The Use of Word Cards to Improve the Students’ Vocabulary Mastery
(A case study at the fifth grade students of SDN Cimuning 03 Bekasi).

This Paper (Skripsi)
Has Fulfilled The Requirement for The Degree of Sarjana (S1) at The English Department The Faculty of Tarbiyah and Teachers Training

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The writer
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APPENDIX
A. The Background of the Study

Language is a means of communication in human life. Through the language we can express our emotions, feelings, and ideas. It can be in Indonesian, English, Japanese, Spanish, and other languages.

English is the first foreign language officially taught in Indonesia school system. The teaching of English is important because it is one of the international languages which most people all over the world communicate each other with. English is useful for establishing and maintaining the relationship with other people.

Realizing the important role of English as one of the international languages, our government has decided school that English is one of the subjects is learnt at school from elementary school (SD) up to the university level though with different status. So far, in elementary school English as a foreign language is taught as a local content subject, means that the subject is taught only if it is relevant to local needs and regional condition. It is expected that the students are able to communicate in simple English. As mentioned in the Decrees of the National Education Ministry no. 22 and 23/2006, about the content standard and graduate competence standard for elementary and secondary schools, the objective of teaching English at elementary school is that the students have the following competences;
1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks Sekolah.

2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.¹

In junior and senior secondary schools, English is taught as a compulsory subject. As stated in the 2004 curriculum that the objective of teaching English in junior and senior secondary schools is the students have the ability in listening, speaking, reading, and writing skills. At the university level, English is taught as a complementary subject. The objective of the instruction is to provide students with good command of English so that they are able to participate in various academic activities, most of which are conducted in English.

Problem in learning and teaching English still exists at school, because English is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For example students tend to forget the meaning of the words, which have been taught or practiced before. Usually vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job.

Vocabulary is one of the important aspects in the language teaching, besides grammar and pronunciation, as Allent and Vallete said in their book “Vocabulary is an important factor in all language teaching. Student must continually be learning words as they learn structures and as they practice the sound system”.  

Vocabulary also has important role for the four language skills. All skills demand much on the vocabulary mastery. Kufaishi points out “students’ listening comprehension, writing, Speaking and reading abilities are hampered by their limited vocabulary”. Imagine what people can get reading or listening classes if the materials given are full of unknown words. They will find difficulties to understand to the next they read and the material they listen. Student will not succeed in speaking classes also because of lack of vocabulary. H.G. Tarigan pointed out, “Kualitas keterampilan berbahasa seseorang jelas bergantung pada kualitas kosakata yang dimilikinya, maka semakin besar kosa kata yang kita miliki makin besar pula kemungkinan kita terampil berbahasa”.

Based on two statements above, so that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching techniques. A good teaching technique makes students understand and master the lesson.

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Many ways to train (to teach) students’ vocabulary mastery (what kinds of teaching procedures should be used, and in what order) will have to take into account both the wide range of knowledge and skills that need to be taught. In this case Adrian Doff in his book *Teach English* suggested 7 techniques.⁵ 1). Say the word clearly and write it on the board, 2). Get the class to repeat the word in chorus. 3). Translate the word into the students’ own language. 4). Ask the students to translate the word, 5). Draw a picture to show what the word means, 6). Give an English example to show the word is used, 7). Ask the question by using a new word.

In Indonesia, it is not easy to teach English as well as to teach Indonesian language. There are many differences between English language system and Indonesian language system. This fact often becomes problem for the teacher to teach English.

Like teaching other sciences which need suitable techniques and methods, teaching language also needs suitable techniques and methods. There are many techniques and methods of language teaching that can be selected for teaching vocabulary. Some methods which can be selected for teaching vocabulary are using, stick figure, games, puzzle, card game, wall cards, pictures, etc.

⁵ Adrian Doff, *Teach English*, Fourth Printing (Cambridge Teacher Training and Development: 1990) p. 11
B. The Limitation of Problem

The writer limits his subject in teaching vocabulary through word cards in the fifth Grade Students of SDN Cimuning 03, Bekasi.

C. The Formulation of Problem

The statement of the problem in this skripsi is: “Are there any significance differences in the achievement of the student’s vocabulary taught by using word cards and pictures?”.

D. The Purpose of the Study

In this result of study is expected to know the significance of word card and pictures in teaching vocabulary. The result of the study hopefully can also assist students in learning vocabulary in an interesting way.

E. The Organization of the Study

This paper consists of four chapters, these are:

Chapter I is introduction, presenting the background of the study, the limitation problem, the formulation of problem, the purpose of the study, and the organization of the study.

Chapter II is theoretical framework; the first is Vocabulary, the understanding of vocabulary, type of vocabulary. The second is word cards, the step of word card technique, some activities in using word cards in class. The third; pictures and type of
pictures. The forth is teaching vocabulary by using word card and by using pictures. The fifth is instructional media, it explains what is instructional media?, the function of instructional media, and the last one is Hypothesis.

Chapter III is The Implementation of the Research, consists of the methodology of research and the finding of the research, which consist of, the objective of the research, the place and time of the research, the population and sample, the method of study, the instrument of data collecting, the technique of data collecting, the technique of data analysis and the procedure of research. The finding of the research, presenting the description of the data, the testing of hypothesis and the interpretation of data.

Chapter IV is Conclusion and Suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. The Understanding of Vocabulary

To master a language is not easy, because some aspects of language are not easy to learn. It is impossible to learn a language without mastering vocabulary though within a limited area.

A word is a smallest segment of speech that can be used alone. Word is defined as a sound or group of sound that expresses a meaning and forms an independent unit of language.\(^6\) So, word is smallest unit that possesses individual meaning and can be used by itself.

Hari Murti Krida Laksana points out, “Vocabulary is a component of a language that maintains all of information about meaning and using word in language”.\(^7\)

According to Webster’s New World College Dictionary, fourth edition, vocabulary is:
1) A list of words and, often, phrases, abbreviations, inflectional forms, etc.
2) All the words of a language
3) All the words used by a particular person, socio economic group, profession, etc.
4) All the words recognized and understand, although not necessarily used by particular person.\(^8\)

From those definitions, we can say that vocabulary is a smallest segment of speech that can be used alone and maintains all informations used by person.

2. Type of Vocabulary

According to Finocchiaro and Bonomo in their book, “vocabulary is divided in two, namely; Function words and contents words. The function words are closed class; which be added on the prepositions or auxiliaries or modals or any other structure words of the language. The content words; on the other hand, can be added to any time at any scientific advances make new words and communication about new invention necessary, for example; a word of quantity or measure is usually preceded by “a” and followed by “of” in English. (a piece of bread, a head of lettuce, a pound of bananas).  

Function words mean this vocabulary can be added with preposition or auxiliaries or modals or structure. Content words in the other hand can be added to any time as a scientific advances make a new word e. g words that mean a quality or size will add “a” and follow with “of” a piece of bread, a cup of tea, a spoon of sugar.

John Hay Craft in his book points out that vocabulary is classified into active and passive vocabulary. Active vocabulary-words that the students understand can pronounce correctly and uses constructively in speaking and writing. Passive vocabulary-words that the students recognize and understand when they occur in a context, but which cannot produce correctly himself.

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a. Active Vocabulary

Active Vocabulary refers to put items that the learner can use appropriately in speaking or writing. Although in fact it is more difficult to put into practice. It means that to use the active vocabulary, the student must know how to pronounce it well, they must know and able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words. Those types are often used in speaking and writing skills.

b. Passive Vocabulary

Passive vocabulary refers to language item that can be recognize and understood in context of reading or listening.

From the explaining above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different way in showing and telling his opinions and ideas.

B. Word Card

Word card is a part of vocabulary learning technique. Many techniques are used to train student vocabulary. In Scott Thurnbury’s book mentioned; like using mnemonic, word card, guessing from context, coping strategies for production, using dictionary, spelling rules, and keeping records.
1. The step of word card technique

- learners write a word to be learned on one side of a small card (about the size of a business card) and its mother tongue translation on the other.

- Depending on the difficulty of the words, a full set at any one time should consist of between 20 – 50 cards.
- Words do not have to belong to lexical sets.
- Learners test themselves on the words by first recalling the meaning of the new word.
- They can reverse the process, using the translation to trigger the form of the new word.
- Words that cause difficulty should be moved to the top of the pile.
- The sequence of learning and review should become increasingly spaced.
- As words are learned they should be discarded, and new word cards made and added to the set.

2. Some Activities in Using Word Cards in Class

- Peer teaching and testing: At the beginning of the lesson, pair students off, and ask them to compare their current word card sets. Encourage them to
teach each other the words in their sets that they do not share, and to test each other.

- Association games: for example, each learner lays down one card at the same time, with the L2 word face up. The first to make a coherent sentence incorporating both words gets a point.

- Guess my word: When learners are already familiar with each other’s word cards, each takes a word at random, and the other has to guess which word it is by asking yes/no question, such as *Is it a noun/verb/adjective ...? Does it begin with ....? Has it got one/two/three syllable ...?* Etc.

- De-vowelled words: Each of a pair selects a word from their word cards and writes it down without its vowels – their partner has to work out what the word is.

- Ghost writing: Each of a pair takes turns to write the word in their air, or on the their partner’s back. Their partner has to work out what the word is.

- Categories: In pairs or small groups, learners organize their words into categories, e.g. according to whether the words have hot or cold, or masculine or feminine, or good or bad, or sweet or sour, association.

From some activities of word cards above to train students’ vocabulary, we can use vocabulary cards or word cards as instructional media in teaching-learning vocabulary items in the class, also can train students’ vocabulary mastery with fun.
C. Pictures

1. The Meaning of Picture

Picture is a kind of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitude toward English and to teach language skills. Some experts gave the explanation of pictures, as follow:

In Webster New World dictionary of American English, it can be seen that: “picture is an image or likeliness of an object, person, or scene procedure on a flat surface, especially by painting, drawing or photography”.

Vernon S. Gerlacha stated:

“Pictures are a two dimension visual representation of person, place, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs, and maps are widely used...” A picture may not only be worth a thousand words it may also be worth a thousand years or a thousand miles. Through pictures, learner can see people, places, and things from areas for out side their own picture can also represent images from ancient times or portray the future.”

Andrew Wright pointed out that pictures are the most suitable for the revision of known language and for recombination or manipulation word, the picture or acting as a cue for substitution the size and shape of the pictures are excellent for speedy and stimulating words.

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2. The Type of Picture

According to Betty Morgan Bowen, there are some types of pictures as their shapes:

a. Wall Charts

b. Wall pictures

Wall pictures is simply a large illustration of scene or event a set scenes or events. It is usually to be used with the whole class.

c. Sequence Picture

Sequence picture is a series of pictures of a single subject. Its function is to tell a story or a sequence of events.

d. Flash Cards

- Word flashcard, card with printed words on it can help up rapidly; the cards can be used to demonstrate exactly what the teacher wishes.
- Picture flashcard, useful for the representation of a single concept, such as an object or an action.

e. Work Cards

Include visual as well as text magazine pictures, drawing, maps and diagrams can be important part or work card at all levels, used for variety of purposes.

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D. Teaching Vocabulary by Using Word Cards

Teaching vocabulary by using word cards is one of the alternative ways to teach vocabulary in elementary school. Teachers can use various ways activities using word cards like peer teaching and testing, association games, guess my word, de-vowelled words, ghost writing, and categories.

In this case, the teacher uses guessing my word activity; first, each student has 10 until 15 word that they made before, second, pair students off, and ask them to compare their current words sets. Then when learners are already familiar with each other’s word cards, each takes a word at random, and other has to guess which word it is by asking yes/no questions, such as *Is it a noun/verb/adjective…? Does it begin with …?*

E. Teaching Vocabulary by Using Picture

Picture for vocabulary teaching come from many sources. In addition to those drawn by the students or by the teacher, there are attractive sets, which are intended for schools. Pictures which have been cut out of magazines and newspapers are also useful; many inexpensive books for children have attractive picture, which show meaning of basic words.

Often a picture will show a situation or a scene in which there are several different thing and person. It is good for students to see the total scene or picture
to see how its parts are related to the whole. It is also helpful (especially for beginner in English).

For example, we have some pictures like a church, a bus, a taxi, traffic light, a policeman, and mailbox. Suppose each of all pictures is large enough to be seen by all in the class. The students have seen and heard the English word for each one, and copied the word into their notebooks.

Here is one way in teaching vocabulary by using picture:

1. The teacher arranges the pictures along ledge of the black board, saying something like this. “We’ll put the we’ll put the taxi here. That is the first picture. Then the bus… then the traffic light…then the policeman…”

2. The teacher ask a member of the class to come to the blackboard.

   Teacher: a member class is going to move one of the picture of us. We are going to tell him which picture to move. “Please move the policeman”. Put the policeman first. (a member class moves the picture of the policeman, placing it first in the row in the ledge of the blackboard.

3. The teacher indicates that various members or the class should request a member in front of class to make other changes in the order of the picture using English. For example:

   A student: Move the taxi. Put the taxi first (a member in front of class does so)

   A student: Move the traffic light, etc.
After each rearrangement of the pictures, the teacher (and then various students) says: “Now the ___ is first; the ____ is second; the ____ is third.”

F. Instructional Media

1. The Understanding of Instructional Media

Media is called as instructional media when it conveys messages which are related to the instructional objectives, for example to facilitate communication\textsuperscript{14}.

To Heinich, Molenda, and Russel state that media is a means of communication. It can refer to anything that carries information between source and a receiver.\textsuperscript{15} In terms of media used in instruction.

From the statements above, we can say that instructional media are means which are used to support teaching learning process. Media play an important role in improving student’s ability. The use of media creatively will make the students improve their performance in study the teaching learning process.

2. The Function of Instructional Media

Teaching aids (instructional media) are useful in the teaching learning process. Finnochiaro points out that the class could be more active if the media can


\textsuperscript{15} Heinich, R., Molenda, M., and Russel, J., \textit{Instructional Media: and The New Technologies of Instruction}, (Ottawa, John Willey and Sons, inc., 1985)
attract student’s attention. ... Therefore, the student will give a response to an attractive thing.

Moreover, Latuheru states that visual media can also prevent misunderstanding since they can see and touch, it will be easier for them to understand and remember the lesson.17

There is an old proverb saying that “I hear I’ll forget, I see I’ll remember, I get involved I’ll learn”. It means that if the teachers always give the material or the information orally, it is rather difficult for the students to remember and understand the information. Although, in the learning process materials are given by using interesting visual media, such as pictures, miniatures, maps, cards, charts, and real objects, it will be easier if the students are given chances to do or touch the things.

The student can get their learning result better when the media can be integrated in learning process, and improve student’s interest, understanding and memory.

G. Hypothesis

1. The alternative hypothesis (Ha) states there is significant difference between student’s achievement in learning vocabulary which was taught through word cards and pictures.

2. The Null hypothesis (Ho) states there is no significant difference between student’s achievement in learning vocabulary which was taught through word cards and pictures.
CHAPTER III
THE IMPLEMENTATION OF THE RESEARCH

The Methodology of Research

The Objective of the Research

As mentioned in the chapter one that the objective of the study is to find out whether there is a significant difference in the achievement of the student’s vocabulary taught by using words cards and pictures.

The Place and Time of the Research

The research was held at SDN Cimuning 03 Bekasi, which is located on Jln. Gg. Bawang, Cimuning, Bantar Gebang – Bekasi. It was held from March 13, 2007 until August 03, 2007.

The Population and Sample

The population of the study is of 80 students from the first year of SDN Cimuning 03 Bantar Gebang – Bekasi from two classes. Each class is consisting of 40 students. The writer teaches these two classes using pictures (for control class) and word cards (for experiment class). The sample was taken by random sampling system. The writer only took 40 students, where 20 students are from
experiment (word cards class) class and other 20 students are from control (pictures) class.

4. The Method of Study

This research is done by using comparative method. The writer does the field research by teaching two different classes using two different techniques and then giving them the test. In addition, the library study is also carried out by reading a numbers of materials from books and other sources like magazine, journal, and internet as references to support this skripsi.

5. The Instrument of Data Collecting

To complete the research, the writer attached instrument of the research included teaching-learning process. The writer also gave pre-test and post-test that consists of twenty questions.

6. The Technique of Data Collecting

The writer used the test to collect the data. The pre-test and post-test were given to both classes. The pre-test was done before teaching learning process and the post-test was done after teaching learning process. The pre-test was done in order to know the student’s mastery of vocabulary. While, post-test was done in order to know the significance of using word cards and pictures in teaching vocabulary.
7. The Technique of Data Analysis

After getting the data either from pre-test or post-test, the writer analyzed it by using simple statistic calculation of the t-test formula to know the result of both the experiment class and control class and also their differences.

The writer uses t-test to find out the differences between the result/score of the student’s achievement (that is taken from pre-test and post-test) in studying vocabulary using word cards and the result of the student’s achievement in studying vocabulary using picture.

T-test is one of statistical test for examining the truth or false of null hypothesis that stated there is no significant difference between two means of samples taken from the same population.

The writer uses Fisher formula to find t-observation. For the first, the writer has to seek gained scores from experiment and control class. The scores of experiment class are variable I that symbolized by X, and the scores of control class are variable II that are symbolized by Y. After that the writer finds out the differences of mean variables by using formula as follows:

\[
\begin{align*}
M_X &= \frac{\sum X}{N} \\
M_Y &= \frac{\sum Y}{N}
\end{align*}
\]

After getting mean variables, the writer has to seek score deviation of variable X and Y using formula as follows:
\[ x = X - MX \quad \text{and} \quad y = Y - MY \]

Sum of \( x \) or \( \sum x \) must equal to null, and also \( y \) or \( \sum y \). Form the square of \( x \) and \( y \), and then adds its score, the writer finds out \( \sum x^2 \) and \( \sum y^2 \).

And the last is determining \( t \)-test by using formula as follows:

\[
 t_o = \frac{M_x - M_y}{\sqrt{\frac{(\sum x^2 + \sum y^2)}{(NX + NY - 2)} \cdot \frac{(NX + NY)}{(NX, NY)}}}
\]

8. The Procedure of Research

Before doing research, the writer observed the location and population were carried out. The research was done in two classes, namely experiment class and control class. Before treating the students using word cards and pictures techniques, the writer gave pre-test to all of the students in experiment and control classes with the same instrument to know the student’s knowledge about the material that would be taught.

The next step was treatment, where the experiment class would be taught using word cards and pictures technique. The presentation of the lesson was done by the writer.

Post-test was given after finishing the treatment, there is no difference question or format of question that was given to the students.
B. The Finding of Research

1. The Description of the Data

The writer conducted field research. The writer held field research by teaching learning process. The teaching learning process was done at two classes; they are 5.A as control class and 5.B as experiment class. And the writer got the data from pre-test and post-test. The pre-test was given before the lesson began and post-test was given after the lesson finished.

The result of data analysis can be described as the following:

a). The experiment class using words cards

The results of pre-test is gained with range score between 40 to 100 and mean score is 69.4. Meanwhile in post-test, the range score between 55 to 100 and mean score is 86.5.

The result of data analysis, both data calculation and raw scores, can be described as the following:

Table 1. The score of pre-test and post-test of experiment class

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>75</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>80</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>95</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>95</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>90</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>90</td>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>
The writer determines mean in variable I using this formula:

\[ M_X = \frac{\sum X}{N} = \frac{341}{20} = 17.1 \]

\[ \Sigma x_1 = 1389 \quad \Sigma x_2 = 1730 \quad \Sigma X = 341 \]

\[ M_{x_1} = 69.4 \quad M_{x_2} = 86.5 \quad M_X = 17.1 \]

b). The control class using pictures

The results of pre-test is gained with range score between 4 to 100 and mean score is 70.05. Meanwhile in post-test, the range score between 29 to 100 and mean score is 78.4.
The result of data analysis, both data calculation and raw scores, can be described as the following:

Table 2. The score of pre-test and post-test of control class

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>20</td>
<td>55</td>
<td>35</td>
</tr>
<tr>
<td>2.</td>
<td>30</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>21</td>
<td>50</td>
<td>29</td>
</tr>
<tr>
<td>6.</td>
<td>35</td>
<td>30</td>
<td>-5</td>
</tr>
<tr>
<td>7.</td>
<td>90</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>90</td>
<td>95</td>
<td>-5</td>
</tr>
<tr>
<td>9.</td>
<td>85</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>85</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>45</td>
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<tr>
<td>20.</td>
<td>85</td>
<td>90</td>
<td>5</td>
</tr>
</tbody>
</table>

∑\(y_1\) = 1382  
\(M_{y_1} = 69.1\)  
∑\(y_2\) = 1655  
\(M_{y_2} = 82.8\)  
\(\sum Y = 263\)  
\(M Y = 13.2\)
The writer determines mean in variable II using this formula:

\[
MY = \frac{\sum X}{N} = \frac{263}{20} = 13.2
\]

c). The comparison of scores of experiment and control classes

From data collected in pre-test and post-test of experiment and control classes, the mean score of pre-test of experiment class is 69.4 and post-test is 86.5. While the mean score of pre-test of control class is 69.1 and post-test is 82.8.

The result of data analysis, both data calculation and raw scores, can be described as the following:

Table 3. The score of pre-test and post-test of experiment and control classes

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
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<tr>
<td>2.</td>
<td>20</td>
<td>30</td>
<td>2.9</td>
<td>16.8</td>
<td>8.41</td>
<td>282.24</td>
</tr>
<tr>
<td>3.</td>
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<td>-12.1</td>
<td>-3.2</td>
<td>146.41</td>
<td>10.24</td>
</tr>
<tr>
<td>4.</td>
<td>5</td>
<td>20</td>
<td>-12.1</td>
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<td>46.24</td>
</tr>
<tr>
<td>5.</td>
<td>10</td>
<td>29</td>
<td>-7.1</td>
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<td>50.41</td>
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<td>7.</td>
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<td>-3.2</td>
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</tr>
<tr>
<td>8.</td>
<td>5</td>
<td>-5</td>
<td>-12.1</td>
<td>-18.2</td>
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<td>-2.1</td>
<td>-8.2</td>
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<tr>
<td>10.</td>
<td>23</td>
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<td>5.9</td>
<td>-8.2</td>
<td>34.81</td>
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<tr>
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<td>-3.1</td>
<td>16.8</td>
<td>9.61</td>
<td>282.24</td>
</tr>
<tr>
<td>12.</td>
<td>14</td>
<td>15</td>
<td>-3.1</td>
<td>1.8</td>
<td>9.61</td>
<td>3.24</td>
</tr>
</tbody>
</table>
Note: $x = X - MX$ and $y = Y - MY$

2. The testing of hypothesis

From table 3 and the calculation, the writer has got the result of $\sum X = 341$; $\sum x^2 = 1411.89$ and $\sum Y = 263$; $\sum y^2 = 3248.6$, while each $N_x$ and $N_y$ is 20. Then the writer found out the mean score of variable $X$ and $Y$ as follows: $MX = 17.1$ and $MY = 13.2$.

After getting $MX$, $MY$, $\sum x^2$, $\sum y^2$, $N_x$, and $N_Y$ the writer could find out $t_o$.

$$t_o = \frac{M_X - M_Y}{\sqrt{\frac{(\sum x^2 + \sum y^2)}{N_x + N_y}}}$$

$$= \frac{17.1 - 13.2}{\sqrt{\frac{1411.89 + 3248.6}{20 + 20}}}$$

$$= \frac{17.1 - 13.2}{\sqrt{\frac{20 + 20 - 2}{20 \cdot 20}}}$$

<table>
<thead>
<tr>
<th></th>
<th>24</th>
<th>0</th>
<th>6.9</th>
<th>-13.2</th>
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<th>174.24</th>
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</thead>
<tbody>
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<td>-8.2</td>
<td>166.41</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>15</td>
<td>2.9</td>
<td>1.8</td>
<td>8.41</td>
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<tr>
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<td>-13.2</td>
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<td>174.24</td>
</tr>
<tr>
<td>18.</td>
<td>19</td>
<td>35</td>
<td>1.9</td>
<td>21.8</td>
<td>3.61</td>
<td>475.24</td>
</tr>
<tr>
<td>19.</td>
<td>29</td>
<td>5</td>
<td>11.9</td>
<td>-8.2</td>
<td>141.61</td>
<td>67.24</td>
</tr>
</tbody>
</table>

$\sum X = 341$ $\sum Y = 263$ $\sum x = 0$ $\sum y = 0$ $\sum x^2 = 1411.89$ $\sum y^2 = 3248.6$
\[ \frac{3.9}{\sqrt{(4660.49) \div (40)}} \times \frac{1}{\sqrt{(38) \div (400)}} = 3.9 \times \frac{1}{\sqrt{(122.6) \times (0.1)}} \]
\[ = 3.9 \div 3.9 = 1.09 \]

By giving interpretation to \( t_0 \): \( df = (NX + NY) - 2 = (20 + 20) - 2 = 38 \).

According to \( t \) table that \( df = 38 \) (see appendix) at significant level 5% is 2.02 and at significant level 1% is 2.71.

By comparing the value of \( t_0 \) : \( t \), the writer obtains that 1.09 is lower than 2.02 and 2.71. So \( t_0 \) is lower than \( t \), either at significant level 5% or at significant level 1%.

3. The interpretation of data

If \( t_0 \) is lower than \( t \), so the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected, it means that there is no significant difference between using word cards and picture technique in teaching vocabulary.

So, the use of word cards in experiment class and picture in control class at the first year of SDN Cimuning 03 Bekasi, which is located on Jln. Gg. Bawang, Cimuning, Bantar Gebang – Bekasi did not bring a significant difference to student’s achievement in learning vocabulary.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

The collected data have been analyzed by t-test to find out whether there is a significant difference between teaching vocabulary using word cards and pictures, the writer obtained that \( t_{o} \) is lower than \( t_{1} \) in significant level 5% (2.02) and significant level 1% (2.71) where \( t_{o} \) is 1.09

So the writer states that the null hypothesis \( (H_{0}) \) is accepted and the alternative hypothesis \( (H_{a}) \) is rejected. In other words, the use of word cards and pictures in teaching present continuous tense do not have significant difference to student’s achievement in learning vocabulary at the first year of SDN Cimuning 03 Bekasi, which is located on Jln. Gg. Bawang, Cimuning, Bantar Gebang – Bekasi

B. Suggestion

From the result of research above, the writer would like to give some suggestions as the following:

1). Even though vocabulary lesson does not include skills focus (listening, speaking, reading, writing) in teaching English, but the presentation of it, can be considered, as difficult as presenting skill focus. So the writer suggests the English teachers to find an interesting way in teaching vocabulary in order to make students
understand easily, and they can produce correct sentences and also to make them interested in learning English.

2). The writer also suggests the English teacher to improve her/his knowledge of English language method of language teaching and to be more creative in developing the teaching learning activities in classroom.
BIBLIOGRAPHY


A Test Item in Teaching Vocabulary Through Pictures

I. choose the best answer by giving them the cross (X) in a, b, c, or d

1. what do you say “perpustakaan” in English?
   a. office    b. library    c. class    d. toilet
2. what do you say “taman” in English?
   a. garden    b. canteen    c. library    d. room
3. what do you say “guru” in English?
   a. farmer    b. driver    c. gardener    d. teacher
4. what do you say “penghapus” in English?
   a. pen    b. eraser    c. book    d. ink
5. what do you say “jendela” in English?
   a. window    b. door    c. floor    d. roof
6. what do you say “birthday” in Indonesian?
   a. hari kematian    b. hari libur    c. hari ulang tahun    d. hari kamis
7. what do you say “hadiah” in English?
   a. absent    b. present    c. book    d. pen
8. what do you say “topi” in English?
   a. cloth    b. pant    c. t-shirt    d. hat
9. what do you say “table” in Indonesian?
   a. kursi    b. Meja    c. pintu    d. jendela
10. what do you say “key” in Indonesian?
    a. kunci    b. panci    b. kelinci    d. topi
II. Match these pictures!

1. Hat
2. Cake
3. Glasses
4. Doll
5. Clown
6. Greeting Card
7. Balloon
8. Birthday Hat
9. Candle
10. Bear
Nukilan Tabel “t” Untuk Berbagai df

<table>
<thead>
<tr>
<th>df atau db</th>
<th>Harga Kritik “t” Pada Traf Signifikansi:</th>
</tr>
</thead>
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<td></td>
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<tr>
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<td>1,96</td>
</tr>
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</table>
A Test Item in Teaching Vocabulary Through Word Cards

A. Choose a, b, c, or d for the right meaning below!

1. Petani …
   a. doctor         b. farmer         c. nurse         d. patient

2. Pramugari …
   a. stewardess    b. pilot         c. passenger     d. security

3. Penjahit …
   a. postman       b. driver       c. farmer        d. tailor

4. Bekerja …
   a. work          b. sing         c. go            d. teach

5. mengendarai …
   a. teach         b. fly          c. drive         d. read

B. Fill in the blank with the suitable word!

1. Reni sings very well. She is ...
   a. tailor
   b. librarian
   c. singer
   d. pilot
   e. carpenter
   f. taxi driver
   g. postman
   h. stewardess
   i. doctor
   j. teacher

2. Ms. Anita teaches English at school. She is ...

3. Rudi drives a car every day. He is ...

4. Toni works at the post office. He is ...

5. Miss Ivana works at the plane. She is ...

6. Jono works at the library. He is ...

7. Mr. Handoko works at the hospital. He is ...

8. Uncle Rusman makes a furniture. He is ...

9. Mr. Joko flies a plane. He is ...

10. Mrs. Juju make dresses. She is ...

C. Arrange these words into correct sentence!

1. works – my uncle – the hospital – at

2. is – a – he – farmer
3. at – she – bank – at – works
4. they – student – are
5. a – teacher – my father – is
A. Choose a, b, c, or d for the right meaning below!

1. Petani …
   a. doctor  b. farmer  c. nurse  d. patient

2. Pramugari …
   a. stewardess  b. pilot  c. passenger  d. security

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   a. postman  b. driver  c. farmer  d. tailor

4. Bekerja …
   a. work  b. sing  c. go  d. teach

5. mengendarai …
   a. teach  b. fly  c. drive  d. read

B. Fill in the blank with the suitable word!

11. Reni sings very well. She is ...
12. Ms. Anita teaches English at school. She is ...
13. Rudi drives a car every day. He is ...
14. Toni works at the post office. He is ...
15. Miss Ivana works at the plane. She is ...
16. Jono works at the library. He is ...
17. Mr. Handoko works at the hospital. He is ...
18. Uncle Rusman makes a furniture. He is ...
19. Mr. Joko flies a plane. He is ...
20. Mrs. Juju makes dresses. She is ...

C. Arrange these words into correct sentence!

6. works – my uncle – the hospital – at
7. is – a – he – farmer
8. at – she – bank – at – works
9. they – student – are
10. a – teacher – my father – is

A. Choose a, b, c, or d for the right meaning below!

1. Petani …
B. Fill in the blank with the suitable word!
1. Reni sings very well. She is ...
2. Ms. Anita teaches English at school. She is ...
3. Rudi drives a car every day. He is ...
4. Toni works at the post office. He is ...
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10. what do you say “key” in Indonesian?
    - a. kunci  - b. panci  - b. kelinci  - d. topi
II. Match these pictures!

1. Secretary
2. Cake
3. Football Player
4. Doll
5. Clown
6. Birthday Card
7. Cake
8. Balloon
9. Greeting Card
10. Teddy Bear

Clown
Present
Soldier
Balloon
APPENDIX

RENCANA PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : V (Kelas Kontrol)
Tema : Happy Birthday
Waktu : 2 x 35 menit

I. Kompetensi Dasar
   a. Merespon instruksi sederhana secara verbal dalam konteks kelas

II. Indikator
   b. Mengidentifikasi hal-hal yang berhubungan dengan “birthday Party”

III. Langkah-langkah Pembelajaran
   a. Kegiatan awal
      • Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
      • Menginformasikan siswa tentang topik hari ini
      • Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan birthday party dan menunjukan beberapa gambar
   b. Kegiatan inti
      • Guru menjelaskan hal-hal yang berhubungan dengan birthday party yaitu cake, balloon candle, clown, music, present, soft drink, Hat, candy, greeting card. Setelah itu mereka menulisnya.
      • Guru menunjukkan beberapa gambar
      • Guru melafulkan satu persatu gambar kemudian diikuti oleh siswa
      • Guru menanyakan pada masing-masing siswa tentang nama nama yanga berhubungan dengan birthday party yang meraka lihat tadi.
• Guru menunjukkan kembali kepada siswa dengan gambar yang berbeda. Dan melafalkannya kembali.

• Guru memberikan pertanyaan kepada siswa secara keseluruhan tentang part of body yang sudah mereka lihat.

• Guru memberikan kesempatan untuk bertanya kepada siswa.

c. Kegiatan akhir

• Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.

• Mengakhiri belajar dengan salam

IV. Sumber Media

Sumber: Mukarto, Grow with English Book 5, Erlangga, Jakarta 2007

Media: Gambar
APPENDIX

RENCANA PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : V (Kelas Kontrol)
Tema : Part of body
Waktu : 2 x 35 menit

I. Kompetensi Dasar
a. Merespon instruksi sederhana secara verbal dalam konteks kelas

II. Indikator
b. Mengidentifikasi hal-hal yang berhubungan dengan “Part of body”

III. Langkah-langkah Pembelajaran
a. Kegiatan awal
• Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
• Menginformasikan siswa tentang topik hari ini
• Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan Part of body dan menunjukan beberapa gambar
b. Kegiatan inti
• Guru menjelaskan hal-hal yang berhubungan dengan Part of body yaitu eye, mouth, ear, nose, hand, etc.. Setelah itu mereka menulisnya.
• Guru menunjukkan beberapa gambar
• Guru melafalkan satu persatu gambar kemudian diikuti oleh siswa
• Guru melafalkan satu persatu gambar kemudian diikuti oleh siswa
Guru menanyakan pada masing-masing siswa tentang nama nama part of body apa saja yang mereka lihat tadi.

Guru menunjukkan kembali kepada siswa dengan gambar yang berbeda, dan melafalkannya kembali.

Guru memberikan pertanyaan kepada siswa secara keseluruhan tentang part of body yang sudah mereka lihat.

Guru memberikan kesempatan untuk bertanya kepada siswa.

c. Kegiatan akhir

Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.

Mengakhiri belajar dengan salam

IV. Sumber Media

Sumber: Mukarto, Grow with English Book 5, Erlangga, Jakarta 2007

Media: Gambar (terlampir)
APPENDIX

RENCANA PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : V/I (Kelas Kontrol)
Tema : Profession
Waktu : 2 x 35 menit

I. Kompetensi Dasar
   a. Merespon instruksi sederhana secara verbal dalam konteks kelas

II. Indikator
   b. Mengidentifikasi “Profession”

III. Langkah-langkah Pembelajaran
   a. Kegiatan awal
      • Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
      • Menginformasikan siswa tentang topik hari ini
      • Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang Profesional dan menunjukkan beberapa gambar
   b. Kegiatan inti
      • Guru menjelaskan beberapa “Profesion” yaitu: taxi driver, typist, farmer, doctor, nurse, teacher, etc.
      • Guru menunjukkan beberapa gambar
      • Guru melafalkan satu persatu gambar kemudian diikuti oleh siswa
      • Guru menanyakan pada masing-masing siswa tentang nama nama pekerjaan apa saja yang mereka lihat tadi.
      • Guru menunjukkan kembali kepada siswa dengan gambar yang berbeda, dan melafalkannya kembali.
• Guru memberikan pertanyaan kepada siswa secara keseluruhan tentang *Profession* yang sudah mereka lihat.
• Guru memberikan kesempatan untuk bertanya kepada siswa.

c. Kegiatan akhir
• Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.
• Mengakhiri belajar dengan salam.

IV. Sumber Media
Media: Gambar (terlampir).
APPENDIX

RENCANA PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : V/I (Kelas Eksperimen)
Tema : Happy Birthday
Waktu : 2 x 35 menit

I. Kompetensi Dasar
   a. Merespon instruksi sederhana secara verbal dalam konteks kelas

II. Indikator
   b. Mengidentifikasi hal-hal yang berhubungan dengan tema

III. Langkah-langkah Pembelajaran
   a. Kegiatan awal
      • Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
      • Menginformasikan siswa tentang topik hari ini
      • Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan tema.
   b. Kegiatan inti
      • Guru menjelaskan hal-hal yang berhubungan dengan tema yaitu: clown, cake, ribbon, balloon, prize, candle, etc.
      • Guru menginstruksikan untuk menyiapkan word card yang telah mereka buat sebelumnya.
      • Siswa melakukan tanya jawab pada teman sebangkunya, dengan menggunakan yes/no question, siswa yang paling banyak menjawab dengan benar diberikan poin oleh guru.
• Guru bertanya pada siswa tentang kosakata yang telah di buat, dan siswa menjawab dengan seksama.

c. Kegiatan akhir
• Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.
• Menuliskan 10 kosakata untuk pertemuan selanjutnya yang akan ditulis di word cards siswa.
• Mengakhiri belajar dengan salam

IV. Sumber Media
Sumber: Madyani dkk., Basic English for Beginners, Intimedia, Jakarta, 1997
Media: kartu
APPENDIX

RENCANA PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : V/II (Kelas Eksperimen)
Tema : Profession
Waktu : 2 x 35 menit

I. Kompetensi Dasar
   a. Merespon instruksi sederhana secara verbal dalam konteks kelas

II. Indikator
   b. Mengidentifikasi jenis-jenis ”Profession”

III. Langkah-langkah Pembelajaran
   a. Kegiatan awal
      • Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
      • Menginformasikan siswa tentang topik hari ini
      • Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan Profession.
   b. Kegiatan inti
      • Guru menjelaskan hal-hal yang berhubungan dengan Profession
      • Guru menginstruksikan untuk menyiapkan word card yang telah mereka buat sebelumnya.
      • Siswa melakukan tanya jawab pada teman sebangkunya, dengan menggunakan yes/no question, siswa yang paling banyak menjawab dengan benar diberikan poin oleh guru.
      • Guru bertanya pada siswa tentang kosakata yang telah di buat, dan siswa menjawab dengan seksama.
c. Kegiatan akhir

- Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.
- Menuliskan 10 kosakata untuk pertemuan selanjutnya yang akan ditulis di *word cards* siswa.
- Mengakhiri belajar dengan salam

V. Sumber Media

Sumber: Madyani dkk., Basic English for Beginners, Intimedia, Jakarta, 1997
Media: kartu
APPENDIX

RENCANA PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas : V/II (Kelas Eksperimen)
Tema : Part of body
Waktu : 2 x 35 menit

I. Kompetensi Dasar
a. Merespon instruksi sederhana secara verbal dalam konteks kelas

II. Indikator
b. Mengidentifikasi jenis-jenis ”Part of body”

III. Langkah-langkah Pembelajaran
a. Kegiatan awal
   - Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
   - Menginformasikan siswa tentang topik hari ini
   - Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan Part of body.

b. Kegiatan inti
   - Guru menjelaskan hal-hal yang berhubungan dengan Part of body yaitu: eye, nose, mouth, head, etc
   - Guru menginstruksikan untuk menyiapkan word card yang telah mereka buat sebelumnya.
   - Siswa melakukan tanya jawab pada teman sebangkunya, dengan menggunakan yes/no question, siswa yang paling banyak menjawab dengan benar diberikan poin oleh guru.
• Guru bertanya pada siswa tentang kosakata yang telah di buat, dan siswa menjawab dengan seksama.
• Memberika tes tulis

c. Kegiatan akhir
• Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.

IV. Sumber Media
Sumber: Madyani dkk., Basic English for Beginners, Intimedia, Jakarta, 1997
Media: kartu
RENCANA PEMBELAJARAN
(Kelas Kontrol)

Mata Pelajaran : Bahasa Inggris
Kelas : V/I
Tema : Happy Birthday
Waktu : 2 x 35 menit

V. Kompetensi Dasar
a. Merespon instruksi sederhana secara verbal dalam konteks kelas

VI. Indikator
a. Mengidentifikasi hal-hal yang berhubungan dengan “birthday Party”

VII. Langkah-langkah Pembelajaran
a. Kegiatan awal
   - Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
   - Menginformasikan siswa tentang topik hari ini
   - Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan *birthday party* dan menunjukan beberapa gambar

b. Kegiatan inti
   - Guru menjelaskan hal-hal yang berhubungan dengan *birthday party* yaitu *cake, balloon candle, clown, music, present, soft drink, Hat, candy, greeting card*. Setelah itu mereka menulisnya.
   - Guru menunjukkan beberapa gambar
   - Guru melafalkan satu persatu gambar kemudian diikuti oleh siswa

c. Kegiatan akhir
   - Memainkan games: guru membagi siswa menjadi beberapa kelompok. Masing-masing perwakilan kelompok akan
menggambar daftar gambar yang guru berikan sebanyak 15 item kemudian anggota-anggotanya menebak sebanyak mungkin apa yang digambar rekannya di depan kelas dalam waktu 60 detik. Kelompok yang paling banyak menebak gambar dengan benar adalah pemenangnya.

VIII. Sumber Media
Sumber: Mukarto, Grow with English Book 5, Erlangga, Jakarta 2007
Media: Gambar (terlampir)

IX. Penilaian
Test:
- siswa mencocokkan gambar dengan teks.
RENCANA PEMBELAJARAN
(Kelas Kontrol)

Mata Pelajaran : Bahasa Inggris
Kelas : V/I
Tema : Food and Drink
Waktu : 2 x 35 menit

V. Kompetensi Dasar
a. Merespon instruksi sederhana secara verbal dalam konteks kelas

VI. Indikator
b. Mengidentifikasi “Food and Drink”

VII. Langkah-langkah Pembelajaran
a. Kegiatan awal
   • Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
   • Menginformasikan siswa tentang topik hari ini
   • Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang Food and Drink” dan menunjukan beberapa gambar

b. Kegiatan inti
   • Guru menjelaskan beberapa “food and drink” yaitu: cake, noodle, chicken, pizza, tea, juice, coffee, ice cream, water, fried rice.
   • Guru menunjukkan beberapa gambar
   • Guru melafalkan satu persatugambar kemudian diikuti oleh siswa

c. Kegiatan akhir
   • Memainkan games: guru membagi siswa menjadi beberapa kelompok. Masing-masing perwakilan kelompok akan menggambar daftar gambar yang guru berikan sebanyak 15 item
kemudian anggota-anggotanya menebak sebanyak mungkin apa yang digambar rekannya di depan kelas dalam waktu 60 detik. Kelompok yang paling banyak menebak gambar dengan benar adalah pemenangnya.

VIII. Sumber Media
Sumber: Mukarto, Grow with English Book 5, Erlangga, Jakarta 2007
Media: Gambar (terlampir)

IX. Penilaian
Test:
- siswa mencocokkan gambar dengan teks
- menyusun kata
RENCANA PEMBELAJARAN
(Kelas Eksperimen)

Mata Pelajaran : Bahasa Inggris
Kelas : V
Tema : Profession
Waktu : 2 x 35 menit

II. Kompetensi Dasar
   a. Merespon instruksi sederhana secara verbal dalam konteks kelas

III. Indikator
   b. Mengidentifikasi jenis-jenis ”Profession”

IV. Langkah-langkah Pembelajaran
   c. Kegiatan awal
      • Greeting: Guru menyalami siswa dan mengisi daftar hadir siswa
      • Menginformasikan siswa tentang topik hari ini
      • Menstimulasi siswa dengan cara menanyakan beberapa pertanyaan tentang hal-hal yang berhubungan dengan Profession.
   d. Kegiatan inti
      • Guru menjelaskan hal-hal yang berhubungan dengan profession yaitu: taxi driver, policeman, carpenter, nurse, doctor, seller
      • Guru melafalkan satu persatu kata yang ada di card kemudian diikuti oleh siswa
      • Guru menjelaskan subject preonoun, to be
      • Guru menjelaskan cara membuat kalimat sederhana subject pronoun + to be + noun (profession)
      • Siswa membuat kalimat sederhana dengan menyusun Vocabulary Cards yang diberikan guru.
e. Kegiatan akhir


V. Sumber Media

Sumber: Madyani dkk., Basic English for Beginners, Intimedia, Jakarta, 1997

Media: kartu (terlampir)

VI. Penilaian

Test:
- membaut kalimat sederhana (S + is/am/are + Noun)
APPENDIX

RENCANA PEMBELAJARAN I

Mata Pelajaran : Bahasa Inggris
Kelas : V (lima) (Control Class)
Tema : Parts of Body I
Waktu : 2 x 35 menit

VII. Kompetensi Dasar
f. Siswa mampu bertanya dan atau mengungkapkan bagian-bagian tubuh

VIII. Indikator
g. Mengidentifikasi kata yang disebutkan oleh guru atau yang diperdengarkan.

IX. Langkah Pembelajaran
a. Pendahuluan
   • Guru memberi salam dan bertegur sapa
   • Guru mengabsen kehadiran siswa
   • Guru mengarahkan siswa pada topic yang akan dibahas dengan mengajukan beberapa pertanyaan.
   • Guru memberi kertas latihan soal tentang materi yang akan dibahas, dan siswa mengerjakan dengan batas waktu 15 menit. (pre-test)
   • Guru menjelaskan tujuan pembelajaran.
   • Guru menjelaskan kepada siswa kegiatan yang akan mereka lakukan: meghafal, mengerjakan latihan.

b. Penyajian
   • Guru memperkenalkan nama-nama part of body menggunakan kartu yang didalam sudah tertulis bahasa Inggris.
   • Guru mengajarkan bagaimana mengucapkan nama-nama part of body dalam bahasa Inggris dan di ikuti oleh seluruh siswa
• guru memberikan pertanyaan yang berhubungan dangan gambar yang ada dikartu.

• Guru memberikan flashcard kepada siswa tentang nama-nama part of body, masing-masing dua card, dan siswa di haruskan menghafalnya.

• Guru mengambil flashcard yang ada pada siswa setelah 5 menit.

• Guru menanyakan pada masing-masing siswa tentang nama part of body apa saja yang ada di tangan mereka tadi.

• Guru memberikan kembali flashcard kepada siswa dengan gambar yang berbeda. Kemudian menghfalnya kembali.

• Guru memberikan pertanyaan kepada siswa secara keseluruhan tentang part of body yang sudah mereka hafal.

• Guru memberikan kesempatan untuk bertanya kepada siswa.

c. Penutup

• Guru menanyakan pada mereka apa yang mereka sudah dapat dari apa yang mereka telah pelajari.

• Mengakhiri belajar dengan salam.