formula below to analyze the data:

\[
P = \frac{y_1 - y}{y} \times 100\%
\]

where:
- \(P\) : percentage of students’ improvement
- \(y\) : pre-test result
- \(y_1\) : post-test 1

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

where:
- \(P\) : percentage of students’ improvement
- \(y\) : pre-test result
- \(y_2\) : post-test 2

The data-gathering through observation checklists is analyzed quantitatively based on the number of the scale checked by the observer in the observation checklists sheet. The result of the analysis, were presented quantitatively as well as qualitatively by interpreting the number of the scale checked by the observer. The data gathering through field notes and interview is analyzed by presenting the description of the result of field notes and interview.

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CHAPTER IV

RESEARCH FINDINGS

1. Description of the Data

a. Findings of the Preliminary Study

1. Data from interview

a). Data from Interview of the Teacher

The interview was conducted on August 5th 2010. The first was an unstructured interview. The word ‘unstructured’ is perhaps not completely accurate, in that, by definition, an interview must have some kind of structure otherwise it would simply be a conversation.\(^1\) First, the writer only asked the teacher about problems in the classroom. Furthermore, the writer conducted structured interview using interview guidelines. Here, the teacher answered some questions about English teaching learning process at SD AL-FATH Cirendeuh. Those were the general condition in English class primarily on students’ vocabulary mastery, the difficulties faced by students and the kinds of strategies implemented by the teacher previously before Classroom Action Research (CAR) to improve students’ English vocabulary.

First, the teacher answered question about general condition of the class. The teacher said that sometimes the students followed the lesson enthusiastically but sometimes they did not really reactive with the lesson. Speaking and reading were considered as English skills which students feel hard to master. Including vocabulary mastery and difficulties in understanding some vocabularies that they found in the written English text book, some of them get difficulties because of the lack of vocabulary. The teacher said that there were some difficulties faced by students in understanding some

vocabularies in English texts. The teacher got the story from the story book and internet. Moreover, the teacher stated that it was hard for some students to pass the criterion of minimum completeness (KKM) concerning the school policy which reaches to 70. So that, the teacher still tries to solve that problem. (See appendix 2)

b). Data from Interview of the Students

The writer held interview to the students using interview guidelines. There were several questions given to the students about English teaching learning process at SD AL-FATH Cirendeue. Through interview guidelines, the writer asked their opinions about general condition of English teaching learning process in the classroom. Some of them said that the lessons are enjoyable; some others said that the lesson is getting boring day by day. Then, the students told the writer about their difficulties in learning English. Some of them feel that memorizing the new vocabulary is difficult. Some considered writing as the most difficult one because the lack of vocabularies. It happens also in reading lessons; it is hard for them to understand the text easily. They do not know the meaning of several words so they cannot catch what the story about. Beside that, the teacher’s old fashioned teaching techniques make a boring environment in learning process, so that causes the students ignore the lessons. They never have the fun time to learn English. Consequently, they cannot receive what has been given by the teacher. (See Appendix 3)

2. Data from Observation

Based on the observation conducted by the writer on August 16th 2011, it is known that in teaching vocabulary at the fourth grade students of SD AL-FATH Cirendeue, the teacher taught vocabulary in a very simple and monotone way. Whenever the
students found some hard words in a text, the teacher wrote the new vocabulary on the white board. Then, the students were asked to guess the meaning of word and made a sentences based on the word. This strategy could not help the students to memorize the new vocabulary easily. Furthermore, this strategy caused many problems in acquiring the new vocabulary.

First, it is related to the condition of students who feel bored with the black and white picture or even the small printed colorful picture. Second, the students are basically not attracted by the teaching aids.

The teacher also has difficulties to attract students. The main problem is the way to control the students. It needs hard work to get students’ attentions without giving them an interesting activity. During the teaching hours the teacher should make the students pay attention to the new words given and how to pronounce them more precisely.

3. Data from Pre Test

The pretest was conducted on August 15th 2010. In pretest, the students were assigned to answer 25 multiple choice tests. To get the result of the pre test, firstly, the writer calculated the mean score such following:

It is shown that the lowest score of pre-test is 45 and the highest score of pre-test is 90. The mean of students’ scores in pre-test is:

\[
\begin{align*}
\overline{X}_{\text{Pre-test}} &= \frac{\sum x}{n} \\
\overline{X} &= \frac{1665}{24} \\
\overline{X}_{\text{Pre-test}} &= 69.37
\end{align*}
\]
It is seen from calculation above that students’ vocabularies mean score before using video or before implementing Classroom Action Research (CAR) is 69.37. It is taken from the students’ pre-test score average.

After that, the writer analyzed the data to know the percentage of students’ score who passed the KKM (70). It is calculated by using formula as follows:

\[
P = \frac{F}{N} \times 100\%
\]

From calculation above, the students’ score percentage in the pre-test is 25%. It means there are only 6 students who passed the KKM and there are 18 students’ scores which still below the KKM. So then, it is a big homework for the writer to improve the students’ vocabulary score.

2. Implementation of Improving Students’ Vocabulary Skill through Magic English video

a. Cycle 1

1). Planning

In this phase, the writer made a lesson plan for the action based on the problems faced by students. The writer selected material and exercises into a lesson plan. In the lesson plan, there were some videos series should be taken as a medium of students’ vocabulary improvement. Beside of making lesson plan, the writer also prepared the post test 1 to collect the data, in order to know whether there are
students’ improvement scores from pretest to post-test in cycle 1. So that, in the end of teaching learning process the writer can know whether the strategy works or not. (See Appendix 4)

2). Acting

Here, the writer, as the teacher, implemented the planned action that had been made. It was begun on August 16th, 18th, and 19th 2011. In the beginning of teaching learning process, the teacher introduced what Magic English video is, then told the students about the topic and allowed the students to tell about anything they knew related to the video topic. After brainstorming, the teacher explained some features in the video and what to do during the video. Next, in the middle of watching video activity, when the teacher paused the video, students were asked some questions about what happen next according to their ideas. Afterwards, when the video ended students were asked some questions related to the video. Finally, the students started to do the worksheet given.

Figure 4.1
Students’ activity in the classroom
3). Observing

In this phase, the writer observed the students’ response, participation, achievement and everything which was found during the teaching and learning process. Sometimes, the writer also asked some students’ opinion about the process of teaching and learning vocabulary through Magic English. When observing, the observer noticed all of activities in the classroom. There were some students who asked about the meaning of some words they did not know. Some others asked about the questions they did not understand. It seems that their problem was all about vocabulary. (See Appendix 5)

The following were the detail results of instruments used in the first cycle:

- **Result of Field notes**

Concerning the teaching procedures, the field notes revealed that in Meeting 1, Meeting 2, and Meeting 3 of Cycle 1, there were some problems found during the teaching and learning process. First, some students still had problems in guessing for the vocabulary; they did not look to try hard to find out the vocabulary they need, finally they felt difficult in finding the meaning of some vocabularies. Second, students did not seem try to understand the question being asked by the teacher, it caused the confusion of the students when they watched to the video. Third, some students also looked lack serious and lazy to do the assignment, so then some of students were late in finishing the task given by teacher. Fourth, the students were noisy during the learning process; it was because they prefer to talk about some Disney characters in the video out of paying attention. The possible factors that caused those problems were that the writer did not give sufficient explanation about the topic and did not give sufficient guidance and simulation. The
The writer also did not give an attractive explanation in order to make students interested and did not give clear instruction.

The good points also derived from the field notes. First, more students paid attention on teacher’s explanation and they looked so motivated to find some new words related to the topic, so they were enthusiastic in answering the questions. Second, students were cooperative to discuss what they watch (with friends) and they wrote some unfamiliar vocabularies of course helped by the teacher. Third, students were cooperative to support the teacher’s teaching goal. (See appendix 6 for the detail result).

*Result of Students’ Vocabulary*

To know the result of students’ vocabulary post-test 1, the writer needs to calculate the mean score firstly. The mean score derived from the following formula:

$$ X = \frac{\sum n}{n} $$

\[ \sum \text{Post-test 1} = 1830 \]

\[ X = \frac{1830}{24} \]

Post-test 1 = 76.25

From that calculation, the students’ mean score of post-test in cycle 1 is 76.25. After that, the writer calculates data to know the percentage of students who passed the KKM in post-test 1. The calculation is as follow:
From that calculation, the class percentage which passed the KKM in post-test 1 is 54%. It means that in the cycle 1 of CAR, there are 13 students who passed the KKM and another 11 students whose score are below the KKM.

The mean score of the previous score was 69.37 and the mean score of the students’ vocabulary post test on the first cycle was 76.25. The next step is the writer tried to get the percentage of students’ improvement score from pretest to post-test 1. The writer calculates by using formula as follows:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{13}{24} \times 100\%
\]

\[
P = 54\%
\]

According to the calculation above, the percentage of the student improvement score from pre-test to post-test 1 is 9.91%. It shows that the score in cycle 1 has improved 9.91% from the pretest score.
From that calculation, the class percentage which passed the KKM in post-test1 is 54%. It means that in the cycle 1 of CAR, there are 13 students who passed the KKM and another 11 students whose score are below the KKM.

The detail of all students’ scores in the first cycle can be seen in Appendix 7

4). Reflecting

Here, the writer analyzed students’ achievement and progress based on their test score. In this phase, the writer also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the writer’s observation, it could be seen that some students still got difficulties in understanding the video both generally or specifically and also from the vocabulary worksheet given in the classroom, some students still had low score.

So that, according to the discussion and the result of post test 1, the writer felt that it was necessary to continue the cycle because the writer found only few progress which had been achieved by the students. (See appendix 8)

5). Revision of the first cycle

Based on the result of reflection stage, the writer and the collaborator concluded some revision of the first cycle. First, the students had to write all new words they predict before they watch the video in order to help them remember well by writing the words on their writing book. Next, the students who answered the question correctly were free to choose other students to answer the next questions related to the video in order to make them competitive and confidence and the last the teacher should give more explanation about
the material and give clearly instruction in order to make the students understand about the activity that they have to do. All of the revision in the first cycle would implement in the second cycle.

b. Cycle 2

1). Planning

Cycle 2 began from making new lesson plan. The writer used varies activities to avoid students’ boredom. It is also aimed to change some parts that need to be revised. This cycle began on 23\textsuperscript{th}, 27\textsuperscript{th} and 29\textsuperscript{th} September 2010. As the planning phase in Cycle 1, here the writer also prepared some additional teaching aids. Evaluation and post-test 2 were prepared to see students’ achievements in the end of this cycle. The new session was started with new topic of video to be shown, new rules to make more expressive and more interesting in motivating the students. (See appendix 9)

2). Acting

In this phase, the writer implemented the new lesson plan. As the teacher, the writer emphasized more stimulation to the students in order to make them enthusiastic to find as many as words related to the video topic.

Different with the activity in the first cycle, here at the beginning of learning activity the writer asked the students to write some vocabularies that possibly appeared in the video and let the students to work in the groups in order to make them easier to classify and discuss some vocabularies. When the time was over, the students are allowed to tell their words in front of the class to share and to enrich. The students seem to do the task enthusiastically. It was the revised lesson plan has started.
3). Observing

The writer observed students’ participation and achievement in this phase. Here, the writer noticed whether students improved their understanding or not then measured their achievements between cycle 1 and cycle 2. The teacher found that in this phase, students had a good progress. They improved their understanding of video significantly and improving more vocabularies that has proved by successfully doing the post-test. (See appendix 10)

❖ Result of Field notes

The result of field notes showed the good points of the students. In the first meeting showed that: first, more students pay attention on a teacher’s explanation, students more confidence in telling the words they find and discuss with their partners, they prepared well and some students participated in asking enthusiastically about the video. In the second meeting, the field notes showed that: first, the students wrote and do their unfamiliar vocabularies list in their group cooperatively and enthusiastically. The Students had chance to ask questions in English and Bahasa. In the third meeting, all of students did the task well. In the other hand, there were things to consider such as: the class was still noisy and some students are still low in finding the new vocabulary. It influenced to understand the video in the first meeting. In the second meeting, some students looked confused when the teacher asks some questions related to video. In the third meeting, some students especially boys are still low in understanding the video. (See Appendix 11)
Result of Students’ Vocabulary Test

In cycle 2 the writer also calculates the result of post-test 2 to know more about the score improvement either from the result of pre-test or post-test 1. According to the data obtained, the lowest score in post-test 2 is 70 and the highest score is 100. It also indicated that there are some improvements in post-test 2. As the previous calculation, the writer using formula as follows:

\[ X = \frac{\sum n}{n} \]

\[ \sum \text{post-test 2} = 2010 \]

\[ X = \frac{2010}{24} \]

\[ X \text{ Post-test 2} = 83.75 \]

After calculating, it is known that the mean score of post-test 2 is 83.75. Next, the writer calculates percentage of students’ improvement score:

\[ P = \frac{y^2 - y}{y} \times 100\% \]

\[ P = \frac{83.75 - 69.37}{69.37} \times 100\% \]

\[ P = \frac{14.38}{69.37} \times 100\% \]

\[ P = 20.72 \% \]
From calculation above, it could be seen that the post-test 2 can improves till 20.72% from the pre-test. Then, the writer tries to get the class percentage of students’ score which passed the KKM. It uses the calculation as following:

\[
\frac{F}{P} = \frac{20}{24} = \frac{0.833}{1} = 83.34\%\]

As shown above, it is obtained that the class percentage is 83.34%. It means that in the cycle 2 there are 20 students among 24 students who already passed the KKM and there are 4 students still below the KKM. To the writer, it seems a significant progress. The percentage for students who passed KKM is \((83.34\% - 20.72\%) = 62.62\%\)

The writer describes students’ scores in pre-test and post-test in the table below:
### Tabel 4.1
The Vocabulary Scores of Pre-test, Post-test 1 and Post-test 2

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>85</td>
<td>85</td>
<td>90</td>
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<tr>
<td>5</td>
<td>70</td>
<td>75</td>
<td>80</td>
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<tr>
<td>6</td>
<td>70</td>
<td>80</td>
<td>85</td>
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<tr>
<td>7</td>
<td>60</td>
<td>70</td>
<td>75</td>
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<tr>
<td>8</td>
<td>80</td>
<td>90</td>
<td>90</td>
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<tr>
<td>9</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>60</td>
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</tr>
<tr>
<td>11</td>
<td>70</td>
<td>75</td>
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<tr>
<td>12</td>
<td>70</td>
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<tr>
<td>13</td>
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<tr>
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<td>80</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>75</td>
<td>80</td>
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<td>17</td>
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<td>23</td>
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</tr>
<tr>
<td>24</td>
<td>60</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

**Mean:**

\[
\bar{x} = \frac{\Sigma x}{n}
\]

\[
\begin{array}{ccc}
\Sigma x & 69.37 & 76.61 & 83.75 \\
\bar{x} & \frac{\Sigma x}{n} & 69.37 & 76.61 & 83.75 \\
N & \\
\end{array}
\]
At last, all of calculation above proves that there is a significant improvement of the students’ vocabulary. It means that watching video technique is effective to be used in improving students’ vocabulary at the fourth grade students of *SD AL-FATH Cirendeul*. So, the cycle of CAR does not have to be continued. Writer concludes that CAR ended

4). Reflecting

Here, the writer analyzed students’ progress based on their test score. The writer also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done, it was known that by watching Magic English video, students’ vocabulary had been improved. Therefore, the cycle did not need to continue.

3. Findings After Implementing Teaching Vocabulary through Magic English video

After conducting classroom action research, the writer carried out the interview to the English teacher who acted as collaborator to know his response about implementation the action (improving students’ vocabulary through Magic English video).
4. Result of Post Interview

a) Teacher Post-Interview

The result of this interview was taken from the English teacher as observer who helped the writer for this research and students of the fourth grade of SD AL-FATH. This interview was held on the same day of the students’ interview which was on September 30th, 2010 after accomplishing cycle 2. It started at 07.30 A.M and finished at 08.00 A.M. After the writer conducted the implementation of improving students’ vocabulary through watching technique in cycle 2, the observer asked some questions related to the improvement of students’ vocabulary competence to English teacher, Regi Adwan, S.Pd. The interview was unstructured interview.

In this interview, the writer explained that the classroom activity more active than before the implementation of Classroom Action Research. It could be seen from the students’ enthusiasm in learning English. Firstly, teacher had homework to make students not getting bored during the lesson but then after implementing the watching technique teacher knew the result, because there was progress in the atmosphere of activity in the classroom. The students became active and looked enthusiastic. So, this interview also asked the teacher about his opinion after implementing the watching technique then the writer knew that this technique worked so well. It helped the teacher so much. It was not only improving students’ vocabulary but also their self-confidence, their understanding to comprehend the story and their ability to speak in front of their friends. It was really good result.
From the result of interview above it is proven that the watching technique can improve students' vocabulary of the fourth grade of SDAL-FATH Cirendeau. The improvement of students’ vocabulary skill can be proven from by the improvement of students’ score. The result of pre-test, post-test I and post-test II showed a significant improvement. The students also can have a positive response to the implementation of watching technique in order to improve their vocabulary competence. Considering from the explanation above, the writes concluded that the Classroom Action Research was done successfully. It was cool. (See appendix 12)

b) Students Post-Interview

Unstructured interview was conducted on the same day with the teacher’s interview which was on September 30th 2010 after accomplishing cycle 2 and it was after interviewing the English teacher. It started at 08.30 A.M and finished at 09.00 A.M. In this case, the writer divided into three criteria of questions. First criterion talked about the general condition in English class during implementing the action. It was found that the students’ condition were better than before. In this sense, they looked enthusiast in doing activity. The students’ participation was good because the activity in the classroom involved the students.

Second criterion was about the barrier and its solution during implementing the action. It was observed that most of the students difficult in answering questions because they lack of vocabulary.
The last criterion is about the opinion of watching technique. It was said that watching was a good technique and fun in teaching vocabulary. It could be an effective way to help the students’ to improve vocabulary. Beside it might be able to improve the students’ speaking skill (speaking in front of class); it could be an alternative technique in a stage of active learning and could motivate the English teacher to apply it. (See appendix 13)

From the explanation above, it could be drawn the general conclusion from the post interview that the teacher gave a positive response toward the implementation of watching technique in teaching-learning vocabulary. In addition, watching not only gave a good impact for improvement of the students’ vocabulary mastery but also other skills: reading skill, listening skill, and speaking skill. So then hopefully, students have self-confidence in learning English language.

5. Interpretation of the Data

In CAR (Classroom Action Research) we should not be sure on any single data but we have to look and check the various data sources to sustain the result of research. Data sources used in this study was triangulation. It was used to know and to check whether the result of each instrument was in line or had similar result with the result of other instrument. Then writer would know whether the data was valid or not and it could be seen the accordance of the research findings.
1) **Data of Interview**

a. **Interview of the Teacher**

Firstly, the data gained from the pre interview with the English teacher indicated that the students’ vocabulary competence was poor and low because it can also be seen from pre-test and during observation in preliminary study or before the action, there were the students had some difficulty in understanding vocabulary meaning and didn’t try anything to find the meaning, so the impact was they felt difficult in doing activities in the classroom. The students’ participation in English class was not too active; they looked unmotivated to learn in the classroom, so that made them lazy to do the activity. Consequently, it needed to do the innovation in teaching vocabulary in a fun way. The writer suggested implementing the Magic English video to improve students’ vocabulary. After conducting the action, the English teacher gave very positive responses toward the action. The English teacher felt satisfied with the improvement made by the students focus on vocabulary mastery and their participation. Now, the students can guess meaning from context. The English teacher also motivated to use Magic English video because it could facilitate the students in learning English well. Hence, the English teacher would use Magic English video watching technique as one of the options in teaching English, especially in vocabulary mastery.

b. **Interview of the students**

Here the writer can see from the interview before the implementation of watching technique that the students shared about the difficulties in learning English language which is unfamiliar vocabulary so they didn’t know the meaning. If they found a difficult vocabulary they felt difficult to comprehend the video. They sometimes get bored because the teacher was so boring. The activity is
just so unmotivated students. Those as the comparison before the implementation of Magic English video but then after action they were really enthusiast in answering writer’s questions about watching technique. Now they knew what Magic English video is. They proved it by getting score better and better after the action. They have a progress. Students could understand easily the video even there still several vocabularies that they didn’t know but now they get used to bring dictionary to help them look for unfamiliar vocabularies. Generally, they really motivated in learning English in the classroom, they were interested with the watching technique. I was well done result.

2) Data of Observation

The data gained from observation to the writer as the actor during the CAR whom was helped by the observer (the English teacher). There was also progress got by the writer as the English teacher during CAR. Firstly, writer got difficult in managing the classroom and unprepared well the material. But then as the time goes by, the writer had good points from the English teacher whom assess the writer from the first meeting until the last one. It means the writer has successfully done the CAR in the fourth grade of SD AL-FATH Cirendeu in improving students’ vocabulary through Magic English video watching.

3) Data of field notes

The data gained from field notes revealed that the teaching learning process when implementing the Magic English video watching in improving students’ vocabulary has done very well. Although there were some problems occurred in the process of the action such as some students still made noisy in the class, some students had difficulty in mastering the vocabularies, and also some
students had difficulty in following the instruction. But those problems did not mean anything during the action. The students still enjoyed the activities and the activities have well done. It showed that the implementing of Magic English video has given positive impact in teaching learning process especially their English has significantly improved.

4) **Data of Test**

Based on the result of students’ vocabulary test’ score, it was found out that the students’ score was gradually improving. It meant that there was a very positive impact toward the improvement of students’ vocabulary competence. It is what the writer calls a fun way learning English. In other words, the use of Magic English video could increasingly help and make them participate to learn for better vocabulary competence. Thus, most of them gained good scores at the end of each cycle. The students’ mean score in preliminary study was 69.37; in the first cycle the mean score was 76.25 and the mean score in the second cycle was 83.75. There was 9.91% of mean score improvement from students’ score in preliminary study up to the first cycle, and there was 20.72% of mean score improvement from the students’ score in the preliminary study up to the second cycle. The students’ improvement in vocabulary competence from the preliminary study to the second cycle was recapped in Figure below:
All of the result of instruments after accomplishing the classroom action research revealed the great results from implementing Magic English video watching in improving students’ vocabulary in two cycles. It proves that improving students’ vocabulary through Magic English video watching can be used or can be applied as the good technique in Elementary School level to improve not only English skills and competence but also improve students’ motivation and confidence in learning English. Specifically, it means the fourth grade students of SD AL-FATH succeed in improving their vocabulary competence through the Magic English video watching technique.
CHAPTER V
CONCLUSION AND SUGGESTION

After finishing the whole steps of this Classroom Action Research (CAR) study, the writer makes some conclusions considering the result of this research. Furthermore, related to the conclusion the writer also gives some suggestions. However, before the writer concludes the result of study and contributes her suggestions, she would like to present the summary of this research.

The writer would like to sum up her study. This study uses the Classroom Action Research (CAR) method in which to identify the problem on students’ vocabulary mastery, it is initiated through the interview the teacher and through the observation in the first grade of SD AL-FATH Cirendeu which is considered as the class that has a low English test score. In this study, the writer implements the Kurt Lewin’s design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test, interview and observation, it could be summed up as: First, related to the test result, there was 20.28% improvement of students’ mean score from pretest to the posttest of the second cycle. Second, the observation result showed that the students were more active and interested in learning activity in the classroom. Third, based on the interview result it could be known that the students’ vocabulary has improved and also assisted the teacher in finding the appropriate strategy in teaching vocabulary.

A. Conclusion

Based on the research conducted in first grade of SD AL-FATH Cirendeu in academic year 2010/2011, it can be concluded that the students could develop their vocabulary competence through watching technique.

B. Suggestion

In this part, the writer would like to contribute some suggestions for the teacher. First, Magic English would be helpful to improve students’ vocabulary
competence, so the teacher needs to maintain using video watching technique in the next new academic year in teaching vocabulary. Second, in teaching vocabulary through Magic English video watching the teacher have to make sure that after students predict some new vocabularies at the beginning, they must write on the notebook. Hence, the teacher needs to give clear instruction for what to do during the video.

However, during carrying out the Magic English in Classroom Action Research, the writer found a drawback in this study. That is using Magic English video watching technique in teaching vocabulary needs a longer time rather than without using Magic English video watching. Hopefully, there will be any further research of how to complete this technique.
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# VIDEO COLLECTIONS

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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>HELLO</td>
<td>Greeting friends, naming objects</td>
</tr>
<tr>
<td>2</td>
<td>FAMILY</td>
<td>Relations among family members</td>
</tr>
<tr>
<td>3</td>
<td>FRIENDS</td>
<td>Playing together, understanding others</td>
</tr>
<tr>
<td>4</td>
<td>HAPPY HOUSE</td>
<td>Feeling secure at home</td>
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<tr>
<td>5</td>
<td>ANIMAL FRIENDS</td>
<td>Relations people have with animals</td>
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<tr>
<td>6</td>
<td>IT'S DELICIOUS</td>
<td>Food and eating habits</td>
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<td>7</td>
<td>HAPPY BIRTHDAY</td>
<td>Birthday parties, age</td>
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<td>8</td>
<td>TICK TOCK TIME</td>
<td>Telling time, time-related activities</td>
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<td>9</td>
<td>NIGHT AND DAY</td>
<td>Describing night and day activities</td>
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<td>10</td>
<td>LET'S PLAY</td>
<td>Sports, competitions, winning, losing</td>
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<td>NUMBERS</td>
<td>Quantities, passage of time</td>
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<td>MY BODY</td>
<td>Parts of the body and their functions</td>
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<td>COOKING</td>
<td>Baking, ingredients, measures</td>
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<td>THE FOREST</td>
<td>Adventure into the unknown</td>
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<td>17</td>
<td>THE SEA</td>
<td>On the beach, at sea, underwater wonders</td>
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<td>18</td>
<td>LET'S TRAVEL</td>
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<td>19</td>
<td>COLOURS</td>
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<td>21</td>
<td>FUNNY FACES</td>
<td>Facial expressions, sense, emotions</td>
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<td>22</td>
<td>COUNTRY LIFE</td>
<td>Outdoor life and its pleasures</td>
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<td>23</td>
<td>MUSIC</td>
<td>Instruments and joys of music</td>
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<tr>
<td>24</td>
<td>MOUNTAINS</td>
<td>Nature</td>
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<td>25</td>
<td>CHANGING SEASONS</td>
<td>Seasons and holidays</td>
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<td>26</td>
<td>FAIRYLAND</td>
<td>Dreaming, fantasy, imagination, wishing</td>
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Hasil Wawancara Guru Sebelum PTK

<table>
<thead>
<tr>
<th>Nama Guru</th>
<th>Regi Adwan, S. Pd.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jabatan</td>
<td>Guru Bahasa Inggris</td>
</tr>
</tbody>
</table>

1. Menurut bapak, skill bahasa Inggris apa yang paling sukar dikuasai siswa kelas 4?
   Jawaban:
   *Biasanya Reading, karena mereka kurang perbendaharaan kosa kata bahasa Inggris. Agak susah untuk memahami isi teks, sehingga susah pula menjawab pertanyaan yang berhubungan dengan teks tersebut.*

2. Sebagai guru bahasa Inggris, usaha apa yang bapak lakukan untuk meningkatkan penguasaan *vocabulary* siswa?
   Jawaban:
   *Saya biasanya sesekali menggunakan flash card atau vocabulary games lainnya.*

3. Media apa yang bapak gunakan dalam pengajaran bahasa Inggris siswa?
   Jawab:
   *Media sekedarnya saja, seperti papan tulis, buku ataupun LKS dan sesekali dengan infocus.*

4. Kenapa bapak tidak menggunakan media lain selain papan tulis dalam pengajaran bahasa Inggris?
   Jawaban:
   *Susah, persiapannya lama.*

5. Apakah siswa menanggapi positif dengan media yang bapak gunakan?
   Jawaban:
   *Sebagian besar siswa merasa bosan.*
6. Menurut bapak apakah menggunakan media video akan mempermudah penguasaan vocabulary siswa dalam memahami teks bahasa Inggris?
Jawaban:
Sepertinya akan sangat membantu, karena video sangat disukai siswa. Pastinya mereka akan sangat antusias sekali. Dari situ pasti akan banyak vocabulary yang diserap siswa.

7. Apakah bapak pernah mendengar video Magic English?
Jawaban:
Tidak pernah.
Hasil Wawancara Siswa Sebelum PTK

Nama Siswa : A.A.K
Jenis Kelamin : L

Hasil Wawancara Siswa Pra PTK

1. Apakah kamu menyukai pelajaran bahasa Inggris? Mengapa?
   Jawaban:
   Kadang suka kadang tidak. Tergantung materinya.

2. Apakah kamu menyukai cara guru mengajar bahasa Inggris di kelas? Mengapa?
   Jawaban:
   Iya, tapi saya tidak paham, gurunya membosankan.

3. Apakah kamu memperhatikan penjelasan guru dengan baik ketika belajar bahasa Inggris di kelas?
   Jawaban:
   Kadang iya, kadang tidak.

4. Bagaimana pendapatmu tentang suasana belajar bahasa Inggris di kelas?
   Jawaban:
   Tidak menyenangkan, karena suasana kelas berisik.

5. Apakah kamu melaksanakan tugas bahasa Inggris dengan baik?
   Jawaban:
   Iya, karena takut dihukum.

6. Media apa saja yang biasa guru gunakan ketika mengajar bahasa Inggris?
   Jawaban:
   Papan tulis, radio.

7. Pernahkah gurumu menggunakan media lain dalam mengajar bahasa Inggris?
   Jawaban:
   Tidak

8. Apakah kamu pernah belajar bahasa Inggris dengan menggunakan media video berbahasa Inggris?
   Jawaban:
   Belum pernah

9. Apakah kamu pernah mendengar video Magic English?
   Jawaban:
   Belum
LESSON PLAN

CYCLE 1/1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

I. IDENTITAS
Sekolah : SD AL-FATH CIRENDEU
Mata Pelajaran : Bahasa Inggris
Kelas : 4 (Empat)
Semester : Ganjil
Tema : At home
Aspek/Skill : Writing
Alokasi Waktu : 2 x 30 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk dekriptif dan recount.

IV. INDIKATOR
Setelah kegiatan pembelajaran, siswa diharapkan mampu:
1. Siswa mampu menjawab pertanyaan yang berkaitan dengan video.
2. Siswa dapat menemukankosakata baru dalam cerita.

V. MATERI PEMBELAJARAN
a. Recalling Vocabulary
Pengenalan kosakata yang berkaitan dengan teks

*Vocabulary items related to home : wash, clean, read, cook, gardening, showering, planting, etc*
VI. METODE PEMBELAJARAN/TEHNIK: Three-phase Techniques

VII. LANGKAH-LANGKAH KEGIATAN:

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>Waktu (Menit)</th>
<th>Aspek/ skill yang dikembangkan</th>
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<tbody>
<tr>
<td><strong>I. Kegiatan awal:</strong></td>
<td>7 Menit</td>
<td>Apersepsi</td>
</tr>
<tr>
<td>• Greeting (memberi salam dan tegur sapa)</td>
<td></td>
<td>(Menyiapkan kondisi siswa sebelum masuk pada materi inti pembelajaran)</td>
</tr>
<tr>
<td>• Tanya jawab berbagai hal terkait kondisi siswa</td>
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<td>• Guru Mengabsen siswa</td>
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<td>• Brainstorming tentang topik yang akan dibahas dan tujuan pembelajaran</td>
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<td></td>
</tr>
<tr>
<td><strong>II. Kegiatan Inti:</strong></td>
<td>45 Menit</td>
<td>Siswa dapat mengembangkan kemampuan pendengarannya, memperkaya kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis, dan menyimpulkan cerita pada video.</td>
</tr>
<tr>
<td>• Guru menjelaskan tentang <em>Magic English</em></td>
<td></td>
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<td>• Guru menyampaikan temapembelajaran.</td>
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<td>• Guru menjelaskan kegiatan pembelajaran kepada siswa bahwa mereka diminta untuk mencarikosakata yang berhubungandenganantema video.</td>
<td></td>
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<tr>
<td>• Guru memutar video dan menginstruksikan siswa untuk mengamati video dankosakatabaru.</td>
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<td>• Guru mem-pause video pada pertengahan untuk menanyakan beberapa pertanyaan yang berhubungan denganantema video, kemudian mengakhiri video tersebut.</td>
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<td>• Setelah video selesai, guru menunjuk beberapa siswa untuk menyebutkan kata-kata baru yang mereka dapat dan menyebutkan kata yang mereka prediksikan sebelumnya.</td>
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III. Kegiatan Akhir:
- Guru meminta siswa untuk mengumpulkan worksheet.
- Guru menyimpulkan pembelajaran dengan menanyakan kepada siswa kesimpulan umum.
- Guru menutup pembelajaran dan mengucapkan salam.

| 8 Menit | Feedback dan Reinforcement |

VIII. SUMBER BELAJAR
- Magic English video (At Home : 20)
- Kurikulum KTSP Bahasa Inggris kelas 4
- Silabus SD Kelas 4

IX. MEDIA BELAJAR
- LCD, In focus, Magic English Video dan DVD player

X. PENILAIAN
a. Penilaian diambil dari observation checklist mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer
RegiAdwan, S.Pd.,

Researcher
AnggiJuwita

Mengetahui,
Kepala Sekolah
SD AL-FATH CIRENDEU

LisnaSawitri, S.Si
I. IDENTITAS

Sekolah : SD AL-FATH CIRENDEU
Mata Pelajaran : Bahasa Inggris
Kelas : 4 (Empat)
Semester : Ganjil
Tema : At home
Aspek/Skill : Writing
Alokasi Waktu : 2 x 30 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk dekriptif dan recount.

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2. Siswa dapat menemukan kosakata baru dalam cerita.

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Observer

Regi Adwan, S.Pd.

Mengetahui,
Kepala Sekolah

Researcher

Anggi Juwita

Lisna Sawitri, S.Si
LESSON PLAN

CYCLE 1/3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

=================================================================

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Sekolah : SD AL-FATH CIRENDEU
Mata Pelajaran : Bahasa Inggris
Kelas : 4 (Empat)
Semester : Ganjil
Tema : At home
Aspek/Skill : Writing
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II. STANDAR KOMPETENSI

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- Guru menutup pembelajaran dan mengucapkan salam.

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<th>8 Menit</th>
<th>Feedback dan Reinforcement</th>
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</thead>
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VIII. SUMBER BELAJAR
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- Kurikulum KTSP Bahasa Inggris kelas 4
- Silabus SD Kelas 4

IX. MEDIA BELAJAR
- LCD, In focus, Magic English Video dan DVD player

X. PENILAIAN
a. Penilaian diambil dari observation checklist mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer
RegiAdwan, S.Pd.,

Researcher
AnggiJuwita

LisnaSawitri, S.Si

Mengetahui,
Kepala Sekolah

SD AL-FATH CIRENDEU
**LEMBAR OBSERVASI PROSES BELAJAR MENG AJAR PTK**

Tempat : SD AL-FATH Cirendeu  
Tahun Akademik : 2010/2011  
Kelas/semester : 1/1  
Pertemuan Ke : 1  
Tanggal : 16 Agustus 2010

Berilah tanda check list (√) pada nilai sesuai dengan pengamatan Anda  
**SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek Penilaian</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Apersepsi</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Membangkitkan minat atau rasa ingin tahu siswa (motivasi)</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Menyampaikan tujuan/indikator yang ingin dicapai</td>
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</tr>
<tr>
<td>5.</td>
<td>Menggunakan media/ alat pembelajaran yang sesuai dengan indikator bahan ajar</td>
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</tr>
<tr>
<td>6.</td>
<td>Memberi penjelasan mengenai metode pembelajaran <em>Magic English video</em></td>
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</tr>
<tr>
<td>7.</td>
<td>Pemusatan perhatian siswa terhadap proses pembelajaran</td>
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<td>8.</td>
<td>Teknik menjelaskan/ menyampaikan materi</td>
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<tr>
<td>9.</td>
<td>Pengelolaan kegiatan <em>Magic English video</em></td>
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<td>11.</td>
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<tr>
<td>12.</td>
<td>Antusias terhadap jawaban atau pendapat siswa</td>
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<tr>
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</table>

Guru Mata Pelajaran,  
Guru Praktikan,

Regi Adwan, S.Pd.  
Anggi Juwita
LEMBAR OBSERVASI PROSES BELAJAR MENG AJAR PTK

Tempat : SD AL-FATH Cirendeu  
Tahun Akademik : 2010/2011  
Kelas/semester : 1/1  
Pertemuan Ke : 2  
Tanggal : 18 Agustus 2010

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SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

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Guru Mata Pelajaran,  
Regi Adwan, S.Pd

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LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

Tempat : SD AL-FATH Cirendeu
Tahun Akademik : 2010/2011
Kelas/semester : VII/I
Pertemuan Ke : 3
Tanggal : 19 Agustus 2010

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<td></td>
</tr>
<tr>
<td>13.</td>
<td>Mengamati kesulitan/kemajuan belajar siswa</td>
<td></td>
</tr>
</tbody>
</table>

Guru Mata Pelajaran,            Guru Praktikan,

Regi Adwan, S.Pd.                Anggi Juwita
FIELD NOTES

Cycle/Meeting : 1 / 1 (One)
Day/Date   : August 16th, 2010
Time   : 11.00 – 12.20
Topic : 

I. Good points

➢ From the students’ side
  • Some students pay attention on teacher’s explanation
  • Students looked so motivated to find new vocabulary
  • Students were so enthusiastic in getting their turn to share their new vocabulary

➢ From the teacher’s side
  • The teacher chose the good technique to deliver the material
  • Teacher gave intensive guide by accommodating all of the students’ vocabulary.

II. Things to consider

➢ From the students’ side
  • Students need to explore their vocabulary hard. Some students don’t look to try hard to find out the vocabulary they need. They look lazy to do it.

➢ From the teacher’s side
  • Teacher should give the way how to get the vocabulary, because most of students have lack in vocabulary field.
  • Teacher needs to give more attractive explanation in order to make the students interested.

Observer

RegiAdwan, S.Pd
FIELD NOTES

Cycle/Meeting : I / 2 (One)
Day/Date : August 18th, 2010
Time : 11.00 – 12.20

I. Good points

➢ From the students’ side
  • Students looked so cooperated, it’s good. They discuss the topic of video.
  • Students wrote unfamiliar vocabularies enthusiastically.
  • Students were active in asking each other during the discussion.

➢ From the teacher’s side
  • The teacher gave a good activity and also good choice to get the goal of teaching. They are divided into some groups. It is good.
  • The teacher motivated the students more to find some vocabularies related to the video

II. Things to consider

➢ From the students’ side
  • Some students didn’t understand what they must to do. They prefer to talk to friends out of class context. Some of them were so late in finishing the task.

➢ From the teacher’s side
  • Before starting to a new activity, teacher should explain or describe clearly what the students are going to do and make sure that they understand clearly. In this case the teacher only told a little of what students will do. So, then they did not look motivated.

Observer

RegiAdwan, S.Pd
FIELD NOTES
=====================================================================  
Cycle/Meeting : 1 / 3 (One)  
Day/Date : August 19th, 2010  
Time : 11.00 – 12.20  
Topic :  
=====================================================================  

a. Good points

➤ From the students’ side
  • Students are cooperative to support the teacher’s teaching goal.
  • Students looked so motivated during the teaching-learning process.
➤ From the teacher’s side
  • Teacher masters the technique and the material she gave.
  • Teacher gave words puzzle to the student relates to topic
  • Teacher checked the students’ work by walking around to their desk and giving comments.

b. Things to consider

➤ From the students’ side
  • Some students still looked not serious.
  • Some students felt difficult finding the meaning of some vocabularies.
  • Some students had difficult in doing the words puzzle.
➤ From the teacher’s side
  • Teacher should make sure if the students are ready to listen to her explaining. If the students are not ready yet, try to make them ready so what she explains can be understood.

Observer

RegiAdwan, S.Pd
### The Vocabulary Scores of Pre-test, Post-test 1 and Post-test 2

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abi</td>
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<td>2.</td>
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<td>3.</td>
<td>Anissya Ardelia</td>
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<tr>
<td>4.</td>
<td>Asti</td>
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<td>5.</td>
<td>Diandra Kannitha</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
<td>I. Gusti Ayu</td>
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<td>14.</td>
<td>Muhammad Fhary</td>
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<td>M. Dovanega</td>
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<td>90</td>
</tr>
<tr>
<td>16.</td>
<td>Naufal Airell</td>
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<td>85</td>
</tr>
<tr>
<td>17.</td>
<td>Neysa Zahra</td>
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<td>Ullan</td>
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<td>24.</td>
<td>Bagus Jaya</td>
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<td>75</td>
<td>85</td>
</tr>
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</table>

**MEAN SCORE**

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.37</td>
<td>76.25</td>
<td>83.75</td>
</tr>
</tbody>
</table>
LESSON PLAN
CYCLE 2/1
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

I. IDENTITAS

Sekolah: SD AL-FATH CIRENDEU
Mata Pelajaran: Bahasa Inggris
Kelas: 4 (Empat)
Semester: Ganjil
Tema: Wild Animal
Aspek/Skill: Writing
Alokasi Waktu: 2 x 30 Menit
Tahun Pelajaran: 2010/2011

II. STANDAR KOMPETENSI

Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

Menulis
Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu:
3. Siswa mampu menjawab pertanyaan yang berkaitan dengan video.
4. Siswa dapat menemukan kosakata baru dalam cerita.
5. Siswa dapat mengklasifikasikan beberapa kosakata.

V. MATERI PEMBELAJARAN

b. Recalling Vocabulary
   Pengenalan kosakata yang berkaitan dengan teks
   Vocabulary items related to Wild Animal: tiger, wolf, panda, bear, lion, etc.

VI. METODE PEMBELAJARAN/TEHNIK: Three-phase Techniques

VII. LANGKAH-LANGKAH KEGIATAN:
### KEGIATAN

<table>
<thead>
<tr>
<th>IV. Kegiatan awal:</th>
<th>Wak tu (Menit)</th>
<th>Aspek/ skill yang dikembangkan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Greeting (memberi salam dan tegur sapa)</td>
<td>7 Menit</td>
<td>Apersepsi</td>
</tr>
<tr>
<td>• Tanya jawab berbagai hal terkait kondisi siswa</td>
<td></td>
<td>(Menyiapkan kondisi siswa</td>
</tr>
<tr>
<td>• Guru Mengabsen siswa</td>
<td></td>
<td>sebelum masuk</td>
</tr>
<tr>
<td>• Brainstorming tentang topik yang akan dibahas dan tujuan pembelajaran</td>
<td></td>
<td>pada materi inti pembelajaran</td>
</tr>
</tbody>
</table>

| V. Kegiatan Inti:                                      |                | Siswa dapat mengembangkan     |
|--------------------------------------------------------|----------------|pendengarannya, kemampuan      |
| • Guru menyampaikan temapembelajaran.                   | 45 Menit       | mengakhiri video              |
| • Guru menjelaskan kegiatan pembelajaran kepada siswa bahwa mereka diminta untuk mencari kosakata yang berhubungan dengan tema video secara berpasangan kemudian menuliskannya di buku mereka. |                | siswa sebelum masuk pada      |
| • Siswamembacakankosakata yang merekatalahdiskusikandengan partner mereka di depankelas. |                | materi inti pembelajaran      |
| • Guru memutar video dan menginstruksikan siswa untuk mengamati video |                | Song   |
| • *Guru mem-pause video* padapertengahanuntukmenanyakanbeberapaapertanyaankepadasiswa aseputarprediksimerakatentangkelanjutan video, kemudianmengakhiri video tersebut. |                | Youtube  |
| • Setelah video selesai, guru menunjuk beberapa siswa untuk menyebutkan kata-kata baru yang mereka dapat dan menyebutkan kata yang mereka prediksikan sebelumnya. |                | YouTube  |
| • Guru menginstruksikan siswa untuk mengerjakan *worksheet* yang berhubungandengan video. |                | Youtube  |
VI. Kegiatan Akhir:
- Guru meminta siswa untuk mengumpulkan *worksheet*.
- Guru menyimpulkan pembelajaran dengan menanyak kepada siswa kesimpulan umum.
- Guru menutup pembelajaran dan mengucapkan salam.

VIII. SUMBER BELAJAR
- Magic English video
- Kurikulum KTSP Bahasa Inggris kelas 4
- Silabus SD Kelas 4

IX. MEDIA BELAJAR
- *LCD, In focus, Magic English Video* dan *DVD player*
X. PENILAIAN

b. Penilaian diambil dari observation checklist mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Observer

RegiAdwan, S.Pd.

Researcher

Researcher

AnggiJuwita

Mengetahui,
KepalaSekolah
SD AL-FATH CIRENDEU

RegiAdwan, S.Pd.

Mengetahui,
KepalaSekolah
SD AL-FATH CIRENDEU

LisnaSawitri, S.Si
LESSON PLAN
CYCLE 2/2
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
==================================================================
I. IDENTITAS
Sekolah : SD AL-FATH CIRENDEU
Mata Pelajaran : Bahasa Inggris
Kelas : 4 (Empat)
Semester : Ganjil
Tema : Wild Animal
Aspek/Skill : Writing
Alokasi Waktu : 2 x 30 Menit
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR
Menulis
Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount.

IV. INDIKATOR
Setelah kegiatan pembelajaran, siswa diharapkan mampu:
1. Siswa mampu menjawab pertanyaan yang berkaitan dengan video.
2. Siswa dapat menemukakosakata barudalam cerita.

V. MATERI PEMBELAJARAN
b. Recalling Vocabulary
Pengenalan kosakata yang berkaitan dengan teks
Vocabulary items related to Wild Animal : tiger, wolf, panda, bear, lion, etc.

VI. METODE PEMBELAJARAN/ TEHNIK: Three-phase Techniques
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<td>Siswa dapat mengembangkan kemampuan pendengarannya, memperkaya kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis, dan menyimpulkan cerita pada video.</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Guru menginstruksikan siswa untuk mengerjakan worksheet yang berhubungan dengan video.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Kegiatan Akhir:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru meminta siswa untuk mengumpulkan worksheet.</td>
<td></td>
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</tbody>
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VIII. SUMBER BELAJAR
- Magic English video
- Kurikulum KTSP Bahasa Inggris kelas 4
- Silabus SD Kelas 4

IX. MEDIA BELAJAR
- LCD, In focus, Magic English Video dan DVD player

X. PENILAIAN
b. Penilaian diambil dari observation checklist mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer
RegiAdwan, S.Pd.,

Researcher
AnggiJuwita

Mengetahui,
Kepala Sekolah
SD AL-FATH CIRENDEU

LisnaSawitri, S.Si
I. IDENTITAS
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Mata Pelajaran : Bahasa Inggris
Kelas : 4 (Empat)
Semester : Ganjil
Tema : Wild Animal
Aspek/Skill : Writing
Alokasi Waktu : 2 x 30 Menit
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II. STANDAR KOMPETENSI
Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR
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Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk dekriptif dan recount.

IV. INDIKATOR
Setelah kegiatan pembelajaran, siswa diharapkan mampu:
1. Siswa mampu menjawab pertanyaan yang berkaitan dengan video.
2. Siswa dapat menemukan kosakata dalam cerita.
3. Siswa mampu mengklasifikasikan beberapa kosakata.

V. MATERI PEMBELAJARAN
a. Recalling Vocabulary
Pengenalan kosakata yang berkaitan dengan teks
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VI. METODE PEMBELAJARAN/ TEHNIK: Three-phase Technique
VII. LANGKAH-LANGKAH KEGIATAN:

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<tr>
<td>- Guru menyampaikan temat pembelajaran.</td>
<td></td>
<td></td>
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<td>- Guru memutar video dan menginstruksikan siswa untuk mengamati video dan kosakata baru.</td>
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<td></td>
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</tr>
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<tr>
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<td>- Guru menutup pembelajaran dan mengucapkan salam.</td>
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</table>
VIII. SUMBER BELAJAR
- Magic English video
- Kurikulum KTSP Bahasa Inggris kelas 4
- Silabus SD Kelas 4

IX. MEDIA BELAJAR
- LCD, In focus, Magic English Video dan DVD player

X. PENILAIAN
b. Penilaian diambil dari observation checklist mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer
Regi Adwan, S.Pd.

Researcher
Anggi Juwita

Mengetahui,
Kepala Sekolah
SD AL-FATH CIRENDEU

Lisna Sawitri, S.Si
LEMBAR OBSERVA SI PROSES BELAJAR MENGAJAR PTK

Berilah tanda (✓) pada nilai sesuai dengan pengamatan Anda

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect Penilaian</th>
<th>Nilai</th>
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<tbody>
<tr>
<td></td>
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<td>SB</td>
</tr>
<tr>
<td>1.</td>
<td>Mengkondisikansitusiapembelajarandanesiapansiswauntukmengikuti proses pembelajaran</td>
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<tr>
<td>2.</td>
<td>Apersepsi</td>
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<tr>
<td>3.</td>
<td>Membangkitkanminatataurasa ingintahasiswa (motivasi)</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Menyampaikan/tujuan/indikator yang ingindicapai</td>
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<tr>
<td>5.</td>
<td>Menggunakan media/alat pembelajaran yang sesuaidenganindikatorbahan ajar</td>
<td>✓</td>
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<tr>
<td>6.</td>
<td>Memberi penjelasan mengenai metode pembelajaran Magic English video</td>
<td>✓</td>
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<tr>
<td>7.</td>
<td>Pemusatan perhatiansiswa terhadap proses pembelajaran</td>
<td>✓</td>
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<tr>
<td>8.</td>
<td>Teknik menjelaskan/menyampaikan materi</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Pengelolaan kegiatan Magic English video</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Pemberian kesempatan kepadaiswa untuk menggunakan teknik Magic English video</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Pemberian kesempatan kepadaiswa untuk mengungkapkan pendapat</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Antusias terhadap jawaban ataupendapatiswa</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Mengamatikkesulitan/kemajuan belajarsiswa</td>
<td>✓</td>
</tr>
</tbody>
</table>

Guru Mata Pelajaran, 
Regi Adwan, S.Pd.

Guru Praktikan, 
Anggi Juwita
LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

Tempat : SD AL-FATH Cirendeu
Tahun Akademik : 2010/2011
Kelas/semester : 1/I
Pertemuan Ke : 5
Tanggal : 24 September 2010

Berilah tanda check list (√) padanilaisesuaidenganpengamatan Anda
SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect Penilaian</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengkondisikan situasipembelajarandantesiapaan siswauntuk mengikuti proses pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Apersepsi</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Membangkitkan minat atau rasa ingin tahu siswa (motivasi)</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Menyampaikan tujuan/indikator yang ingin dicapai</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Menggunakan media/alat pembelajaran yang sesuai dengan indikator bahan ajar</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Memberi penjelasan mengenai metode pembelajaran Magic English video</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Pemusatan perhatian siswa terhadap proses pembelajaran</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Teknik menjelaskan/menyampaikan materi</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Pengelolaan kegiatan Magic English video</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>Pemberian kesempatan kepadasiswa untuk menggunakan teknik Magic English video</td>
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</tr>
<tr>
<td>11.</td>
<td>Pemberian kesempatan kepadasiswa untuk mengungkapkan pendapat</td>
<td>√</td>
</tr>
<tr>
<td>12.</td>
<td>Antusias terhadap jawaban analisis pendapatannya</td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Mengamatikesulitan/kemajuan belajar siswa</td>
<td>√</td>
</tr>
</tbody>
</table>

Guru Mata Pelajaran,        Guru Praktikan,

Regi Adwan, S.Pd.        Anggi Juwita
LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

Tempat : SD AL-FATH Cirendeu  
Tahun Akademik : 2010/2011  
Kelas/semester : 1/I  
Pertemuan Ke : 6  
Tanggal : 25 September 2010

Berilah tanda check list (✓) pada nilai sesuai dengan pengamatan Anda  
SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect Penilaian</th>
<th>Nilai</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapsiswa untuk mengikuti proses pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Apersepsi</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Membangkitkan minat atau rasa ingin tahu siswa (motivasi)</td>
<td>✓</td>
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<td>Menyampaikan tujuan/indikator yang ingin dicapai</td>
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<td>5.</td>
<td>Menggunakan media/alat pembelajaran yang sesuaindikator bahan ajar</td>
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</tr>
<tr>
<td>6.</td>
<td>Memberi penjelasan mengenai metode pembelajaran Magic English video</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Pemusatan perhatian siswa terhadap proses pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Teknik menjelaskan/menyampaikan materi</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Pengelolaan kegiatan Magic English video</td>
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<td>10.</td>
<td>Pemberian kesempatan kepadasiswa untuk menggunakaan teknik Magic English video</td>
<td>✓</td>
</tr>
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<td>Pemberian kesempatan kepadasiswa untuk menggunakaan teknik Magic English video</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Antusiaster hadap jawabanataupendapatsiswa</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Mengamatikesulitan/kemajuanbelajarsiswa</td>
<td>✓</td>
</tr>
</tbody>
</table>

Guru Mata Pelajaran,        Guru Praktikan,  
Regi Adwan, S.Pd.        Anggi Juwita
FIELD NOTES

Cycle/Meeting : II / 1
Day/Date   : September 23rd, 2010
Time       : 07.30 – 08.40
Topic      : Wild Animal

a. Good points
   ➢ From the students’ side
     • More students pay attention.
     • Some students very active in asking question about the video.
   ➢ From the teacher’s side
     • The teacher motivated the low students to answer the question
     • The teacher gave chance to students to find the meaning of unfamiliar vocabularies from the video

b. Things to consider
   ➢ From the students’ side
     ▪ The class still was noisy.
     ▪ Some students still low in understanding the vocabularies
   ➢ From the teacher’s side
     ▪ The teacher should have effort to make the student keep silent.
     ▪ The teacher should make her voice louder.
     ▪ The teacher should be more empathic to the students.

Observer

RegiAdwan, S.Pd
FIELD NOTES

Cycle/Meeting : II / 2  
Day/Date : September 24th, 2010  
Time : 07.30 – 08.40  
Topic : Wild Animal

a. Good points
   ➢ From the students’ side
     ▪ Students wrote and do their unfamiliar vocabularies list in their group cooperatively and enthusiastically.
     ▪ Students had chance to ask questions as many as possible freely in English and Indonesian.
   ➢ From the teacher’s side
     • The teacher gave sufficient explanation and guidance to the students in the stages of vocabulary.
     • The teacher allowed students to help their low friends in answering the question

b. Things to consider
   ➢ From the students’ side
     • Some students still looked confused when the teacher asked some questions.
   ➢ From the teacher’s side
     • The teacher should check the students by asking them: “Do you understand the material?”

Observer

RegiAdwan, S.Pd
FIELD NOTES

Cycle/Meeting : II / 3
Day/Date : September 25th, 2010
Time : 11.00 – 12.20
Topic : Wild Animal

a. Good points
   ➢ From the students’ side
     ▪ All of the students did the task well.
     ▪ All of the students try hard to master the story and also the vocabularies in it.
   ➢ From the teacher’s side
     • Teacher gave feedback about what the students have done
     • Teacher spoke more loudly and clearly.
     • The teacher checked the students to make sure the entire student understand about the instruction.
     • The teacher brought some teaching aids related to the material

b. Things to consider
   ➢ From the students’ side
     • Some students especially boys still low in classroom activity.

Observer

RegiAdwan, S.Pd
Hasil Wawancara Guru Setelah PTK

===================================================================== 
Nama Guru  : Regi Adwan, S. Pd.  
Jabatan  : Guru Bahasa Inggris
===================================================================== 

1. Menurut bapak, apakah penggunaan video Magic English cocok diterapkan dalam pembelajaran bahasa Inggris?  
   Jawaban:  
   Ya, Tentu. Karena video Magic English sangat tematik sekali dan juga banyak kaitannya dengan kehidupan sehari-hari, sehingga media ini cocok dengan tujuan pembelajaran bahasa Inggris yaitu agar siswa mampu mengaplikasikan bahasa Inggris dalam kehidupan sehari-hari.

2. Pada penguasaan skill bahasa Inggris apa video Magic English ini paling cocok diterapkan?  
   Jawaban:  
   Pastinya Vocabulary paling cocok. Namun aspek Listening dan Speaking juga mendukung.

3. Adakah kemungkinan bapak menggunakan video Magic English dalam pembelajaran di kelas?  
   Jawab:  
   Saya akan mencoba menerapkan, karena video ini sangat menyenangkan dan membantu saya.

4. Berdasarkan pengamatan bapak, apa saja kemajuan yang ada pada siswa?  
   Jawaban:  
   Siswa menjadi lebih senang dan antusias.
5. Apakah terdapat keluhan siswa terhadap penggunaan video *Magic English* dalam pembelajaran di kelas?

Jawaban:

*Pada awalnya mereka merasa tidak biasa sehingga mereka merasa bingung, mereka kurang paham harus melakukan apa selama menonton video. Tapi kemudian mereka lebih bersemangat.*

6. Apakah siswa terlihat menyukai video *Magic English* dalam pembelajaran?

Jawaban:

*Menurut saya mereka menyukai, karena video ini membuat siswa lebih aktif dan lebih mudah menguasai kosa kata baru dan juga lebih menyenangkan.*

7. Menurut bapak, apakah kekurangan dan kelebihan yang ada pada penggunaan media ini?

Jawaban:

*Kelebihannya adalah menjadikan siswa lebih aktif dan kreatif juga lebih mudah menguasai vocabulary baru karena mereka mendengar secara langsung pelafalan dan intonasi yang benar. Kekurangannya mungkin memakan waktu lama untuk mempersiapkan pembelajaran.*

Guru Bahasa Inggris

Regi Adwan, S. Pd.
APPENDIX 13

Hasil Wawancara Murid Setelah PTK

Nama Guru : N.T
Jenis Kelamin : P

Hasil Wawancara Siswa Setelah PTK

1. Jelaskan pendapatmu tentang penggunaan media video Magic English dalam belajar?
   Jawaban:
   *Suka sekali, seru dan lucu tokohnya*

2. Dengan menggunakan media ini, apakah pelajaran bahasa Inggris menjadi lebih menyenangkan?
   Jawaban:
   *Ya, pastinya.*

3. Apakah guru lain pernah menggunakan media seperti ini sebelumnya?
   Jawaban:
   *Belum ada guru yang mengajar seperti ini.*

4. Bagaimana menurutmu, apakah teman-teman kamu juga dapat menerima media video pembelajaran seperti ini?
   Jawaban:
   *Pastinya.*

5. Apakah banyak kosa kata baru yang kamu dapat dari video Magic English ini?
   Jawaban:
   *Iya, banyak banget. Yang lupa jadi inget.*

6. Apakah video Magic English mempermudahmu untuk menguasai kosa kata bahasa Inggris?
   Jawaban:
   *Sangat mempermudah, jadi tau pronunciation*
Hasil Wawancara Siswa Setelah PTK

1. Jelaskan pendapatmu tentang penggunaan media video Magic English dalam belajar?
   Jawaban:
   Saya suka sekali dengan video Magic English tersebut, karena saya suka tokoh-tokoh Disney.

2. Dengan menggunakan media ini, apakah pelajaran bahasa Inggris menjadi lebih menyenangkan?
   Jawaban:
   Ya, pastinya.

3. Apakah guru lain pernah menggunakan media seperti ini sebelumnya?
   Jawaban:
   Belum ada guru yang mengajar seperti ini.

4. Bagaimana menurutmu, apakah teman-teman kamu juga dapat menerima media video pembelajaran seperti ini?
   Jawaban:
   Teman-teman senang dengan Magic English.

5. Apakah banyak kosa kata baru yang kamu dapat dari video Magic English ini?
   Jawaban:
   Iya, pastinya banyak.

6. Apakah video Magic English mempermudahmu untuk menguasai kosa kata bahasa Inggris?
   Jawaban:
   Sangat mempermudah, apalagi kita jadi tahu pelafalan kosa kata bahasa Inggris.
A. Choose the correct answer by crossing A, B, C or D

1. Andi wears a yellow………………….
   A. Cloth   B. Jacket   C. Trousers   D. T-Shirt

2. I see a good…………………in my village
   A. Picture   B. View   C. Photo   D. Photograph

3. John was…………………
   A. Sleepy   B. Hungry   C. Angry   D. Thirsty

4. ……………….is your hobby? My hobby is swimming.
   A. Where   B. Who   C. What   D. How

5. ……………….are the birds? They are on the tree.
   A. Where   B. Who   C. What   D. How

6. ……………….is your idol? My idol is Justin Bieber.
   A. Where   B. Who   C. What   D. How

7. The………………man walks slowly.
   A. Old   B. Young   C. Strong   D. Brave

8. Where is the clock? It is…………….the wall
   A. On   B. Under   C. Behind   D. Beside

9. Those monkeys…………………the tree.
   A. Eat   B. Jump   C. Sleep   D. Climb
10. The students are ………… English in the class now.

A. Running  B. Watching  C. Learning  D. Teaching

B. Fill in the blank with the suitable words.

Mark rides a red ____________________________

He puts the bike near a ____________________________ and plays football

Later, he went to the tree but the bike isn’t there. (3) ____________________________ takes Mark’s bike.

He was tall and thin. He has short, black hair. He has a blue (4) ____________________________ and grey (5) ____________________________

C. Arrange the jumbled words below into correct sentence.

1. your – before – shoes – Put off – the – entering – classroom

2. is – favorite – your – What – color?


4. speak – very – They – English – well

5. old – sell – car – We – our

6. food – My – is – spaghetti – favorite

7. use – we – internet – send – E-mail – to – can – an

8. first – the – Soekarno – president – Indonesia – of – is

9. can – borrow – we – books – in – some – the library

10. the rubbish – the trash can – in – throw
B. Choose the correct answer by crossing A, B, C or D

1. Emmy feels......................
   B. Cool          B. Hot          C. Warm          D. Cold

2. I see a...................... in the zoo
   B. Small         B. Short        C. Big           D. Long

3. John was......................
   B. Sleepy        B. Hungry      C. Angry         D. Thirsty

4. ..................is your name? My name is Anto.
   B. Where         B. Who         C. What          D. How

5. ..................is the toilet? It is beside the library.
   B. Where         B. Who         C. What          D. How

6. ..................teaches English? She is Mrs. Yuli
   B. Where         B. Who         C. What          D. How

7. The..................man can lift that heavy box.
   B. Old           B. Young       C. Strong        D. Brave

8. Where is the Molly? She is..................the class
   B. On            B. Under       C. Behind        D. In front of
9. I love................. a book under the tree.
   B. To eat       B. To read       C. To write       D. To climb
10. The students are............in the school yard now.
    D. Running       B. Watching       C. Teaching       D. Learning

E. Write the sentences based on the picture.

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Arrange the jumbled words below into correct sentence.

11. your – before – shoes – Put off – the – entering – classroom
    ........................................................................................
12. is – favorite – your – What – color?
    ........................................................................................
    ........................................................................................
14. speak – very – They – English – well
    ........................................................................................
15. old – sell – car – We – our
    ........................................................................................
16. food – My – is – spaghetti – favorite

17. use – we – internet – send – E-mail – to – can – an

18. first – the – Soekarno – president – Indonesia – of – is

19. can – borrow – we – books – in – some – the library

20. the rubbish – the trash can – in – throw
C. Choose the correct answer by crossing A, B, C or D

1. Mom baked a delicious apple _______.
   A. tree  B. pie  C. farm  D. jam

2. I bought a new battery at a place that sells automobile _______.
   A. parts  B. licenses  C. accidents  D. pictures

3. My aunt and uncle have 1,200 chickens on their chicken _______.
   A. soup  B. farm  C. nest  D. salad

4. John is a famous football _______.
   A. game  B. student  C. player  D. field

5. We bought a new kitchen _______.
   A. table  B. sink  C. clock  D. house

6. I read the university _______.
   A. buildings  B. students  C. professors  D. books

7. There are serious problems with the city _______.
   A. streets  B. traffic  C. tree  D. building

8. I like summer _______.
   A. weather  B. vacation  C. rivers  D. beach

9. Yes, I know the office _______.
   A. manager  B. building  C. farm  D. field

10. Do you have a new computer _______?
    A. problem  B. desk  C. trouble  D. house
Arrange the jumbled words into correct order!

1. Slowly – Harry – very – walks

2. Than – turtle – is – faster – hare


5. Father – newspaper – every – my – reads – morning

6. Is – favorite – beach – my – place – to visit

7. Be – please – quiet!

8. To – my – please – party – come

9. Late – don’t – be! – please

Describe the picture!

1. Goffy ..................................................

2. Goffy ..................................................

3. Goffy ..................................................

4. Goffy ..................................................

5. Goffy ..................................................
APPENDIX 17

SILABUS PEMBELAJARAN

Sekolah : SD AL-FATH CIRENDEU
Kelas : IV (Empat)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Membaca

3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
<th>Kewirausahaan/ Ekonomi Kreatif</th>
<th>Gagasan Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat yang dipelajari</td>
<td>Pronunciation alfabet, kata, frasa, dan kalimat yang dipelajari</td>
<td>o Rasa ingin tahu, o Mandiri, o Kreatif, o Kerja keras, o Disiplin, o Demokratis, o Tanggung jawab, o Menyadari Prestasi, o Gemar membaca</td>
<td>o Berorientasi tugas dan hasil, o Percaya diri, o Berani mengambil resiko, o Keorisinilan, o Berorientasi ke masa depan</td>
<td>Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation,</td>
<td>Mendengarkan alfabet, kata, frasa, dan kalimat dengan baik dan benar,</td>
<td>Tes unjuk kerja,</td>
<td>Uji petik membaca nyaring,</td>
<td>Read the alphabets aloud, Read all the sentences loudly and carefully,</td>
<td>2 x 35 menit,</td>
<td>Buku teks, Alat peraga</td>
</tr>
</tbody>
</table>
3.2. Memahami kalimat dan pesan tertulis sangat sederhana

- Kalimat-kalimat sangat sederhana
- Pesan tertulis sangat sederhana

- Rasa ingin tahu,
- Mandiri,
- Kreatif,
- Kerja keras
- Disiplin,
- Demokratis
- Tanggung jawab,
- Menghargai Prestasi
- Gernar membara

**Menganalisis**

- Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi informasi yang terdapat dalam pesan tertulis
- Tanya jawab yang terkait dengan materi

**Mengidentifikasi**

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam pesan tertulis
- Tanya jawab yang terkait dengan materi

Tes unjuk kerja

Tes identifikasi gambar berdasarkan informasi yang ada dalam kalimat-kalimat sangat sederhana
dalam teks

Complete the blanks next to the pictures according to the text.

2 x 35 menit

Buku teks

---

Mengetahui,
Kepala Sekolah SD Al-Fath Cirendeau
(Lisna Sawitri, S. S)

Guru Bahasa Inggris
(Regi Adwan, S. Pd.,)
<table>
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<th>Contoh Instrumen</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana</td>
<td>Ujaran bahasa Inggris sangat sederhana</td>
<td>o Rasa ingin tahu, o Mandiri, o Kreatif, o Kerja keras o Disiplin, o Demokratis o Tanggung-jawab, o Menghargai Prestasi o Gmar membaca</td>
<td>o Berorientasi tugas dan hasil o Percaya diri o Berani mengambil risiko o Keorisinilan o Berorientasi ke masa depan</td>
<td>Mengeja ujaran bahasa Inggris sangat sederhana</td>
<td>Mengeja ujaran bahasa Inggris dengan ejaan yang benar</td>
<td>Tes tulis</td>
<td>Menulis ujaran bahasa Inggris dengan ejaan yang benar</td>
<td>Fill in the blanks with the correct expressions.</td>
<td>4 x 35 menit</td>
<td>• Buku teks • Alat peraga</td>
<td></td>
</tr>
<tr>
<td>4.2. Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapan selamat dan pesan tertulis</td>
<td>Tulisan bahasa Inggris sangat sederhana</td>
<td>o Rasa ingin tahu, o Mandiri, o Kreatif, o Kerja keras o Disiplin, o Demokratis o Tanggung-jawab,</td>
<td>o Berorientasi tugas dan hasil o Percaya diri o Berani mengambil risiko o Keorisinilan</td>
<td>Menyalin tulisan bahasa Inggris sangat sederhana</td>
<td>Menyalin tulisan bahasa Inggris sangat sederhana dengan benar</td>
<td>Tes tulis</td>
<td>• Menulis pesan tertulis • Menyusun kata-kata bahasa Inggris</td>
<td>• Write a message to your friend telling about yourself.</td>
<td>4 x 35 menit</td>
<td>• Buku teks • Alat peraga</td>
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<td></td>
<td>Menghargai Prestasi</td>
<td>Gemar membaca</td>
<td>Berorientasi ke masa depan</td>
<td>menjadi kalimat yang benar</td>
<td>e the words into good sentences</td>
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Mengetahui,
Kepala Sekolah SD Al-Fath Cirendeu
(Lisna Sawitri, S. S)

Guru Bahasa Inggris
(Regi Adwan, S. Pd.,)