

**THE EFFECTIVENESS OF USING PICTURES IN TEACHING
VOCABULARY TO THE SIXTH GRADE STUDENTS OF SDN
SINGKALANYAR I PRAMBON NGANJUK VIEWED FROM
THEIR MOTIVATION**

(An Experimental Study)



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MOTTO:

“ The only person who is educated is the one who has learned how to learn and change” (Carl Rogers)

**DEDICATION:**

To:

- ☺ My beloved parents
- ☺ My sweet boy (husband)
- ☺ My daughter Rahilla An-Najwa
- ☺ My brother and sister
- ☺ My friends in the world here and after

ABSTRACT

HESTY PUSPITA SARI, S890707006. THE EFFECTIVENESS OF USING PICTURES IN TEACHING VOCABULARY TO THE SIXTH GRADE STUDENTS OF SDN SINGKALANYAR I PRAMBON NGANJUK VIEWED FROM THEIR MOTIVATION (An Experimental Study in 2008/2009).

The objective of the research is to know the effectiveness of using pictures in teaching vocabulary to the sixth grade students of elementary school. The research was carried out at SDN Singkalanyar 1 Prambon Nganjuk East Java, from April 2008 to February 2009. The subject of the research is the students of class six SDN Singkalanyar I Prambon Nganjuk. There are 55 students in the sixth grade. They are divided into two classes A and B. Grade 6A consists of 22 students, they are thirteen boys and nine girls while grade 6B consists of 23 students, and they are sixteen boys and eight girls. The data were obtained from several techniques including observation, teachers' interview, questionnaire, and test.

The researcher gained quantitative data for her research. They are the students' level of motivation and the score of students' vocabulary test after having eight times treatment for each class. She analyzed the data using ANOVA or Multifactor Analysis of Variance and Tuckey test.

Based on the result of data analysis, it can be concluded that: (1) Using picture is better than translation for teaching vocabulary to elementary students; (2) Using picture is more effective than translation to teach vocabulary for elementary students having high motivation; (3) Using translation is not more effective than using picture to teach vocabulary for students having low motivation; and (4) There is an interaction between teaching technique and motivation.

The research finding of this study imply that using picture is an effective technique used to teach vocabulary to elementary students for those having high motivation and translation is not more effective to be applied to those having low motivation. Therefore, it is recommended that (1) English teachers develop various techniques to teach vocabulary to elementary students; (2) the students use picture in learning vocabulary as one of their meaningful strategies to overcome their problem in improving English vocabulary; and (3) the future researcher develop some dimensions which have not been developed in this research like using different populations' characteristic or students' condition (students' habit or interest).

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My deepest gratitude is addressed to both of my consultants, Dr. Ngadiso, M.Pd and Drs. Abdul Asib, M.Pd. Patiently and cast aside the time to read even check my thesis formation word by word then give the criticims and suggestion of this writing thesis. I am very esteeming to both of them, patiently lead in writing and give the trouble-shooting solution.

Circumstantial thank utterance I submit not only to the Rector of Sebelas Maret University, Director of Graduate School Sebelas Maret University and the Head of English Education Department who have given me permission in conducting the reseach but also to the Headmaster of SDN Mojoagung III Prambon Nganjuk Bapak H. Slamet Riyadi, who has given me place to conduct my try out of thesis instrumets and the Headmaster of SDN Singkalanyar I Prambon Nganjuk Bapak Drs. Ruslan, who has given me permission in my research of my thesis and has provided place and time to equip from the research.

Much thanks to all the students of class six SDN Mojoagung III in the lesson year 2008-2009 who have done all the try out of instrument and post test items honestly. I don't forget to thanks to you all, the students of class six A and B SDN Singkalanyar I in the lesson year 2008-2009 who have welcome warmly to my research treatments in class and also have answered the instrument and posttest to complete the research.

My greatest appreciation goes to my beloved parents (Bapak H. Sutarno and Ibu Sri Dewi Nawangwulan), my brother's family, my sister, my sweet boy (husband) and my beautiful daughter Najwa for their endless love, support and prayers. Without them, it would have been too hard for me to finish my thesis. I will never forget not only to my sweet husband who has enabled to overcome my depressed feeling and low motivation while working on this thesis by looking at his smiling but also to my beautiful daughter Najwa who always prays for me" *Ya ALLOH moga moga mama cepet selesai thesisnya, amin*".

Finally, millions of thanks who have become my faithful companions and given me encouragement to finish this thesis. I would also like to thank the people who are not mentioned here, but have contributed either directly or indirectly to the completion of this thesis. May God keeps us on the right path.

Amin Ya Robbal Alamin...

The Reseacher

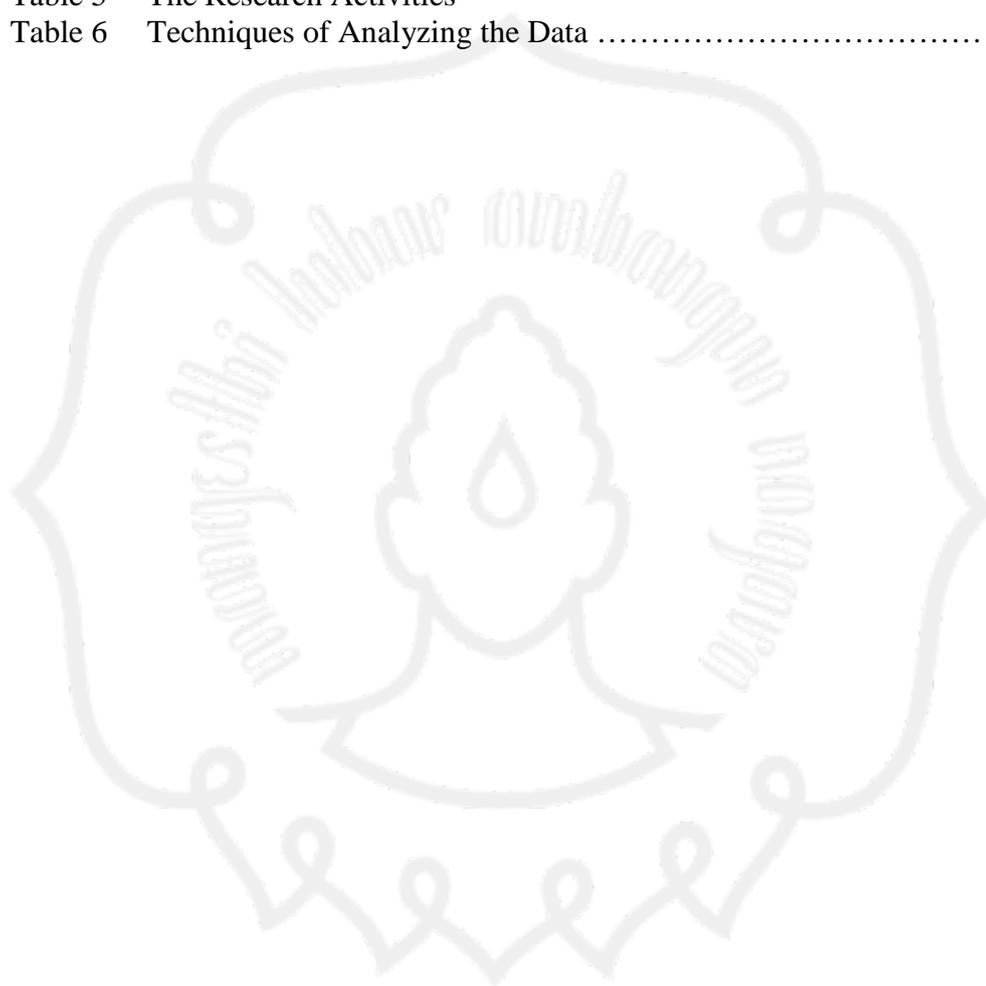
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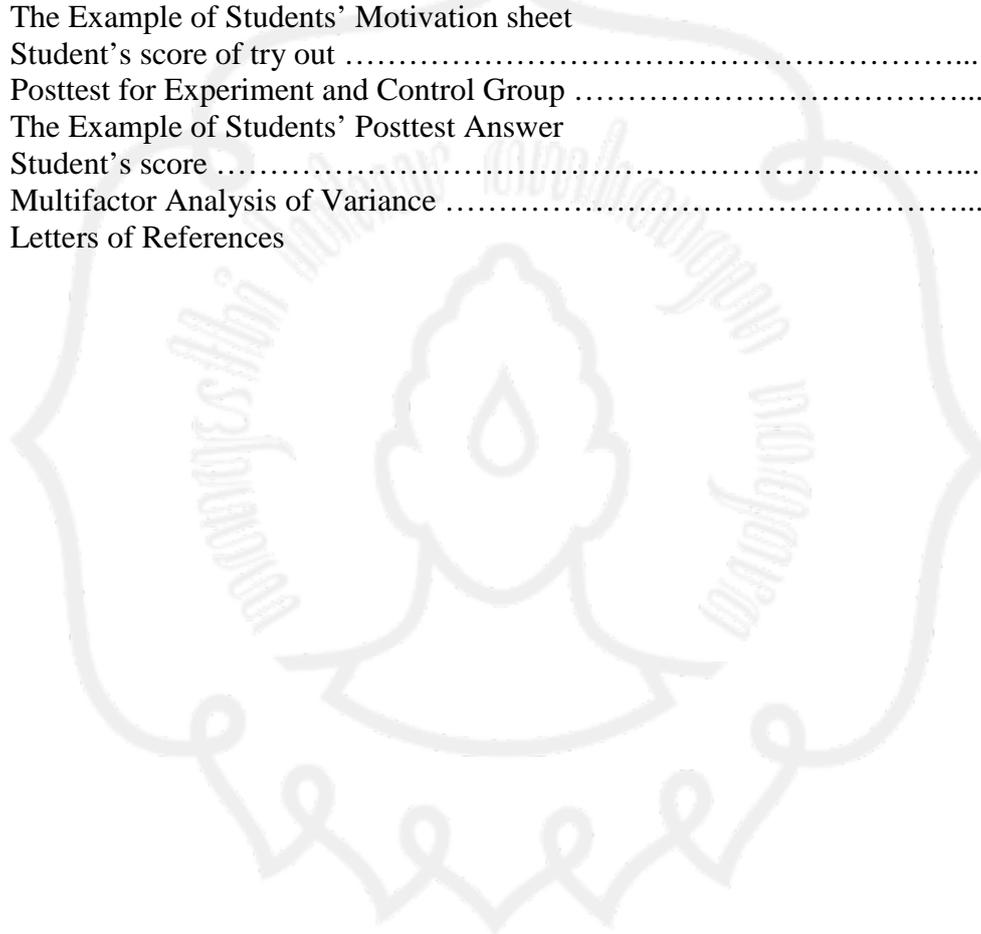
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CHAPTER I

INTRODUCTION

F. Background of the Study

The Content Based Curriculum 2006, states that the objective of teaching English as a foreign language in Indonesia particularly at Elementary School or beginner level is to develop limited communicative competence orally to accompany language accompanying action at school context and having awareness of the importance of language to improve national competitiveness in a global society. To achieve this objective, the teaching of English is directed to develop the students' competence in listening, speaking, reading, and writing skills with thematic vocabulary and relevant grammatical concept as well as pronunciation and spelling.

Among the four language skills and three language components mentioned above, vocabulary is one of the most essential parts to be able to communicate in target language, a learner has to make use of words. Rivers (1981: 462) proposes an extreme concept that it is impossible to learn a language without vocabulary or without knowing the meaning of the words. It is supported by Ur (1996: 60) that vocabulary is one important thing to be taught in learning foreign language because someone will impossible to speak up without variety of words. Honrby (1994: 1452) states that vocabulary is the total number of word that makes up a language. Those statements above imply

the importance of teaching vocabulary of a foreign language or second language for communicative functions.

By realizing the importance of vocabulary mastery in learning a foreign language, students must devote much time to learn vocabulary items. To elementary students, learning vocabulary needs special effort because English is quite different from national language and Javanese. For instance, the way how to write and to produce the word is quite different. Like the word “book”, it is read /bu:k/, but the way how to write is not “buk” but B-O-O-K. How complicated is it! It will not be enough for the students to learn vocabulary through direct method while learning the four language skills. Like learning reading, for instance, the teacher usually translates the difficult words into Indonesia and asks the students to answer the questions. Sometimes the teacher asks the students to memorize certain words found in the textbook after she translated them. In learning speaking, the teacher gives kind of dialogue, drills the students’ pronunciation while giving its meaning, and then asks the students to memorize the dialogue in front of the class. It is not far different from the way of teaching writing. The teacher gives Indonesian monolog or dialog and asks the students to translate it into English. All of the activities above proved on the preliminary observation in the end of April 2008 when the researcher observed on the English classroom activity. The teacher didn’t use any media to attract students’ attention and to motivate them to learn, but she wrote several new words on the board and then asked the students to write the Indonesian meaning based on the dictation. What a

boring activity is that! Another activity done by the students was writing the English words of sentences given on the white board. After that, the researcher asked the students about their comment during the class activities. One of the students said:

“Bu guru biasanya menyuruh kita membuka LKS (Lembar Kerja Siswa) dan menerjemahkan bacaan secara kelompok dengan membuka kamus”

Another student said:

“Kita diharuskan untuk selalu membawa kamus setiap pembelajaran bahasa Inggris, tapi kadang kadang bu guru langsung mendikte kita arti suatu bacaan dan kita menuliskannya dibuku tulis”

The teaching of English in beginner level according to Chodidjah (2007: 2) is to build students' positive attitude to English language. The competence to be achieved is a competence to do a simple conversation around school and house. She suggests the teacher of English to direct the elementary learning to: (1) encourage the students to love English; (2) lead the students to have self-confidence in using English written or orally; (3) improve students communicative competence trough developing the four language skill integratedly; and (4) understand the students that English is a tool of international communication.

The strategies applied by the teacher at SDN Singkalanyar 1 Prambon Nganjuk do not seem to be effective since they do not give much contribution in developing the students' vocabulary mastery and motivate the students to

learn and to speak English. Moreover, it has made the students feel bored and under pressure.

By this condition, the class won't run effectively and the students still and always believe that English is difficult. Chodidjah (2007: 3) describes the characteristic of elementary students in learning English. They are as follows; (1) children at elementary level assume that language is a tool of communication without any grammatical structure; (2) children tend to have good grammatical system if it presents in meaningful way; (3) in learning English children are easily understood if the material is not given directly like giving the meaning of a word in its target language directly; (4) children tend to have an instinct to interact each other; and (5) children consider do something imaginative and active. Whereas in fact, the 1994 English Curriculum for Elementary school prescribes that in the end of the Elementary school, student tend to have some skills of reading, listening, speaking, and writing in the simple form based on their level of development and interest with a mastery of approximately 500 words.

From the strategies applied by the teacher in teaching vocabulary above, they cause some problems to the students. Most of the students tend to be lazy when they are going to have an English class. The strategies also influence the students' motivation in learning English. The students tend to have low motivation in learning English because of some factors. They are: (1) the class is dominated by the teacher; (2) the students do not have opportunity to develop their communicative; and (3) the teacher style in

teaching is monotonous. The teacher likes to ask the meaning of something to the students by opening a dictionary; sometimes she likes to translate a word or a sentence in teaching learning process. Those activities make them bored during the class. This strategy helps the students having low motivation, but makes the high-motivated students confused. For the low motivated students, they are not busy to answer the teacher question because the teacher translates the word or sentence into Indonesia while the high-motivated students feel that the class does not invite them to communicate. By the above condition, the high motivated students feel that they got nothing in English class, because the teaching strategy doesn't bring them to real life communication whereas the objective of teaching English in elementary school is to develop limited communicative competence orally to accompany language accompanying action at school context and having awareness of the importance of language to improve national competitiveness in a global society.

To solve the problem above, the researcher uses pictures in teaching vocabulary on the consideration that they can facilitate the teacher to arouse the attention and improve the motivation of the students to learn vocabulary. As we know that the elementary students are the beginners, they like to draw and to color some pictures. So, one of the ways to stimulate their interest and motivation in learning English is using pictures. As it is supported by Allen (1983:29) young learners are interested in drawing especially when the teacher permitted them to draw on the board.

Supriyono (1995: 13) says that picture can increase the students' spirit and attract the students' attention, because by using picture the students not only listen to what is said and taught by the teacher but also see and notice the object directly. In translation, the students do not know the object, what colour it is, and what it is related to. But teaching English vocabulary using translation is easier to do than using picture. Harris and Sipay (1980: 451) state that the children will understand the meaning of words only when they are related to things they know before or they see them. They also add their opinion that in acquiring new meaning, children should be taught by using dictionaries. Picture dictionaries also can be used in this case because it is very helpful (Harris and Sipay, 1980: 457). It is supported by Brown (2001: 78) saying that pictures give motivation in children learning activity.

In this study, the researcher is interested in conducting experimental research entitled: "The Effectiveness of Using Pictures in Teaching Vocabulary to the Sixth Grade Students of SDN Singkalanyar I Prambon Nganjuk Viewed from Their Motivation".

B. Identification of the Problem

Based on the description above, the researcher can identify the problems of this research. There are several problems as follows:

1. Do the students have low motivation to learn English?
2. Do they believe that English is very difficult to study?

3. Is English a complicated language according to the students of SDN Singkalanyar 1 Prambon Nganjuk?
4. Are they confused when their teacher asks them a question using English and their teacher asks them to answer it in English?
5. Do the students tend to be lazy to attend the English class?
6. Do the students tend to be silent in taking part in English classroom activity?
7. Does the teacher teach using monotonous style?
8. Does the teacher dominated the class?

C. Limitation of the Problem

Due to the researcher limitation and weaknesses even the limited time, all the problems, which are identified, cannot be observed wholly. Furthermore, the researcher limits only to know the significant difference from the students' mastery of vocabulary between those who are taught by using pictures and those who are taught by using translation viewed from their motivation.

D. Statement of the Problem

1. Is there any significant difference between using picture and translation in teaching vocabulary?
2. Which technique is more effective, using picture or translation to teach vocabulary for students having high motivation?

3. Which technique is more effective, using picture or translation to teach vocabulary for students having low motivation?
4. Is there any interaction between teaching technique and motivation?

E. Purpose of the Study

1. To describe whether there is significant difference between using pictures and translations in teaching vocabulary.
2. To describe which technique is more effective, using picture or translation to teach vocabulary for students having high motivation.
3. To describe which technique is more effective, using picture or translation to teach vocabulary for students having low motivation.
4. To describe if there is a significant interaction between teaching technique and motivation.

F. Significance of the Study

The finding of this research is expected to give valuable contribution to the researcher, another researcher, teachers, students, and school itself.

a. To the researcher

To develop the researcher's knowledge on the development of various techniques implemented in teaching English to the Elementary students and to develop another research. The other researchers can develop the research based on the result and use it as one of references to study about writing skill and its implementing in their research.

b. To another researcher

To give a brief knowledge to another researcher to conduct the similar research in another school with another research subject and the result of this thesis can be use for starting point to conduct the next research.

c. To the teacher

To enrich the teacher's knowledge on the use of various techniques or strategies in teaching vocabulary, so the class will not run in boring atmosphere and the students will enjoy learning English. The various strategies that are applied by the teacher will motivate the students to learn and give comfortable feeling during the class activities.

d. To the student

It is also beneficial for the students to find meaningful strategy to overcome their problems not only in improving the English vocabulary but also in motivating the students to learn English. The students will be highly motivated by various strategies and techniques applied in the classroom.

e. To the school

It will be beneficial for school in giving beneficial contribution of the improvement of the quality of the educational in the school. Therefore, if the school has a good quality of course the society will trust and believe it and they will be motivated to register their children to the school.



CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter discusses the review of related theories underlying this research. The first discussion deals with the basic concept of vocabulary teaching for elementary students. The next is a brief description of picture, translation, and the motivation. At last, this chapter is ended by the hypotheses.

A. Vocabulary Teaching for Elementary School

2. The Nature of Vocabulary

Hornby (1994: 1425) states that vocabulary is total number of words that make up a language. While Ricards (2001: 4) adds that vocabulary is one of the most recognized components of language. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the student, lexical forms are seen in their central role in contextualized, meaningful language.

The next definition is stated by Lado (1964: 114) that there are various definitions of word; chiefly its words have a form or expression, which is associated with a content or meaning. The form may appear in more than one shape like “will” become “ ‘ll”, which is expressed in phonemes. The meaning or content is found in the culture, while the unit of expression and content can be found in certain position and situations and not in others.

According to Ur (1996: 60) vocabulary can be defined roughly as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: like “post office” which is made up of two words “post” which means place or station and “office” which means agency or organization but expresses a single idea that is “kantor pos”. It means that every new word in foreign language taught by the teacher is used for the students daily conversation based on the level.

From the definition above vocabulary means a word or more which expresses the meaning or idea to construct sentences for communication.

3. Types of Vocabulary

Thorndike and Lorge (1990: 18) state that there are four types of vocabulary as shown in the table below:

Table 1

Types of vocabulary, their features, and the implications for teaching and learning

Types of vocabulary	Number of words	Frequency	Coverage of text	Origins	Implications for teaching and learning
High-frequency words	2.000	Occur frequently in all kinds of texts	About 87% of the running words in a texts	About half are from Latin, French, or Greek	Spend a lot of time on these words. Make sure they are learned
Academic vocabulary	800	occur frequently inmost kinds of texts	About 8% of the running words in academic texts		If learners are in upper secondary school or in tertiary education, spend a lot of time on these words. Make sure they are learned.

Technical vocabulary	About 1.000 to 2.000 for each subject	Occur, sometimes frequently, in specialized texts	About 3% of the running words in a specialized text	About two thirds are from Latin, French, or Greek	Learning the subject involves learning the vocabulary. subject teachers can deal with the covabulary, but the English teacher can help with learning strategies.
Low-frequency words	About 123.000	Do not occur very frequently	About 2% or more of the words in any text		Teach strategies for dealing with these words. The words themselves do not deserve teaching time.

Based on the table above, teacher needs to decide which of the groups contains the words that their learners need. This is an important decision because it will affect the amount of learning expected, and it will affect the type of learning, receptive or productive.

4. Aspects of Vocabulary

Ur (1996: 60-62) states that there are some items to be taught in learning foreign language especially the vocabulary, as follows:

1. Form: pronunciation and spelling

The learner has to know what word sounds like (its pronunciation) and what it looks (its spelling). These are obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2. Grammar

The grammar of new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teacher may wish to present its plural form, if irregular (mouse, mice), or draw learners' attention to the noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy* together with the verb form that follows them (*want to*, *enjoy-ing*), or adjectives or verbs together with their following preposition (*responsible for*, *remind someone of*)

3. 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. When introducing words like decision and conclusion, for example, teacher may note that she/he *takes* or *makes* the one, but usually *comes* to the other; similarly; she/he *throws a ball* but *toss a coin*; she/he may talk about someone being *dead tired* but it sounds odd to say * *dead fatigued*.

Collocation are also often noted in dictionaris, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

4. Aspect of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. 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 association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, 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. For example, learners 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 common.

5. Aspect of meaning (2): meaning relationships

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

- a. Synonyms: items that mean the same, or nearly the same; for example: *bright, clever, smart* may serve as synonyms of *intelligent*.
- b. Antonyms: items that mean the opposite: *rich* is an atonym of *poor*
- c. Hyponyms: items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponyms of *animal*
- d. Co-Hyponyms or co-ordinates: other items that are the ‘same kind of thing’; *red, blue, green, and brown* are co-ordinates.
- e. Supordinates: general concepts that ‘cover’ specific item; *animal* is the superordinate of *dog, lion, mouse*.
- f. Translation: words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the realationship between *arm* and *body*); or associate items that are part of the same real-world context (*trcator, farmer, milking, and irrigate* are all associated with *agriculture*). All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.

6. 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 learners.

You may wish to teach the common prefixes: for example, if learners know the meaning of sub-, un- able, this will help them guess the meaning of words of words like substandart, ungrateful and untranslatable. They should, however, be warned that in many common words that affixes no longer have any obvious connection with their root meaning (for example, *subject, components*). New combinations using using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (*ultra-modern, super-hero*).

The same idea is proposed by Nation (1990: 30) about what the learner needs to know of "a word". Nation proposes two answers for the question above. First, if the word to be learned is only receptive use (listening and reading) then there is one set of answers. The second, if the word to be learned is for receptive and productive (listening, speaking, reading, and wrting) then there will be additional set of answers. The following table will answer the question above.

Table 2

Knowing a word

Form		
Spoken form	R	What does the word sound like?
	P	How is the word pronounced?
Written form	R	What does the word look like?
	P	How is the word written and spelled?
Position		
Grammaticat pattern	R	In what pattern does the word occur?
	P	In what pattern must we use the word?
Collocations	R	What words or types of words can be expected before or after the word?
	P	What words or types of words must we use with this word?
Function		
Frequency	R	How common is the word?
	P	How often should the word be used?
Appropriatness	R	Where would we expect to meet this word?
	P	Where can this word be used?
Meaning		
Concept	R	What does the word mean?
	P	What word should be used to express this meaning?
Associations	R	What other words does this word make us think of?
	P	What other words could we use instead of this one?

The table above explains that learning vocabulary means learning the form, position, function, and meaning of a new word as follows:

1. *Spoken Form*

English words which use the same sounds and arrangement of sound as in the learners' mother tongue will present no learning burden for pronunciation. It is better for the early stage of learning like elementary grade; it is wise to

introduce difficult sound and consonant clusters gradually. In this way, new words will contain not too many difficult sounds.

2. *Written Form*

Most low-frequency words follow regular pattern but high-frequency words are not so regular. It means the teacher can reduce the learning burden of written form by choosing word with regular spelling wherever possible, by showing learners patterns, which will help them, and by showing learners how the spelling of new words is similar to the spelling of the known words.

3. *Grammatical pattern*

Teacher can reduce the learning burden of grammatical patterns by showing learners where English usage parallels with mother-tongue usage, by avoiding vocabulary items which take unpredictable patterns, and by showing learners useful parallel patterns in English

4. *Collocation*

Collocation is a part of the shadowy area between grammar and meaning. Like the related meaning of *tell, suggest, ask, and encourage* had an effect on the prediction of the grammatical pattern. In a similar way, we expect words of related meaning to be followed by similar words

5. *Frequency*

If a teacher spends a lot of time on a word and overuses it, this affects the learners' use of the word. Overuses low-frequency words has a comical effect.

If time is given to words according to their usefulness in English then this effect can be avoided.

Frequency adds to the learning burden of a word when learners want to use an infrequent word very often when more frequent item would be more suitable. Often it is sufficient to tell the learners that the particular item is not commonly used.

6. *Appropriateness*

Inappropriate usage occurs when a second language learner uses an old-fashioned word instead of the more usual one, an impolite word instead of a polite one. The clues for appropriate usage come from the way the word is translated into mother tongue or from the context in which the word is used. Some of the most difficult words for second language learners in this area are words describing parts of the body and the body functions.

7. *Meaning*

The learning burden of the meaning of a word is light when the meaning of the word is predictable from its form, when its meaning corresponds to the meaning of a mother-tongue word, and when the various uses of the word are all related to an underlying concept. Here are some Indonesia words with their English equivalents; Bel-bell; Hotel-hotel; Telpon-telephone; or Lampu-lamp.

8. *Associations*

The associations attached to a word affect the way that it is stored in the brain, and this will affect the availability of the word when it is needed. The most common associate of *table* is *chair*. The most common associate of *boy* is *girl*. This does not mean that these words necessarily are commonly used together. It means that they are commonly associated in people's minds. If an

English word shares similar associations with its translation in the mother tongue then these associations can be carried it out.

Lado (1964: 117) states that vocabulary is taught in three stages. The first is teaching most of the function words, that is, interrogatives, prepositions, auxiliaries, etc. One also teaches small number of content words of particular grammatical classes, for example, adjectives when teaching the modification pattern with adjectives, and noun when teaching number. The second is teaching vocabulary for communication goal. In this stage the students acquires the vocabulary items he needs to converse on contextual areas of wide currency. The third is esthetic and technical uses of vocabulary which must not be confused with the first two.

In short, considering the strategy and technique in teaching vocabulary to the elementary school students is the basic, important, and useful for teaching vocabulary to be implemented in the classroom. Teacher will be very helpful in teaching vocabulary effectively and efficiently.

5. The Techniques and Strategies of Vocabulary Teaching

Teaching elementary students is considered difficult. Brown (2001: 98) states, that teaching beginner is considered the most challenging level of language instruction since the students of this level have little or no prior knowledge of the target language. Here, the teacher becomes the decision maker to achieve the students' goal in learning language. The classroom is done teacher-centered classroom, but it is not impossible to have the student-

centered classroom as far as the classroom is designed effectively and communicatively.

The elementary school students still have a few words to practice for communication activity. Brown (2001: 98) says that at the beginning level students have very little language behind them. Here, the teaching of vocabulary is needed to be taught to the elementary school students because the students still have a little word for communicative activity.

Moreover, the Content-Based Curriculum states that vocabulary is taught as one of the language components to support the four language skills: listening, speaking, reading, and writing skills. These skills are presented to develop their English communicative competence in certain literacy level.

The level of literacy includes *performative, functional, informational, and epistemic*. In performative level, the students are able to read, write, listen, and speak with symbols used. In functional level, the students are able to use the language to fulfill the daily needs such as reading newspaper, manual or direction. In informational level, the students are able to access knowledge using language ability, while in the epistemic level; the students are able to express knowledge using target language. To achieve this objective grammar and vocabulary are needed in order to master the four language skills in English. Regarded its function as a supporting language elements, the teaching of vocabulary is done in an integrated way with the four language skills in English with various strategies and techniques.

There are several ways to teach vocabulary and to make the students understand the meaning of word, and these may be used alone or in combination with. According to Cross (1992:5), that showing the meaning of words or concept can be taught using realia or real thing brought to school like a piece of bread or fruit, toys, eggs and soon which are easily carried. Using realia can create interest of the student to learn English. Another realia is picture and body, when the teacher wants to present vocabularies, which are not easy to carry. Picture is very useful to help. It is better because the focus is clearer and the meaning is less ambiguous. But when a teacher wants to show facial expression or feeling like happy, smelling, hot, thirsty, angry, or tired, she can use body to get the meaning instead of picture. Anyway, teaching is a process of organizing the school environment so that the children can plan, propose, collect, organize, assimilate report, reproduce, create, and achieve natural and valuable outcome (Yoakam & Simpson,1952: 5). They add that good teaching is stimulating students to activity because without stimulating from the teacher classroom would quickly be disorganized and the children education will be ineffective. So the teacher plays so important roles in the language teaching program that she should select effective strategy and technique in language teaching program such teaching vocabulary.

Teaching vocabulary means much more than presenting a new words to the students (Hammer in Hayati, 2000: 176). This statement is supported by (Nation in Hayati, 2000: 177) that most of the teachers agree that new words should be taught in a context according to their use in particular

sentences. To do this teacher need extra effort so she should used many techniques. (Hamers in Hayati, 2000: 176) suggests some techniques used for teaching vocabulary for example, presentation, explanation, and discovery techniques while (Seal in Hayati, 2000: 176) purposes two techniques for teaching vocabulary. They are unplanned and planed. Unplanned vocabulary teaching is problem of vocabulary that comes in the middle of the class, while planed vocabulary is teaching vocabulary items that had been prepared to teach during the class.

Strategy plays a prominent role in language teaching; the success and the failure of a language instruction conducted in a class relies heavily on the strategy applied by the teacher. Therefore, in designing an instructional program strategy the teacher must consider what technique is suitable to teach vocabulary for elementary school. In relation to the vocabulary teaching, it is expected that the strategy selected for teaching can foster the students to motivate to learn and increase or establish their vocabulary.

There are some guidelines for the communicative treatment of vocabulary instruction as the strategy to motivate and increase students' vocabulary mastery according to Brown (2001: 377):

a Teacher allocates specific class time to vocabulary learning

In the interactive classroom activity, sometimes we get in meaningful communication and we don't want to pause to devote some attention to words. In fact, survival level communication can take place quite intelligibly when

people simply string words together-without applying any grammatical rules at all because words are among the first priorities.

b Teacher helps students to learn vocabulary in context

The best internalization of vocabulary comes from comprehension or production with words in the context of surrounding discourse. It is stated by 2004 English Curriculum that the elementary School Education means to develop speaking ability in language accompanying action, because English is used to interact with each other in a context supporting it.

c Teacher plays down the role of bilingual dictionaries

It is unfortunate that such practice rarely helps the students to internalize for later recall and use. In a speaking class for instance, when the teacher asks the students to practice their English, it is better for the students to use such electronic dictionaries to find difficult words to practice.

d Teacher encourages students to develop strategies for determining the meaning of words

Teachers should apply many strategies to encourage students to increase their vocabulary so they can use it communicatively.

e Teacher engages in “unplanned” vocabulary teaching

Most of the attention given by the teacher in vocabulary learning will be unplanned, such as when the student asks about a word found in reading. This moment is very important to increase the student vocabulary mastery.

It is also said by Nation (2005: 1) that there are some quickly ways to give attention to the words. There are: (1) teacher gives its L1 translation or

give the meaning, (2) Gives L2 synonym or giving its definition, (3) shows its real object or picture, and (4) demonstrates its meaning or draw on the board.

Brown (2001: 88) adds that to successfully teach children a second language requires some specific skills and intuitions that different from those used for adult teaching. He states that there are five categories that can help children easily understand the lesson given by the teacher. They are as follows: (1) an elementary school teacher once asked her students to pay attention to the picture and write it on a piece of paper. Then a little boy raised his hand and said, "Teacher, I ain't got no pencil." Then the teacher answers by correcting the pattern used by the little boy: "I don't have a pencil. You don't have a pencil. We don't have a pencil. Those make the students confused. Means the teacher of elementary students may not explain grammar, rules, patterns, and difficult concept that make the students confused; (2) teacher of English in elementary school should be able to make a variety activities in a lesson to keep students' interest and attention alive, because children are focused on the immediate activities; (3) teachers can stimulate children such as having students act out things or do Total Physical Response activities, make a small group to learn words and to practice meaningful language; (4) teachers need to help children to overcome such potential barriers to learning such as help the students to laugh with each other at various mistakes that they all make or give them opportunity for trying things out; and (5) teacher should provide words which the student easily understand

and the words must in familiar situation so the students can use it for real-life conversation and meaningful purposes.

The suggestion proposed above might work well if the teacher provides his/her explanation with adequate example or give modeling before doing the classroom activity. Otherwise, the students will find difficulties in participating the activity because they do not have enough references. If so, the class will run effectively and the students not only can achieve the approximately words level but also can use the words smoothly communicative.

Another technique is presented by Cambridge University Press 1996 in Ur (1996: 63) that there are several ways of presenting the meaning of new items as follows: (1) concise definition (as in a dictionary; often a super ordinate with qualifications: for example, a cat is an animal which ...); (2) detailed description (of appearance, qualities,...); (3) examples (hyponyms); (4) illustration (picture and object); (5) demonstration (acting and mime); (6) context story or sentence in which the item occurs); (7) synonyms; (8) opposite (s) (antonyms); (9) translation; and (10) associated ideas, collocations

The next idea is presented by Lado (1964: 120) who says that there are some techniques in presenting vocabulary to the children as follows:

(1) Recognizing degrees of difficulty.

The teacher teaches vocabulary varying from easy words which resemble those of the first language in form, meaning, and distribution;

(2) Hearing the word.

Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetition. If new sounds or new sequences of sounds are involved, more exposures will be necessary.

(3) Pronouncing the word

Let the students pronounce the word even if their aim is only reading or listening. Pronouncing the word helps them remember it longer and identify it more readily when they hear or see it.

(4) Grasping the meaning

Get the meaning to the class without using translation, except possibly as a last resort. It will usually be preferable to let the class go without grasping the meaning of a word they have learned to pronounce rather than resort to translation. To put across the meaning teachers can use several ways like: definition, opposites, synonyms, dramatization, realia, and picture. Picture is used if many kinds have been successfully used to show the meaning of words and utterances.

(5) Practice from meaning to expression

Having put across the meaning of new word, one is ready to lead the class in practicing its use to reinforce the trace and turn it into habit.

(6) Reading the word

After hearing, pronouncing, and knowing the meaning of the word, the teacher leads the student to see and read the word aloud.

(7) Writing the word

It will help to have the class write the new word while the auditory memory is fresh, even if the goal is only to read. Copying the word from blackboard will do, but the class should have always pronounced the word before copying it.

In this case, the researcher wants to focus on vocabulary teaching techniques and strategies used for elementary students are using picture media and translation. These techniques used in order to have a competence in understanding, expressing, and retelling the instruction and simple information whether in the form of action or language in the context of surrounding the learners. Considering that, primary school children require special techniques. They learn by play and memorization. They can achieve superior pronunciation by dint of their power to mimic sound accurately. Children are driven to activity and to learning by play rather than by any work motive or other sophisticated motive that drives adults.

Finally, vocabulary is a new item to be taught in learning foreign language considering the spelling, pronunciation, grammatical pattern, frequency, appropriateness, meaning, association, repetition and attention, relationship with other words, and exceptions. The aspects of vocabulary are: (1) meaning; (2) the use of words; (3) pronunciation; and (4) spelling. The indicators that are going to be measured from the aspect of meaning are: giving the meaning of word based on the picture, stating the meaning of word, labeling the picture based on the expression given, stating the English of

sentence, describing the colour of the picture, and describing the position and place of the map given. For the second aspect of vocabulary, that is the use of words, the indicators are as follows: choosing the appropriate group of word, stating the number of the picture, and choosing the right expression. The third indicators from pronunciation aspect are: stating the word based on the picture, and choosing the appropriate word. The last aspect, spelling has two indicators. They are: aarranging the letters and choosing the right pronunciation.

B. Picture

1. The Nature of Picture

Hornby (1994: 629) writes that picture is the same meaning with painting, drawing, sketch of something, especially as a work of art. While Sudjana and Rivai (1997: 3) state that picture is a graphic media used for teaching process. Besides picture, there are many media suggested to use by them, such as: photo, graphic, diagram, poster, cartoon, and comic as a graphic media. Solid model, mock up, and diorama are the three dimension media while projection media are slide, filmstrips, film, OHP, etc. They advise to use media in teaching language because of some reasons:

1. The teaching will attract students' attention so they will have good motivation
2. The teaching material will be more meaningful so it can be understood by the students easily and possible the students to reach the goal

3. The teaching method will be varied so the verbal communication not only come from the teacher as the centre of communication but also come from the students.
4. Students will have many activities like observation or demonstration

Seth in Sudjana and Rivai (1997: 12) states that using picture is effective technique for teaching the beginners. He concludes that picture is a set of teaching which can interact students learning motivation effectively. He adds that pictures can help students read the book especially in understanding the meaning and the content of the text.

Rudisill in Sudjana and Rivai (1997: 13) concludes that picture is loved by the children. And the children like pictures much because of the color and they can create real impression. He agrees that picture is a good media to improve students' language mastery

Soeparno (1988: 1) has an idea that picture as a media or tool as a channel used to deliver a message or information. There are several reasons why the pictures as a medium of instruction in classroom activity can highly increase the students learning process. The reasons are as follows:

- a. Learning will attract students attention and able to encourage students' motivation.
- b. Learning material will be clearer and meaningful so the students will easily get the goal of the learning.
- c. The various methods will give enjoyable atmosphere to the class activity

- d. Students do the learning activity, not only listening to the boring teacher explanation but also do the other activities like observing, doing something, demonstrating, and so on.

2. Kinds of Picture

Wright (1992: 147) proposes several kinds of pictures according to the type of the picture or type of use such as: (1) picture of single object; (2) pictures of one person; (3) pictures of famous people; (4) picture of several people; (5) pictures of people in action; (6) picture from history; (7) pictures with a lot of information; (8) pictures of the news; (9) picture of fantasies; (10) pictures of maps and symbols; (11) pair of pictures; (12) pictures and texts; (13) sequences of pictures; (14) related pictures; (15) single stimulating pictures; (16) ambiguous pictures; (17) bizarre pictures; (18) explanatory pictures; and (19) students and teachers drawing.

3. The Use of Picture in Teaching Learning Activity

Halim and Diem (2001: 7) agree that there are many ways to make the students interested in learning English. Relating to that, the teachers of English are strongly asked to use media in teaching vocabulary. They suggest the teacher to prepare some pictures to help the students in understanding the meaning of words. Finocchiaro (1964: 179) also supports that pictures are very effective to teach the name of concrete object for beginner students.

It is a reality that teaching English is not easy especially teaching the elementary school students. The teacher should be more patient in doing the activity with the children even in or out of the classroom activity.

Using picture is suggested to attract students and to motivate students to learn. Scharm (1986: 43) supports it, stating that the use of picture in teaching can stimulate the students' motivation. Therefore, pictures are necessary in the teaching of English vocabulary at Elementary School. Natawidjaya (1997: 23) also supports this statement; he summarizes some functions of pictures in the teaching. They are: (1) to attract the students' interest; (2) to stimulate and motivate children to learn; (3) to introduce new ideas which are not known yet, and (4) to strengthen the students' memory of a stimulus. Besides that, he also says that pictures give some advantages to the students in learning English. They are as follows: (1) a picture is concrete. It refers to the more real objects than any other teaching medium; (2) a picture can clarify something verbal; and (3) a picture is more effective and efficient

Wright (1989:136) states that picture can help students understand many aspects of foreign languages; it also motivates the students to learn, it makes the subject which is taught clearer. The students will be easily understood the material given by the teacher through some pictures shown and they will be motivated to study hard.

He adds that the objective of teaching is to help the students develop skill of English and confidence in searching for meaning of some words themselves so, the teacher is asked to provide good technique in teaching.

Besides using pictures, translation might often provide meaning quickly, but it does not create the students' imagination to guess a word meaning and does not give essential learning strategy, but pictures have some roles that (1) Picture can motivate the students and make them want to pay much attention and to take a part; (2) Pictures contribute to the context of used language; (3) Pictures can describe in an objective way of a thing; it can cue responses, and it can stimulate and provide information of a word described.

Cross (1999: 127) states that picture can be used in a discussion or introduce a text in an interesting way. Allen (1983: 28) mentions the advantages of using pictures as follows: (1) They need little money to prepare or sometimes nothing, (2) They are available even in places where no other pictures can be found, and (3) They do not require big and large place to save.

Using pictures not only helps students understand the meaning of the words but also helps them able to communicate. According to Wright (1992: 2) every language teacher wants to help his/her students to be able to communicate, so he/she starts it by introducing a new word. Then Wright agrees that language teachers should be concerned with improving their ability to use the foreign language. For example; it is not enough for students to have a competent ability in a language if they cannot develop a conversation or discussion. In this sense, language teachers have a role as communication teacher. So he states that it is very important to have a wide range of resources as possible to place in the classroom so that the students can have a rich base and stimulus for this development. He pressures that the resources used must

include picture, because pictures are not just an aspect of method but more than an essential part of the overall experiences we must help to cope with through their representation of places, object and people. He specially says that pictures contribute to the students' interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

4. The Role of Picture

Wright (1992: 2) gives examples on the role of pictures in the teaching of meaning such as:

1. Teacher describes an animal using single picture, because it is impossible to bring out the real animal in to the class and the picture represents it.
2. Teacher can describe some expression using picture. For example when the teacher explains that someone is horrified
3. Teacher can introduce some verbs to the student trough pictures. By introducing verbs students will know some jobs.
4. Teacher can show the similar action and meaning of words trough picture for example to know the different between running and sprinting
5. Using picture, teacher can help the student to distinguish the usage of words. Like the word "say" and "tell"
6. Teacher teaches the sound of something by picture. He /she shows a picture then tries to imitate the sound of it, after that the student repeat it and make a conclusion.

7. When going to explain the different greeting whether it is used formally or informal, teacher can show it using picture. Like showing the different of “how do you do”, “hi”, and “hello”.
8. Teacher uses picture to differ like and dislike. Teacher shows two contrast pictures that explain like and dislike. The contrast helps to teach the meaning of each one.

5. The Effectiveness of Using Picture in Teaching Vocabulary

In using pictures, the teacher and the students create an event in the classroom. The activities described have intrinsic interest of the students, when they are exploring, expressing, playing and using language as a natural part of this activity. Wright (1992: 147) describes that picture as a part of an event and the event as a whole highlight the meaning of the new language. He adds that picture can not only play a key role in motivating students, contextualizing the language they are using, giving them a reference, and helping to discipline the activity but also increase the degree of interaction between students and the consequent sense of purpose in using language. Then he suggests the teacher to create the picture himself or adopt it from some resources like newspaper, magazines, advertisements, brochures, catalogues, calendars, cards, posters, comics, cantons, photographs, stamps, wrapping paper, or photocopying.

Chodidjah (2007: 21) agrees that pictures as a teaching media can be used effectively to show the meaning of new vocabulary to the students. She suggests to; (1) stick figures like simple pictures of verbs or adjective; (2) draw on the board; (3) use real object in the classroom; (4) use pictures for teaching vocabulary; (5) use miming to confirm the meaning; (6) act an expression; (7) give an example; and (8) use flashcard.

Those all above can make the teaching effective and efficient in presenting new vocabulary to the beginner students, because the students of beginners have a feature of easily bored and short concentration competence. So, she pleasure in teaching for beginner especially in introducing new vocabulary is very important and the teacher should have various techniques in presenting it to the students.

It is very clear that picture plays an important role in teaching English, especially teaching vocabulary for the elementary school students.

C. Translation

1. The Nature of Translation

Bell (1991: 5) states that translation is the expression in another language or target language of what has been expressed in another, source language, first language, preserving semantic and stylistic equivalences. He also states that translation is the replacement of a representation of a different text in second language. He gives an example that translation usually used in physiological activities including reading comprehension and writing process.

In reading, teacher asks the students to read the text then translate it into target language, while in writing the activity is rewriting the text in first language or vice versa, in simple word, translation is another expression in target language.

Thornbury (2002: 157) says that translation is used to supply the meaning, or definition, synonyms, or example given. Teacher can teach vocabulary deductively or inductively. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can use their dictionary to find the meaning of words. He adds that traditionally, translation has been the most widely used means of presenting the meaning of word in monolingual classes. It is the easiest way to understand the students and has the advantage of being the most direct route to a word's meaning – assuming that there is a close match between the target word and its first language equivalent. It is, therefore, very economical, and especially suitable for dealing with incidental vocabulary that may crop up in a lesson. It also doesn't need hard effort to do for both teacher and students. The teacher gives the meaning of word in target language directly while the students don't have to work very hard to access the meaning and it may mean that word is less memorable. Then he gives an example:

Teacher : Does anyone know the English for *kemeja*? No?

Students : (silent)

Teacher : Listen, it's a shirt. Repeat!

Students : Shirt

The example above shows that teacher immediately translates the word from the first language into second language, or vice versa in vocabulary class. Both teacher and students don't need hard effort to conduct an English vocabulary class.

2. The Types of Translation

Bassnett and Guire (1991: 14) write that Roman Jakobson in his article 'On Linguistic Aspects of Translation' distinguishes three types of translation as follows:

(1) Intralingual translation or rewording.

An interpretation of verbal signs by means of other signs in the same language

(2) Interlingual translation or translation proper

An interpretation of verbal signs by means of some other language

(3) Intersemiotic translation or transmutation

An interpretation of verbal signs by means of signs of nonverbal sign systems

3. The Use of Translation in Teaching and Learning Activity

Nation (2005: 9) introduces some techniques for teaching vocabulary. One of them is translation. He shows two examples of activities. First, teacher can use a card in introducing a new word. He/she can show the card to the students and the students will say it in English if they can, but if they can't, the teacher immediately help them by giving the translation of it. Another one is activating the students in using the dictionaries. In reading activity, when a useful word occurs in a reading text, the teacher can train the students in the strategy of using a dictionary. This way is the farther way in presenting vocabulary teaching to elementary students.

Hamer in Hayati (2000: 176) suggests some techniques used for teaching vocabulary such as giving explanation. The teacher tells the meaning of the new word by giving its translation in the same language. It means the teacher does not immediately translate it into mother tongue but rather that explain it in long term. The explanation given can be in the form of definition, explanation, or example. Another idea is expressed by Cross (1995: 5). He says that there are two main ways in presenting vocabulary. Teacher can either show the meaning in some way or use language that the students already know in order to make clear the meaning of the new lexical item. It means he agrees with nation and Thonbury in the way of teaching translation to the beginner. He explains that teacher can immediately show the meaning of word to the students in order to make it clear and understandable. So, both teacher and the students are not busy to have variety of activities in the vocabulary class.

Teacher doesn't need to think many suitable ways for students to understand the meaning of word, besides that it doesn't need much money spent for teaching and learning activities. Nida (1959: 1) agrees that translation consists of producing in the target language the closest natural equivalent of the source language message, firstly with respect to meaning and secondly with respect to style. It means the teacher gives the meaning of word in second language or into target language.

Duff (1989: 5) has another opinion that translation has been generally out of favour for language teaching and learning. He says that translation is largely ignored as a valid activity for language practice and improvement. The students can't develop their language practically using translation. Because translation is a passive way used for communication improvement, and even where it is still retained, it tends to be used not for language teaching, but for testing. He shows some justification why teacher doesn't want to apply translation for teaching and learning activity. Some of them are as follows: (1) translation is a text – bound and only confined two language skill, those are reading and writing, besides that it is not a communicative activity because it involves no oral interaction; (2) translation is not suitable for classroom work because the students only do writing activity which need much time – consuming and it is very wasteful; (3) translation is not matched to the general need of language learner that is the elementary students need to be able to speak as simple as possible; (4) translation is not attractive ways to present for beginner because it requires the use of mother tongue; and (5) finally,

translation is bored to do and to correct. He says that sometimes the teacher cannot explain the material using interesting technique so he/she decided to use the easiest way in teaching like using translation. He/she thinks that it will take time, care, and thought. Student must spend many hours to do this activity. Usually, students are often asked to translate without being given any introduction to the kind of material they will be working on. As a result, they are not mentally prepared for the activity although translation is primarily intended for work with students whose mother tongue is not English, but who have a sound grasp of the language.

Brown (2001: 19) states that translation is an ironic method which is still used recently, it has been so stalwart among many competing models. It does virtually nothing to enhance a student's communicative ability in the language, because the teacher only asks the students to memorize list of vocabularies and attempting to produce perfect translation of text.

Tarigan (1988: 227) says that translation is the oldest method used in language teaching which is lack of proficiency orientation where the students must do long writing exercise, list of vocabularies, and many academics exercise. This technique is very boring and monotonous. The student will feel uninteresting with the lesson being taught by the teacher so it makes them lazy to study and join the class. Moreover, (Sardiman, 2007: 90) states that the beginning students will only be motivated if the teacher presents the material well like considering the technique, method, and media used in teaching and learning.

Masnur, et al. (1987: 109) says that method is one factor influencing the teaching and learning. In the traditional method, the students only sit neatly and listen to what the teacher explain. There is no time for the students to create their initiative; they are only asked to memorize the list of vocabularies or some example given by the teacher. The teacher dominates the class. He continuous talking that it doesn't brings learning and teaching interaction strategy, and doesn't help and encourage the students to learn. This condition makes the low of education, students' low motivation, and the process of teaching and learning won't run effectively.

However, the central aim of the teacher is to help the students develop skill and confidence in looking for the meaning of words themselves. So, the students will be able to communicate in daily life activity. Translation might often provide meaning quickly because the students don't do anything. They only listen to the teacher and get the meaning of words from the teacher or sometimes by opening the dictionaries. This activity is very simple and easy. Both teacher and students don't need to think hard to do the exercise, but it doesn't develop the essential learning strategy which the students can continue to draw on long after they have left the classroom or they will have short memory of list of vocabularies given. Pictures have motivated the student and made the subjects clearer and more understandable (Wright, 1989: 137).

D. Motivation

1. The Nature of Motivation

The terms motivation according to the language teachers is describing the successful or unsuccessful learners (Dornyei, 2001: 5). This reflects to the belief that during the lengthy and often tedious process of mastering a foreign language, the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of foreign language, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

Another definition is According to Coffey in Chaer (2002: 251) motivation is needed by giving stimulate to somebody's interest. The stimulation given will cause someone to do something. To stimulate the students mean to motivate them to do something in getting the objective. Motivation is a support, desire, want, reason, or objective to make someone to do something. A support can be appearing from the students themselves or other persons surrounding them that have them do something.

Singer (1984: 29) supports that students having low motivation because of no interest to the teacher, material given, and situation will get bad score of English. Considering this condition, he suggests the teacher to

improve the teaching and learning process in shaping a positive interest so the student will be motivated to learn.

Brown in Chaer (2002: 251) says that motivation is a short self support, emotion, or a want that lead somebody to do something. Yellon and Weistein in Burhan (2000: 3) agree with Brown and say that a motive is what causes somebody to do something in certain way. Asking somebody to do something means leading somebody to achieve the goal using certain way. Lanbert in Chaer (2002: 251) states that motivation is a reason to get the whole objective. Somebody must do something in order to get the whole objective. Miller in Burhan (2000: 3) interprets that motivation is a concept of organisms that lead somebody to an action. In conclusion, motivation in language learning is a support coming from learners' self or another person who causes a strong desire to require the second language.

Lightbown and Spada (1999: 56) state that in second language learning, motivation is a complex phenomenon which can be defined in terms of two factors: learner's communicative need and their attitudes toward the second language community. In a teacher's mind, motivated students are usually those who share enthusiastically in class, express interest in the subject-matter, and study a great deal. Teachers are easily recognizing characteristics such as these. They also have more opportunity to influence these characteristics than students' reasons for studying the second language or their attitudes toward the language and its speaker. If we can make our classrooms places where students enjoy coming because the content is

interesting and relevant to their age and level of ability, where learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn.

Brown (2001: 72) states that motivation is the amount to which you create alternatives about (a) goals to pursue and the effort you will devote to that pursuit. In the classroom, when learners have opportunities to make their own choices about what to pursue and what not to pursue, as in a cooperative learning context, they are fulfilling this need for autonomy. When learners get things shoved down their throats, motivation can wane, according to this branch of theory, because those learners have to yield to other's whims and commands. He adds that motivation refers to the intensity of one's impetus to learn. The intensity or motivation of learners to attain that goal could be high or low.

Ur (1996: 274) says that it is rather difficult to define term "motivation". It is easier and more useful to think in terms of the motivated learner who is willing or even eager to invest effort in learning activities and to progress because it is very strongly related to the achievement in language learning.

Another definition is stated by Shah and Shah (2000-2007 on <http://www.laynetworks.com/motivation.html> accessed on September, 15th 2008)

"Motivation is to inspire people to work, individually or in groups in the ways such as to produce best result. It is the will to act; it is the

willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need. Motivation is getting somebody to do something because they want to do it. It was once assumed that motivation had to be injected from outside, but it is now understood that every one is motivated by several differing forces. Motivation is a general term applied to the entire class of drives, desires, needs, whises and similar forces.”

The last definition is stated by Brophy (1987) in www.kidsource.com/kidsource/content2/studentmotivation.html accessed on 15th of August 2008 that motivation to learn is a competence acquired “through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant other especially parents and teachers”.

2. Kinds of Motivation

Brown (2001: 75) explains that for several decades, research on motivation has been strongly influenced by the work of Robert Gardner and his associates. They define motivation into two types. The first dichotomy is instrumental and integrative motivation. The second one is intrinsic and extrinsic motivation. An instrumental motivation refers to motivation to acquire a language as a means for attaining instrumental goals of futhering a career, reading technical material, translation, and so on. Meanwhile, integrative motivation refers to the learners’ wish to integrate them with the culture of the second language group, to identify themselves with, and become a part of the society. The second kind of motivation is intrinsic and extrinsic

motivation. Deci (1975: 23, in Brown, 2001) defined intrinsic motivation as follows:

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

On the contrary, extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback like behaviour to avoid punishment.

From the type of motivation above arises a question which one is more powerful? Intrinsic or extrinsic motivation. Brown gives a report that research on motivation strongly favors intrinsic orientation, especially for long-term retention. And an interesting number of research studies show that extrinsic reward can indeed have an effect on intrinsic motivation. The effect is that it can increase the positive feedback of the student in the classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self fulfillment.

The explanation above leads the researcher to conclude that there is no best type of motivation except mix them to motivate the learners, because the intrinsic motivation is not only determiner of success for a language learner. Sometimes, no matter how much you want to accomplish something or how hard they try, they may not succeed for a host of reasons. But if the learners in

the classroom are given opportunity to “do” language for their own personal reasons of achieving competence and autonomy, surely those learners will have a better chance of success than if they become dependent on external rewards for their motivation.

Dörnyei (2001: 20) shows a framework of second language motivation as follows:

Table 3

INTERNAL FACTOR	EXTERNAL FACTOR
Intrinsic interest of activity <ul style="list-style-type: none"> • Arousal of curiosity • Optimal degree of challenge 	Significant others <ul style="list-style-type: none"> • Parents • Teachers • Peers
Perceived value of activity <ul style="list-style-type: none"> • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> • Mediated learning experiences • The nature and amount of feedback • Reward • The nature and amount of appropriate praise • Punishments, sanctions
Sense of agency <ul style="list-style-type: none"> • Locus of causality • Locus of control re: process and outcomes • Ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> • Comfort • Resources • Time of day, week, year • Size of class and school • Class and school ethos
Mastery <ul style="list-style-type: none"> • Feeling of competence • Awareness of developing skills and mastery in a chosen area • Self-efficacy 	The broader context <ul style="list-style-type: none"> • Wider family networks • The local education system • Conflicting interests • Cultural norms • Societal expectations and attitudes
Self-concept <ul style="list-style-type: none"> • Realistic awareness of personal strengths and weaknesses in skills required • Personal definitions and judgements of success and failure 	-

<ul style="list-style-type: none"> • Self-worth concern • Learned helplessness 	
Attitudes <ul style="list-style-type: none"> • To language learning in general • To the target language • To the target language community and culture 	-
Other affective states <ul style="list-style-type: none"> • Confidence • Anxiety, fear 	-
Developmental age and stage	-
Gender	-

According to Shah (www.laynetworks.com/TYPE-OF-MOTIVATION.html) accessed on August 2008, that there are seven type of motivation as follows:

a. Achievement motivation

It is the drive to pursue and attain the goal. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success.

b. Affiliation motivation

It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complimented for their favorable attitudes and co-operation.

c. Competence motivation

It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people learn from their experiences

d. Power motivation

It is drive to influence people and change situations. The motivated people wish to create an impact on their organization and are willing to take risks to do so.

e. Attitude motivation

Attitude motivation is how people think and feel. It is their self-confidence, they believe themselves.

f. Incentive motivation

It is where a person or a team reaps a reward from an activity. You can say “you do this and you get that”. In conclusion, it is the types of awards and prizes that drive people to work a little harder.

g. Fear motivation

Fear motivation coerces a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run.

Another idea states that there are five types of motivations. In (<http://www.citehr.com/35175-different-types-motivation.html>) accessed on August 2008, the first type of motivation is achievement. This is the achievement of people to attain goals. In order to attain that goal, they are willing to go as far as possible. The second type is socialization. The idea of being accepted among the group of people or society is their motivation to do something. The third type is incentive motivation which involves reward. This type of motivated people believes that they will receive reward for doing something.

The fourth is fear motivation. This motivation involves pointing out various consequences if someone does not follow the rules. They are going to be given a punishment when they disobey certain policies. The last type of motivation is change motivation. It is often the cause of true program. People just become tired of how things are and thus, think of ways to improve it.

Brown (2001: 76) says that motivation refers to the intensity of one's impetus to learn. The intensity or motivation of learners to attain that goal could be high or low. He states that motivation is divided into two. They are intrinsic and extrinsic. The intrinsic and extrinsic motivation designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated reward to strong, externally administered rewards from beyond oneself. For more detail, here is the table of extrinsic to intrinsic motivation in educational institutions:

Table 4

Extrinsic to intrinsic motivation in educational institutions.

Extrinsic Pressures	Intrinsic Innovations	Motivational Result
School Curriculum	Learner-centered Personal goal-setting Individualization	Self-esteem Self-actualization Decide for self
Parental Expectations	Family values	Love, intimacy Acceptance, respect For wisdom
Society Expectations (Conformity)	security of comfortable routines Task-based teaching	community, belonging identity, harmony, security
Test and exams	peer-evaluation, Self-diagnosis Level-check exercises	Experience self-knowledge
Immediate gratification	long-term goals The big picture	self-actualization

	“Things take time”	
Make money!	Content-based teaching, ESP vocational education Workplace ESL	cooperation harmony
Competition	cooperative learning Group work The class is a team	manipulations, strength, status, security
Never fail!	Risk-taking, innovation Creativity	learn from mistakes nobody’s perfect

Sutikno (2007: 1) in his article “The Role of Teacher in Motivating Students to learn”, says that there are two kinds of motivation. They are intrinsic and extrinsic. The motivation that comes from individual himself without any force from another person but from they themselves is intrinsic motivation. Extrinsic is a motivation because of another individual influence like inviting to do something, asking to do something, or a forcing that makes the students to do something or studying. The students having good attention to the material given is not a problem for teacher. It means that the students have motivation but, for those having low attention need a motivation from the teacher through some techniques and methods applied.

3. Aspects of Motivation

According to Dönryei (2001: 8) there are five basic classes need of motivation as follows:

(1) Physiological needs.

It is the need of someone to fill the routines. For example; hunger, thirst, and sexual frustation;

(2) Safety need

This is the need for security, order and protection from pain and fear;

(3) Love needs

It is the need for love, affection, and social acceptance;

(4) Esteem needs

This kind of need is the need to gain competence, approval, and recognition; and

(5) Self-actualization needs

It is a need to realise one's potential and capabilities, and gain understanding and insight.

The same idea is presented by Rothstein (1990: 138) that there are seven need categories in Maslow's hierarchy are as follows:

(1) Physiological needs

Sustenance and physical comfort are crucial to a student's performance in the classroom. Those who are hungry, thirsty, or in need of a restroom break will be motivated to fulfill those needs rather than spend energy for learning;

(2) Safety need

Students need security, protection, and stability;

(3) Love and belonging needs

Students need to feel accepted, receive affection, and be part of a group.

Students who feel excluded or rejected may have difficulty attending to

academic lessons. It is important to try to help students meet this need in the school environment;

(4) Positive self-regard and self-esteem needs;

Students need to feel good about themselves. Again, as a teacher can do much to provide successful experiences for students

(5) Need to know and understand

Once the deficiency needs are satisfied, people are motivated to learn about the world around them;

(6) Aesthetic needs

A second growth need is to appreciate and enjoy the beauty in the world; and

(7) Need for self-actualization

The highest growth need and the one that very few people ever achieve, this is the need to fulfill one's potential in life.

<http://www.unisanet.unisa.edu.au/motivation/pages/what%20is%20Motivation.htm> states that there are four aspects of motivation as follows; (1) social aspect of motivation; (2) affective component of motivation; (3) physiological aspect of motivation; and (4) cognitive aspects of motivation.

The social aspects of motivation include a competitive goal structure, an individualistic goal structure, and a cooperative goal structure. A competitive goal structure is one in which learners perceive that they will be rewarded based on comparison with other learners. One person can win in a competition only if another loses. The goal of student in a competitive

classroom is to do better than their classmates. An Individualistic goal structure is one in which learners perceive themselves as working for their own reward. In this environment, students need not be concerned about what every one else is accomplishing. Their goal is to meet the standards which the teachers have established. A cooperative, goal structure is one, which learners perceive that they are working together with other students to gain rewards. In this environment, a student's success depends on the comparable success of other students. An important goal of students in a cooperative classroom is to encourage and enable other students to succeed.

An affective component of motivation is a feeling about a topic or an activity which has a strong influence on the willingness to study that topic and engage in the activity. Teacher can help the students develop positive feelings toward the topic, people, and event by applying the affective strategies of modeling teaching.

A physiological aspect of motivation is level of arousal, which refers to the overall readiness of the human organism to engage in activity. The level of arousal is influenced what the teachers do, what the learners do, and by other factors. The factors that increase the level of arousal are as follows: (1) teacher can introduce topics in an interesting manner; (2) teacher can use humor during the class; (3) teacher can avoid talking in a monotone; (4) teacher can encourage numerous different students to participate in class discussion; (5) teacher can call on students in an unpredictable rather than predetermined order; (6) teacher gives questions to which students are eager to

learn or discover answers; (7) teacher can vary the style of presentation and avoid the same order every day; (8) teacher can give test or quizzes at appropriate intervals, so that the students feel constantly accountable for what they learn; (9) teacher can move around the room rather than standing stiffly in front of the class or sitting down on the chair; and (10) teacher can break during the long class sessions.

A cognitive aspect of motivation is dealing with the interest of instructional material made by the teacher to make the learners more easily understand. For example, the teacher presents the information in an interesting manner. Interesting information is learned more easily than uninteresting information.

The last definition is proposed by Ausubel (in Brown 1994: 97), who identifies the six manifestations under girding the construct of motivation:

- a. The need for exploration, for seeing the other side of the mountain, for probing unknown.
- b. The need for manipulation, for operating on the environment and causing change.
- c. The need for activity, for movement and exercise both mental and physical.
- d. The need for stimulation, for the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
- e. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve the

contradictions to quest for solutions to problems and for self-consistent systems of knowledge.

- f. The need for ego enhancement, for the self to be known and to be accepted and approved by others.

4. The Role of Motivation in Teaching and Learning Activity

Motivation plays an important role in language teaching, because motivation, a prerequisite to learning, is the influence of needs and preferences on behavior. It affects the direction a student takes, activities a student choose, and the intensity with which a student engages in an activity. Rothstein 91990: 149) suggests several things that teacher can do during the class to help motivate the students to learn are as follows:

(1) Try to ensure that students' basic needs are met

Encourage the students to eat breakfast, use the restroom when breaks are provided, and to wear appropriate clothing. It also means maintaining a physically safe environment and helping all students feel part of a group.

(2) Be specific about what your students are to learn

Make your expectation known. Make sure that students know what to do to complete a task and how to get started.

(3) Choose appropriate reinforcers

Remember that the effectiveness of a reinforce depends on how rewarding it is to the person you are reinforcing. If you don't know what students consider rewarding, you need to ascertain this. For example, giving candy

to a child who doesn't like or cannot eat sweets may not be rewarding to that child.

(4) Do not rely on extrinsic reinforcement

Use extrinsic reinforcement initially, but help student appreciate and enjoy learning for the sake of learning. Help them become independent by encouraging them to rely on intrinsic reinforcement.

(5) Promote expectations of success

Help all students, especially females to be successful. When students are successful, help them acknowledge the ability and effort that led to their success. Sometimes you will need to break tasks into smaller activities to help ensure that students can be successful.

(6) Allow students some control and choice in their learning activities

Give the students enough room to explore and grow.

(7) Provide a variety of activities and try to make them interesting

Take into account individual differences activities to the students at different ability levels.

(8) Provide frequent and informative feedback

Let the students know how they are performing. Inform them of their strengths and weaknesses and indicate especially how they can improve their performance.

(9) Encourage students to set goals for themselves and to work toward these goals.

Help and support the students to work and get the aim.

Realizing how important the motivation is to language learning, teachers have to be responsible to improve the student's motivation in the classroom. It means that the English teacher must try to get their students interested during the class activities. As we know that, the success of second language learning like teaching and learning vocabulary to elementary school students depends on both internal and external forces. Internal force means any factor coming from the learners such as motivation, attitudes, ages, etc. Those internal factors support the learners in acquiring the second language. When the learners motivate themselves to do something, it will lead them to the success of second language learning. While influences from the outside the learners are considered external factor such as the curriculum, input, teachers, instructional, setting, method and technique used in teaching and learning. What techniques used by the teacher will much influence the success of second language learning?

There are several strategies used by the teacher to develop students' learning motivation according to Sutikno (2007: 2). The strategies are as follows: (1) the teacher describes the objectives of learning to the students in the beginning of the lesson. The objective will motivate students to learn; (2) the teacher gives reward to the clever students. The reward will motivate the high motivated students to study hard and motivate the low motivated students to be better in studying; (3) teacher tries to make a competition among her student to improve students' vocabulary mastery and to make their score up; (4) the teacher praises the students; (5) teacher gives punishment to the

students who don't do the homework or don't pay attention to the teacher during the lesson. This technique will give much development on students' self like having good discipline, high responsible, and have good interaction; (6) teacher supports the students to study hard while giving them maximal attention; (7) the teacher makes a good habit of learning; (8) the teacher helps the students to solve their difficulty whether it is done individually or in group; (9) teacher uses various method in teaching and learning process; and (10) teacher uses teaching media which is suitable with the objective of the learning.

Media is one factor to motivate students in learning. One of the media that advises by Rasyad (2007: 2) is picture. He states that teaching should be able to motivate students to learn. For example in teaching vocabulary for elementary students, the teacher uses a picture as a media to attract the students' attention so they will be motivated in learning vocabulary. It is one of techniques used by the teacher to build up the students' motivation in order to get the goal of learning.

Rivers in Thornbury (2002: 144) writes that as language teacher, someone must arouse students' interest in words and a certain excitement in personal development. Teacher can help the students by giving them ideas on how to learn. Teacher can also play a major role in motivating the learners to take vocabulary seriously with the following strategies; (1) students must pay more attention to the constituent of words, to their spelling, their pronunciation, and to the way they are stressed; (2) students pay attention to

the way words are similar or different in meaning, to the connotation of words, to their style, and to their association; and (3) students should keep a systematic record of new words using dictionaries, memorizing technique aid, and for the early stage of beginning level students can use some picture surround them to keep recording of vocabulary.

Wright (1989: 136) states that many teachers have used picture for centuries to help their students understand various aspects of foreign language, because the pictures have motivated the students, make the subject they are explaining clearer and understandable, and illustrate the general idea and forms of an object or action which are particular to a culture.

Sometimes, teachers also use translation. They translate unfamiliar words into the target language. Wright says that translation may often provide meaning quickly but it doesn't develop the essential language strategy which the students can continue to draw on long after they have left the classroom. Using translation, the students cannot keep their memory longer. Moreover, translation doesn't improve students' motivation in learning foreign language. He gives an example of a picture of an elephant. He explains that there are many things that are difficult to bring into the classroom including elephant. So he says that picture makes it possible. He concludes that a single example of an object is sometimes insufficient to focus the students' mind on the interpretation the teacher wishes to convey. Using these technique students will be more motivated to learn a new language.

The technique used by the teacher will create certain condition to the students' need of studying. Sardiman (2007: 77) states that in relation to the learning activity, it is important to create a condition or a process to lead the students to do learning activities. In this case, the role of the teacher is very important. How to make an effort to be able to attract and give motivation so her students will do the learning activity well?

Diesrich in Sardiman (2007: 101) adds that there are many learning activities that can be done by the students at school. The activities are not only listening and writing as it is done by the traditional school but there are more than 177 activities suggested by him for students to create their motivation. The activities are as follows: (1) visual activities including reading paying attention to the picture demonstrated by the teacher, and having trial and errors; (2) oral activities including expressing feeling, asking question, giving suggestion, interviewing, discussing and interrupting; (3) listening activities including listening to the dialogue, discussion, music, or speech; (4) writing activities including writing a story, report or rewriting; (5) drawing activities including drawing, making a graphic, map, diagram; (6) motorist activities including having trial and errors, making a construction, playing, gardening, and farming; (7) mental activities including responding to something, remember, solving problem, analyzing, interacting, and deciding something; (8) emotional activities including talent, feeling bored, happy, spirit, exiting, brave, calm, silent, and nervous. From the above activities he emphasized to

have visual aids like picture as a media for the students to learn. So the students will be motivated to learn.

Sardiman (2007: 90) states that using media is one of the techniques to motivate the students to learn. It is kind of extrinsic motivation which interact the teacher and the students during the class activity. Having extrinsic motivation, students can develop their activities and initiative, lead and keep their habit in learning activities, because learning needs motivation and motivation is an essential condition of learning. The result of studying will be optimal because of motivation. The right motivation given by the teacher, the success of learning will be gotten.

Sudjana and Ahmad in Zuraida et al. (2001: 85) support that instructional media support the students in their learning processes. They could help the students to achieve the goal of learning that is they get high scores as a result of instruction. They add that there are two reasons why instructional media could improve the process of learning. The first reason relates to the advantages of using media in terms of students' motivation. The process of instruction will be more interesting. Instructional material can be easier to understand so the students may able to achieve the desired goal; the instructional methods can be varied so the students would not get bored in following the instruction; the students could be more active in identifying and demonstrating the lesson. In this case, the students will tend to think systematically starting from the simple to the complicated ones from the complicated to the abstract. In addition, the process of thinking could be more

reversed, that is, one student would be able to describe the abstract to the concrete and the complicated to the simple matters. Considering the media to motivate the students they conclude that instructional media could help the student create a good environment for learning. Instructional media could also motivate the students in the learning and teaching activity.

Schewn in Zuraida et al. (2001: 86) give an example if the teacher who wants to improve certain students' behavior, such as getting bored of learning or lacking the motivation, perhaps teacher only needs to change the psychological environment or redesign the instructional media, or teachers only need to change the method of improving students' motivation, for example, by changing their ways of giving reward, or not giving additional homework to their students which may discourage students and add pressure and stress to their learning experiences.

If there is students' activity in learning, and the students, as the central of learning, of course, learning interaction will run well, because a process of teaching-learning is a process of interaction. Suardi in Sardiman (2007: 15) states that to have good interaction there must be a student's activity. And the activity should vary to make the students not to feel bored, like using various techniques and media which motivate students to have the conducive interaction.

Djamarah (2000: 19) states that a media as a tool used for getting the goal of the learning is a component of interaction. The other components are material, activity, method, source, and evaluation. He says that educative

interaction needs a tool whether it is non-material or material one. The non-material media are ordering, forbidding, advises, etc. while material media are globe, board, chalk, picture, diagram, painting, drawing, slide, video, etc. The use of media in the process of interaction is supported by Dwyer in Djamarah (2000: 19) stating that the perfect learning will be reached by using some media similar to the reality. One of educative interaction method suggested by Djamarah (2000: 195) is demonstration method where the teacher shows up a picture or a process of something using picture to the students. This way will help the students understand the material and avoid the misperception of explanation, besides that the students will be highly motivated through this technique.

Sardiman (2007: 145) concludes that the role of teacher as motivator is very important in improving students learning activity. Teacher must stimulate, support, and reinforce to make students active and creative until there is a dynamic in the process of learning and teaching. The role of teacher as a motivator is very important in teaching learning interaction. How does the teacher create the material, present it, and make the students understand about it? All above is dealing with the duty of the teacher as an educational staff that needs a social intelligence, performance, personalization, and self-socialization. If the teacher is good, the presented material is good, the technique presented is clear, the situation is supported, the media is available, and, of course, the students will be motivated to learn and there will be good interaction in the classroom.

In this research, the researcher wants to focus on motivation as external support from teacher to the students in understanding the material given. They are using picture media and translation. Those techniques are used to improve students' motivation to learn.

Finally, motivation is a short support, emotion, or a want that lead somebody in order to attain a set of goals. There are four aspects of motivations. They are: (1) social; (2) affective; (3) phisyological; and (4) cognitive. The indicators from the above aspects are as follows: (1) the need for ego enhancement, for the self to be known and to be accepted and approved of by other; (2) need for self-actualization; (3) the need for activity, for movement and exersice both mental and physical; (4) the need for manipulation, for operating on the environment and causing change; (5) the need for exploration, the need for probing unknown; (6) the need to know and understand; and (7) the need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradictions to quest for solutions to the problems and for self-consistent systems of knowledge.

E. Rationale

1. The difference between picture and translation for teaching vocabulary.

Picture is a teaching media that can be used to show the meaning, the used, the pronunciation, and the spelling of word to the students. It can be a picture of a single object or person, picture of people in action, or picture of

map and symbol. Using picture is one of the teacher techniques to teach vocabulary to make the students interested in and attractive to learn. It means that picture is considered important in the process of teaching vocabulary to elementary students for several reasons. They are as follows: (1) students' characteristic that they like something colorful or something drawing. It means that using picture can attract the students' attention of learning; (2) picture is a teaching media similar to its real one, so the students will easily understand and they will have long memorization in their mind; and (3) using picture is one of the teacher technique to teach vocabulary to make the students interested and attractive to learn. Compared with translation, using picture as a media is more effective for teaching vocabulary to elementary students, because picture can change the class atmosphere from silent to active, from lazy to spirit, and from boring to interesting. Having good classroom atmosphere will make the students feel comfortable to learn. If they feel so, of course the material given will be easily understood by them.

Translation doesn't give much opportunity to the students to be active, creative and imaginative in learning vocabulary. For getting the meaning of a new word in teaching vocabulary, translation can provide it further than using media. This technique doesn't attract the students' attention and cannot improve students' motivation. Moreover, it will make the students addictive.

We know that the beginners like to do some challenging activities like guessing the pictures, arranging pictures, or coloring pictures. That is why, it

can be assumed that pictures very much influence students' achievement of vocabulary mastery.

2. The difference between picture media and translation for the students having high motivation.

The success of learning not only depends on the teaching technique but also on the classroom situation or atmosphere. If the technique presented is good, of course, the atmosphere will also be good. Having these situation students will enjoy learning English, but it must be considered that each student of elementary school has different motivation to study. Some of them are motivated by themselves to study. It means that they have intrinsic motivation. These types of students are active, care, curious, having good participation, and have their own spirit to study for getting competency and skill. In this case, there are many techniques suggested by experts. One of them is using a picture media. The teacher and students can do several activities in or outside the class like; drawing, demonstrating, guessing, colouring, matching, comparing, answering question based on picture, even memorizing. Those activities will be more enjoyable to do with students having high motivation that they feel doing something challenging to get the skill. It is a very effective technique used in teaching vocabulary to the students having high motivation due to their characteristics. For instance, the teacher asks the students to choose the correct picture of activities on the board based on the meaning given, the high motivated students will immediately stand up and ready to go and choose the picture although their

choosing is not always correct. It can be assumed that picture is more effective than translation for teaching vocabulary to the students having high motivation.

3. The difference between picture media and translation for the students having low motivation.

The students having low motivation are silent, lazy, shy, and afraid to do something, because they afraid of making mistakes. Using picture is not suitable technique. The low motivated students will only sit tidily on their seat without talking anything when the teacher asks them to do something. They prefer to be silent to active. In this condition, the suggested technique is using translation in teaching vocabulary better than using picture media, because the students don't want to be active in the classroom activities. Using translation will provide the meaning of words quickly. And the students don't feel hard to study because the teacher gives the meaning of it, and sometimes asks them to repeat after her/him. Besides that, the teacher drills several words to the students. It can be assumed that translation is more effective than picture for teaching vocabulary to the students having low motivation.

4. The interaction between teaching techniques and motivation for teaching vocabulary.

Technique used by the teacher indicates the form of learning. If the technique used can make the students enjoy learning, there is an interaction in the teaching and learning process. Besides that, the technique used in teaching must consider the students condition like their age and level. For elementary

students, the teacher can use picture as a media in teaching vocabulary to the highly motivated students, while for the students having low motivation, translation is suitable technique for them. Those two techniques can attract the students' attention and improve their motivation to learn. It can be assumed that the technique presented by the teacher make the students happy and satisfied; of course they will be motivated to learn English.

F. Hypotheses

Based on the review of related literature and rationale, the hypotheses can be formulated as follows:

- 1 There is significant difference between using picture and translation in teaching vocabulary.
- 2 Using picture is more effective than translation to teach vocabulary for students having high motivation.
- 3 Using translation is more effective than using picture to teach vocabulary for students having low motivation.
- 4 There is an interaction between teaching technique and motivation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to discuss (1) Research Method; (2) Place and Time of the Study; (3) Population, Sample, and Sampling; (4) Techniques of Collecting the Data; and (5) Techniques of Analyzing the Data

A. Research Method

The design of this research is experimental study with a quantitative approach. A quantitative approach is a kind of research that gives a pressure in systematic analysis, using statistic analysis toward the quantitative data that includes correlation study, experiment, and ex-post facto. Fraennkel and Wallen (1993: 240) state that experimental research is one of the most powerful research methodologies, because it is the best way to establish cause – and – effect relationship between variables. Besides that, it is the only type of research that directly attempts to influence a particular variable. Ari, et al. (1975: 225) agrees that experiment is the most complicated research for testing hypothesis. There are five designs in experimental study. The designs are as follows: (1) Pre-experimental designs; (2) True experimental designs; (3) Factorial designs; (4) Quasi-Experimental designs; and (5) Time-series design. Because the researcher wants to assess both independent variables, factorial design is used to analyze the main effects for both experimental variables as well as an analysis of the interaction between the treatments.

Factorial design is a further development of the experimental technique, which allows for two or more different characteristics, treatments, or events to be independently varied within a single study. This is a logical approach to examining multiple-causality. This research is designed to describe and to prove the effectiveness of using picture in teaching vocabulary to improve students' vocabulary mastery and to attract the students so they are motivated to learn.

B. Place and Time of the Study

This research has been conducted at SDN Singkalanyar I Prambon Nganjuk. It is located at Ds. Bancar Ds. Singkalanyar Kec. Prambon Kab. Nganjuk. It is a state school, which has the largest students at Prambon district. There are two classes at each level and in academic year 2007/2008, this elementary school got 301 students while the others got under 200 students. This school got A score in accreditation in 2003

This school was chosen as the setting of study for some reasons: (1) based on the given interview, the teacher still has problems dealing with the students' motivation in learning English; (2) Based on the observation, the students still have a little vocabulary to practice or to develop their communicative competence in English.

The research was conducted from April 2008 up to January 2009, with the following schedule:

C. Population, Sample, and Sampling

Fraenkel and Wallen (1993: 79) say that a population is the group to which the result of the study are intended to apply while the sample is a group in a research study on which information is obtained. In almost all research, the sample is smaller than the number of populations. The subject of the study is the sixth grade students of Elementary school of SDN Singkalanyar I Prambon Nganjuk. There are 55 students in the sixth grade. They are divided into two classes A and B. Grade 6A consists of 22 students, they are thirteen boys and nine girls while grade 6B consists of 23 students, and they are sixteen boys and eight girls. They come from the same ethnic group of Javanese but they have different economic status.

In determining the sample, the researcher employed cluster random sampling technique to the total population. The technique was used because the subjects of the study are homogeneous. The first class is class 6A as an experimental class and 6B as a control class.

D. Techniques of Collecting the Data

The data to support the research were collected from students using questionnaire and test. Margono (1999: 167) states that questionnaire is a tool of collecting data by giving written question which will be answered by the respondents. Fraenkel and Wallen (1993: 79) say that questionnaire is an instrument that can be used for collecting data in a research. In a questionnaire, the subjects respond to the questions by writing or, more

commonly, marking an answer sheet. The researcher gave a sheet of questionnaire dealing with students' motivation. It was a cloze questionnaire, where the students must answer some statements by choosing alternative answers given by the teacher. Besides questionnaire, the students must do a test of multiple-choice item dealing with vocabulary mastery after getting some treatments.

E. Techniques of Analyzing the Data

The data are been analyzed using inferential statistic because the researcher wants to give the interpretation of the data and takes a conclusion. The first procedure to analyze data was arranging the data and then classifying them into some categories then with the frequency distribution table, finally analyzing them using ANOVA or variance analysis.

Table 6

Method \ Motivation	Picture	Translation	Total
High	27% T ₁	27% P ₁	
Low	27% T ₂	27% P ₂	
Total			

The analyses are as follows:

h. The total sum of squares:

$$\sum x_t^2 = \sum x_t^2 - \frac{(\sum x_t)^2}{N}$$

i. The sum of squares between groups:

$$\sum x_t^2 = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3} + \frac{(\sum x_4)^2}{n_4} - \frac{(\sum x_t)^2}{N}$$

j. The sum of squares within groups:

$$\sum x_w^2 = \sum x_t^2 - \sum x_b^2$$

k. The between-columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum x_{c1})^2}{n_{c1}} + \frac{(\sum x_{c2})^2}{n_{c2}} - \frac{(\sum x_t)^2}{N}$$

l. The between-rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum x_{r1})^2}{n_{r1}} + \frac{(\sum x_{r2})^2}{n_{r2}} - \frac{(\sum x_t)^2}{N}$$

m. The sum-of-squares interaction:

$$\sum x_{int} = \sum x_b^2 - (\sum x_{bc}^2 + \sum x_{br}^2)$$

n. The number of degrees of freedom associated with each source of variation:

$$\text{df for between-columns sum of squares} = C - 1 = 2 - 1 = 1$$

$$\text{df for between-rows sum of squares} = R - 1 = 2 - 1 = 1$$

$$\text{df for interaction} = (C - 1)(R - 1) = 1 \times 1 = 1$$

df for between-groups sum of squares = $G - 1 = 4 - 1 = 3$

df for within-groups sum of squares = $\sum (n - 1) = 4 + 4 + 4 + 4 + 16$

df for total sum of squares = $N - 1 = 20 - 1 = 19$

where

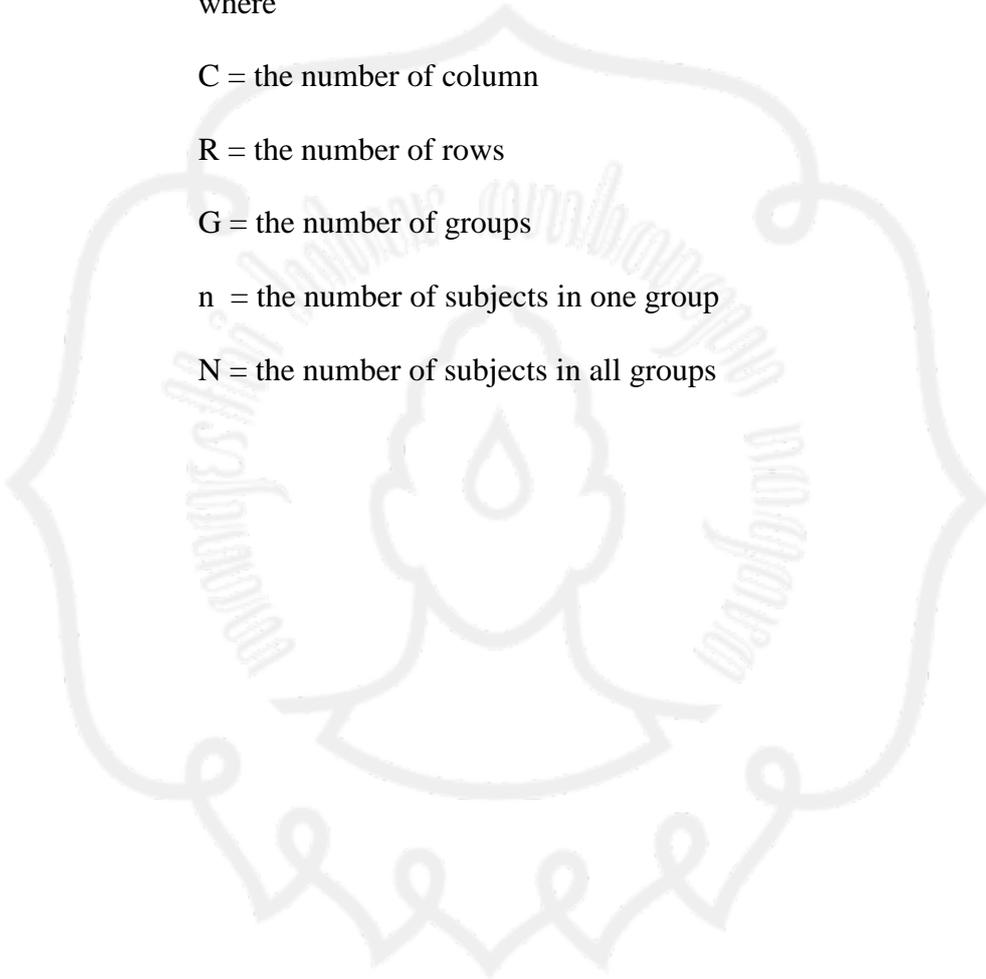
C = the number of column

R = the number of rows

G = the number of groups

n = the number of subjects in one group

N = the number of subjects in all groups



CHAPTER IV

RESEARCH FINDING

The data gained from a research field are analyzed to get the clear conclusion. The steps that are taken can be classified as the following steps: (1) Data description; (2) Data analysis; (3) Hypotheses verification; and (4) Discussion. These four steps can be classified chronologically and explained clearly as follows:

G. Data Description

The research was conducted in SDN Singkalanyar I Prambon Nganjuk consisting of two classes of the sixth year students. The two classes are for experimental and control class. The experimental class was taught using picture media while the control class was taught using traditional technique that was a translation. Before giving treatments to the experimental and control class, the researcher was trying the items of questionnaire and the test of vocabulary out to the 32 students of SDN Mojoagung III Prambon Nganjuk. The tried out learning motivation questionnaire consists of 60 items and it was held on 1st of November 2008 while the tried out post test which consists of 80 items was held on 5th of November 2008. After trying the items out, the researcher analyzed the validity and reliability of the instrument and test items. The result showed that for the item of motivation there were 43 valid out of 60 items, while for the item of vocabulary test there were 42 valid items out of 80 items of the test.

Then, the researcher analyzed again the valid on valid of the questionnaire items and posttest items. The result showed that for the item of motivation there were 43 valid out of 43 items, while for the item of vocabulary test there were 32 valid items out of 42 items of the test. Finally, she used 40 items for testing students' motivation and 30 items for testing students' vocabulary. (See appendix page 209 up to 217 for details)

In giving students' questionnaire, the researcher asked the students to give response to the items of motivation questionnaire. There were 40 items of questionnaire that the students had to respond to by ticking the alternative column of (4) means always, (3) means often, (2) means sometimes and (1) means never. After analyzing the students' level of motivation, the researcher divided the students into two levels. They are high-motivated students and low motivated students. The students' motivation result is enclosed. (See appendix page 218 up to 225)

The first step done by the researcher to analyze the data was arranging the data and then classifying them into some categories then with the frequency distribution table, finally analyzing them using ANOVA or variance analysis. The distribution was divided into 6 groups. The first group is the students who are taught using picture media (A1); the second group is those who are taught using translation (A2); the third group is those having high motivation who are taught using picture media (A1B1); the fourth group is those having low motivation who are taught using picture media (A1B2); the fifth group is those having high motivation who are taught using translation

(A2B1) and the last group is those having low motivation who are taught using translation (A2B2). The followings are the distribution frequency histograms and the polygons of students' score:

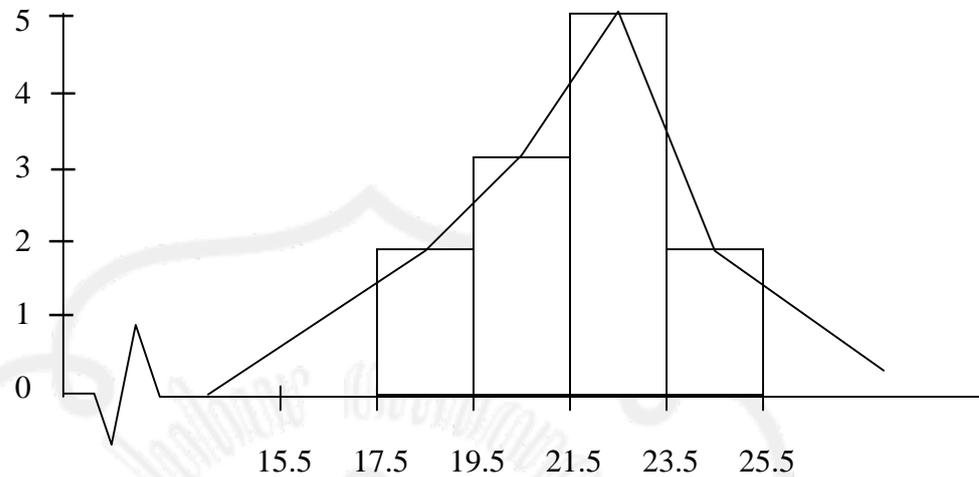
1. The students who are taught using picture media

The students' scores are; 23, 22, 21, 20, 18, 24, 24, 23, 22, 21, 20, 18

- a. The highest score is 24
- b. The lowest score is 18
- c. Range (r) is $24 - 18 = 6$
- d. The number of classes is $1 + (3.3) \log 12 = 1 + (3.3) (1.079) = 1 + 3.5613 = 4.5613$ (5 is used)
- e. The class width (interval) = $\frac{6}{5} = 1.5$ (2 is used)
- f. Tally the data

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
16 – 17	15.5 – 17.5	16.5	0	0	0
18 – 19	17.5 – 19.5	18.5	II	2	16.67
20 – 21	19.5 – 21.5	20.5	III	3	25
22 – 23	21.5 – 23.5	22.5	IIII	5	41.66
24 - 25	23.5 – 25.5	24.5	II	2	16.67
				12	100

g. Histogram and polygon



2. The students who are taught using translation

The students' scores are: 19, 17, 16, 15, 13, 11, 24, 23, 22, 21, 20, 18

a. The highest score is 24

b. The lowest score is 11

c. Range (r) is $24 - 11 = 13$

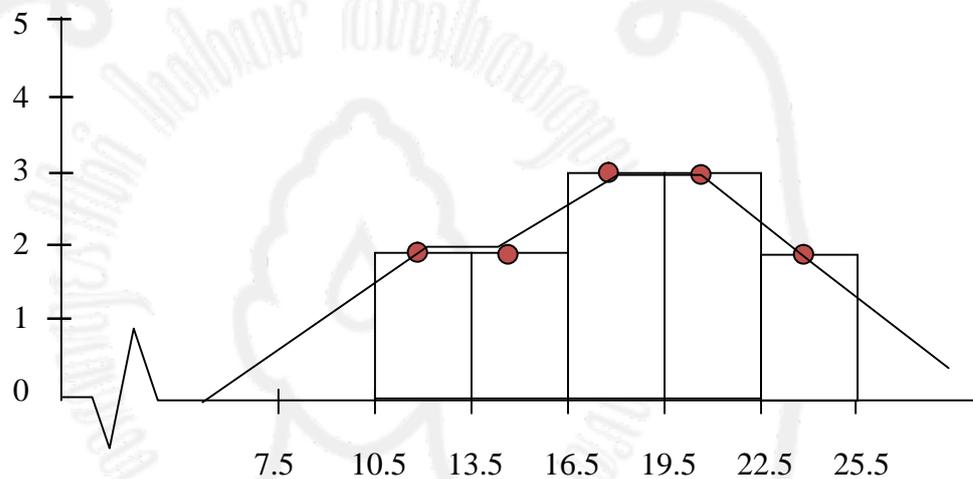
d. The number of classes is $1 + (3.3) \log 12 = 1 + (3.3) (1.079) =$
 $1 + 3.5613 = 4.5613$ (5 is used)

e. The class width (interval) $= \frac{13}{5} = 2.6$ (3 is used)

f. Tally the data

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
8 - 10	7.5 - 10.5	9	0	0	0
11 - 13	10.5 - 13.5	12	II	2	16.67
14 - 16	13.5 - 16.5	15	II	3	16.67
17 - 19	16.5 - 19.5	18	III	3	25
20 - 22	19.5 - 22.5	21	III	3	25
23 - 25	22.5 - 25.5	24	II	2	16.66
				12	100

g. Histogram/polygon



3. The students having high motivation who are taught using picture media

The student's scores are: 23, 22, 21, 20, 18, 24

a. The highest score is 24

b. The lowest score is 18

c. Range (r) is $24 - 18 = 6$

d. The number of classes is $1 + (3.3) \log 6 = 1 + (3.3) (0.778) =$

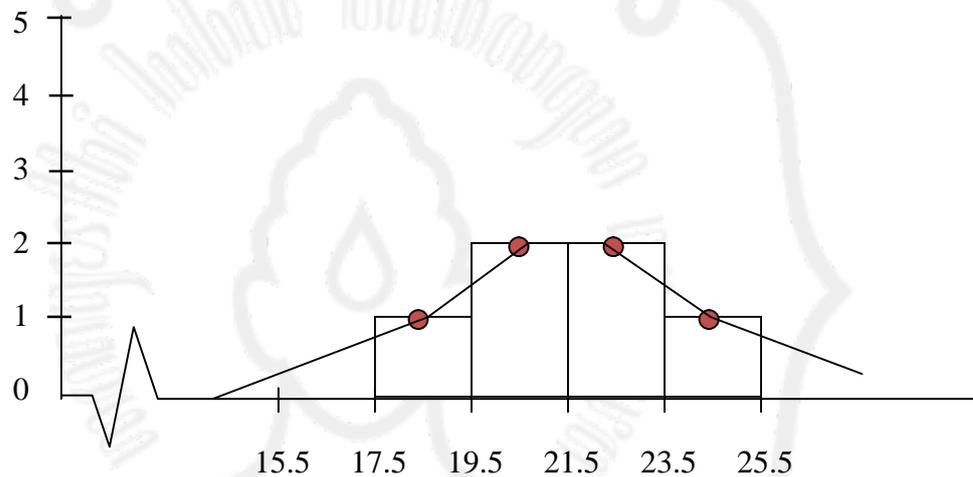
$$1 + 4.078 = 5.078 \quad (5 \text{ is used})$$

e. The class width (interval) = $\frac{6}{5} = 1.5$ (2 is used)

f. Tally the data

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
16 – 17	15.5 – 17.5	16.5	0	0	0
18 – 19	17.5 – 19.5	18.5	I	1	16.67
20 – 21	19.5 – 21.5	20.5	II	2	33.33
22 – 23	21.5 – 23.5	22.5	II	2	33.33
24 – 25	23.5 – 25.5	24.5	I	1	16.67
				6	100

g. Histogram/polygon



4. The students having low motivation who are taught using picture media

The students' scores are: 24, 21, 21, 20, 20, 18

a. The highest score is 24

b. The lowest score is 18

c. Range (r) is $24 - 18 = 6$

d. The number of classes is $1 + (3.3) \log 6 = 1 + (3.3) (0.778) =$

$$1 + 4.078 = 5.078$$

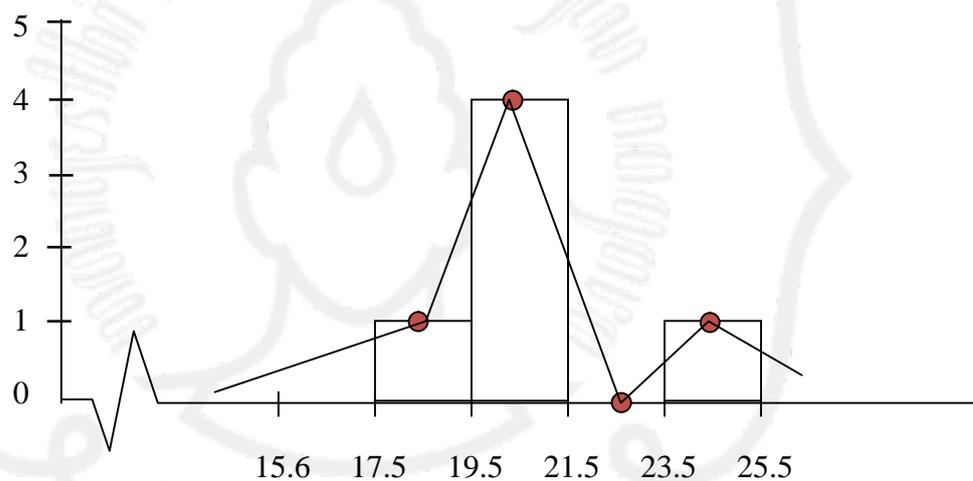
(5 is used)

e. The class width (interval) = $\frac{6}{5} = 1.5$ (2 is used)

f. Tally the data

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
16 – 17	15.5 – 17.5	16.5	0	0	0
18 – 19	17.5 – 19.5	18.5	I	1	16.67
20 – 21	19.5 – 21.5	20.5	III	4	66.66
22 – 23	21.5 – 23.5	22.5	0	0	0
24 – 25	23.5 – 25.5	24.5	I	1	16.67
				6	100

g. Histogram/polygon



5. The students having high motivation who are taught using translation

The students' scores are 19, 17, 16, 15, 13, and 11

- The highest score is 19
- The lowest score is 11
- Range (r) is $19 - 11 = 8$

d. The number of classes is $1 + (3.3) \log 6 = 1 + (3.3) (0.778) =$

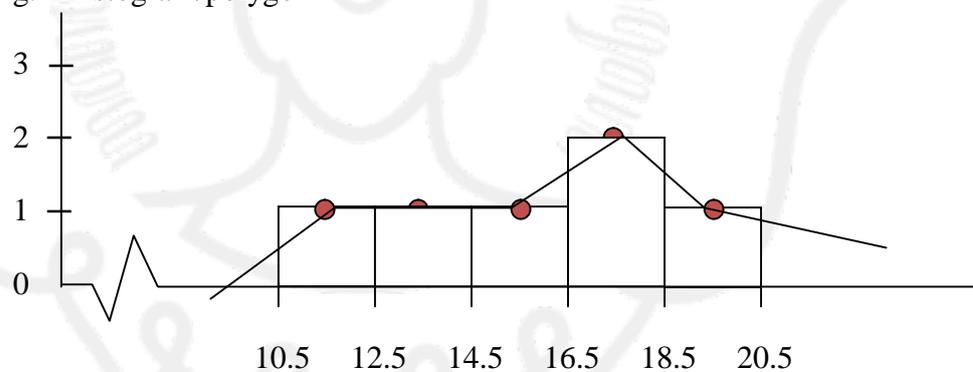
$$1 + 4.078 = 5.078 \quad (5 \text{ is used})$$

e. The class width (interval) $= \frac{8}{5} = 1.6 \quad (2 \text{ is used})$

f. Tally the data

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
11 – 12	10.5 – 12.5	11.5	I	1	16.67
13 – 14	12.5 – 14.5	13.5	I	1	16.67
15 – 16	14.5 – 16.5	15.5	I	1	16.67
17 - 18	16.5 – 18.5	17.5	II	2	66.66
19 - 20	18.5 – 20.5	19.5	I	1	16.66
				6	100

g. Histogram/polygon



6. The students having low motivation who are taught using translation

The students' scores are: 24, 23, 22, 21, 20, 18

a. The highest score is 24

b. The lowest score is 18

c. Range (r) is $24 - 18 = 6$

d. The number of classes is $1 + (3.3) \log 6 = 1 + (3.3) (0.778) =$

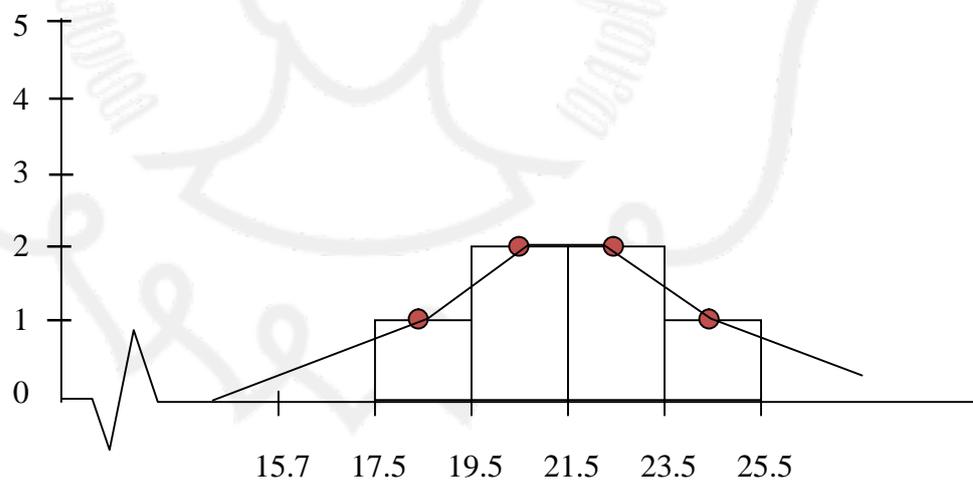
$$1 + 4.078 = 5.078 \quad (5 \text{ is used})$$

e. The class width (interval) = $\frac{6}{5} = 1.5$ (2 is used)

f. Tally the data

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
16 – 17	15.5 – 17.5	16.5	0	0	0
18 – 19	17.5 – 19.5	18.5	I	1	16.67
20 – 21	19.5 – 21.5	20.5	II	2	33.33
22 – 23	21.5 – 23.5	22.5	II	2	33.33
24 – 25	23.5 – 25.5	24.5	I	1	16.67
				6	100

g. Histogram/polygon



After knowing the histogram and polygon of each group, the researcher analyzes the normality and homogeneity of the data. The followings are the normality of the data:

a. The students who are taught using picture media

The students' scores are 23, 22, 21, 20, 18, 24, 24, 23, 22, 21, 20, and 18

X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
18	-1.5	0.0668	0.1667	0.0999
18	-1.5	0.0668	0.1667	0.0999
20	-0.5	0.3085	0.4166	0.1081
20	-0.5	0.3085	0.4166	0.1081
20	-0.5	0.3085	0.4166	0.1081
21	0	0.5000	0.6666	0.1666
21	0	0.5000	0.6666	0.1666
21	0	0.5000	0.6666	0.1666
22	0.5	0.6915	0.7500	0.0585
23	1	0.8413	0.8333	0.008
24	1.5	0.9332	1	0.0668
24	1.5	0.9332	1	0.0668
252				
21				

$$\begin{aligned}
 S &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} = \sqrt{\frac{\sum X^2 - \frac{(252)^2}{n}}{12-1}} = \sqrt{\frac{5336 - \frac{5292}{12}}{11}} \\
 &= \sqrt{\frac{44}{11}} = 2
 \end{aligned}$$

The highest value of $|F(Z_i) - S(Z_i)|$ or L_o is **0.1666**. $L_t = 0.242$. Because L_o is lower than L_t or L_o (**0.1666**) $< L_t$ (0.242), it can be concluded that the sample is in normal distribution

b. The students who are taught using translation

The students' scores are 19, 17, 16, 15, 13, 11, 24, 23, 22, 21, 20, and 18

X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
11	-1.88	0.0301	0.0833	0.0532
13	-1.33	0.0934	0.1677	0.0743
15	-0.08	0.4681	0.2500	0.2180
16	-0.58	0.281	0.3333	0.0523
17	-0.32	0.3745	0.4166	0.0421
18	-0.07	0.4721	0.5000	0.0279
19	0.17	0.5596	0.5833	0.0237
20	0.42	0.6628	0.6667	0.0039
21	0.68	0.7517	0.7500	0.0017
22	0.93	0.8238	0.8333	0.0095
23	1.18	0.8810	0.9167	0.0357
24	1.43	0.9236	1	0.0764
$\sum = 219$				
$\bar{X} = 18.3$				

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} =$$

$$\sqrt{\frac{4175 - \frac{(219)^2}{12}}{12-1}} = \sqrt{\frac{4175 - 3996.75}{11}} = \sqrt{\frac{178.25}{11}} = \sqrt{16.2} = 4$$

The highest value of $|F(Z_i) - S(Z_i)|$ or L_o is **0.2180** $L_t = 0.242$. Because

L_o is lower than L_t or L_o (**0.2180**) < L_t (0.242), it can be concluded that

the sample is in normal distribution

- c. The students having high motivation who are taught using picture media

The student's scores are 23, 22, 21, 20, 18, and 24

X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
18	-1.57	0.0582	0.1666	0.1084
20	-0.62	0.2627	0.3333	0.0706
21	-0.14	0.4443	0.5000	0.0557
22	0.33	0.6293	0.6666	0.0373
23	0.81	0.7910	0.8333	0.0423
24	1.28	0.8997	1	0.1003
$\sum = 128$				
$\bar{X} = 21.3$				

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} = \sqrt{\frac{2754 - \frac{(128)^2}{6}}{6-1}} = \sqrt{\frac{2754 - 2730.6}{11}}$$

$$= \sqrt{\frac{23.33}{5}} = \sqrt{4.6} = 2.1$$

The highest value of $|F(Z_i) - S(Z_i)|$ or L_o is **0.1084** $L_t = 0.319$. Because L_o is lower than L_t or L_o (**0.1084**) $< L_t$ (0.319), it can be concluded that the sample is in normal distribution

d. The students having low motivation who are taught using picture media

The students' scores are 24, 21, 21, 20, 20, and 18

X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
18	-1.32	0.0951	0.1666	0.0715
20	-0.31	0.3783	0.5000	0.1217
20	-0.31	0.3783	0.5000	0.1217
21	0.20	0.5793	0.8333	0.2540
21	0.20	0.5793	0.8333	0.2540
24	1.73	0.9582	1	0.0418
$\sum = 124$				
$\bar{X} = 20.6$				

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} = \sqrt{\frac{2582 - \frac{(124)^2}{6}}{6-1}} = \sqrt{\frac{2582 - 2562.6}{5}}$$

$$= \sqrt{\frac{19.33}{5}} = \sqrt{3.8} = 1.96$$

The highest value of $|F(Z_i) - S(Z_i)|$ or L_o is **0.2540** $L_t = 0.319$. Because L_o is lower than L_t or L_o (**0.2540**) $< L_t$ (0.319), it can be concluded that the sample is in normal distribution

e. The students having high motivation who are taught using translation

The students' scores are 19, 17, 16, 15, 13, and 11

X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
11	-1.61	0.0537	0.1666	0.1129
13	-0.91	0.1814	0.3333	0.1519
15	-0.21	0.4168	0.5000	0.0832
16	0.14	0.5557	0.6666	0.1109
17	0.49	0.6879	0.8333	0.1454
19	1.19	0.8830	1	0.1170
$\sum = 91$				
$\bar{X} = 15.6$				

$$\begin{aligned}
 S &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} = \sqrt{\frac{1421 - \frac{(91)^2}{6}}{6-1}} = \sqrt{\frac{1421 - 1380.2}{5}} \\
 &= \sqrt{\frac{40.8}{5}} = \sqrt{8.2} = 2.85
 \end{aligned}$$

The highest value of $|F(Z_i) - S(Z_i)|$ or L_o is **0.1519** $L_t = 0.319$. Because L_o is lower than L_t or L_o (**0.1519**) < L_t (0.319), it can be concluded that the sample is in normal distribution

f. The students having low motivation who are taught using translation

The students' scores are 24, 23, 22, 21, 20, and 18

X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$ F(Z_i) - S(Z_i) $
18	-1.57	0.0582	0.1666	0.1084
20	-0.62	0.2627	0.3333	0.0706
21	-0.14	0.4443	0.5000	0.0557
22	0.33	0.6293	0.6666	0.0373
23	0.81	0.7910	0.8333	0.0423
24	1.28	0.8997	1	0.1003
$\sum = 128$				
$\bar{X} = 21.3$				

$$\begin{aligned}
 S &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}} = \sqrt{\frac{2754 - \frac{(128)^2}{6}}{6-1}} = \sqrt{\frac{2754 - 2730.6}{11}} \\
 &= \sqrt{\frac{23.33}{5}} = \sqrt{4.6} = 2.1
 \end{aligned}$$

The highest value of $|F(Z_i) - S(Z_i)|$ or L_o is **0.1084** $L_t = 0.319$. Because L_o is lower than L_t or L_o (**0.1084**) < L_t (0.319), it can be concluded that the sample is in normal distribution

The homogeneity of the data is follows:

No	Group X_1	Group X_2	Group X_3	Group X_4
1.	23	24	19	24
2.	22	21	17	23
3.	21	21	16	22
4.	20	20	15	21
5.	18	20	13	20
6.	24	18	11	18
Σ	128	124	91	128

No	Group X_1^2	Group X_2^2	Group X_3^2	Group X_4^2
1.	529	576	361	576
2.	484	441	289	529
3.	441	441	256	484
4.	400	400	225	441
5.	324	400	169	400
6.	576	324	121	324
Σ	2754	2582	1421	2754

$$1. S_3^2 = \frac{\sum X_3^2 - \frac{(\sum X_3)^2}{n}}{n-1} = \frac{2754 - \frac{128^2}{6}}{5} = \frac{2754 - 2730.6}{5} = \frac{23.4}{5} = 4.68$$

$$2. S_4^2 = \frac{\sum X_4^2 - \frac{(\sum X_4)^2}{n}}{n-1} = \frac{2582 - \frac{124^2}{6}}{5} = \frac{2582 - 2562.6}{5} = \frac{19.4}{5} = 3.88$$

$$3. S_5^2 = \frac{\sum X_5^2 - \frac{(\sum X_5)^2}{n}}{n-1} = \frac{1421 - \frac{91^2}{6}}{5} = \frac{1421 - 1380.2}{5} = \frac{40.8}{5} = 8.16$$

$$4. S_6^2 = \frac{\sum X_6^2 - \frac{(\sum X_6)^2}{n}}{n-1} = \frac{2754 - \frac{128^2}{6}}{5} = \frac{2754 - 2730.6}{5} = \frac{23.4}{5} = 4.68$$

$$5. S s^2 = \left\{ \sum (n_i - 1) s_i^2 / \sum (n_i - 1) \right\}$$

$$= \frac{5(4.68) + 5(3.88) + 5(8.16) + 5(4.68)}{5 + 5 + 5 + 5}$$

$$= \frac{23.4 + 19.4 + 40.8 + 23.4}{20}$$

$$= \frac{107}{20} = 5.35$$

$$6. \log s^2 = \log 5.35 = 0.7283$$

$$7. B = (\log s^2) \sum (n_i - 1) = (0.7283)(20) = 14.5670$$

Sample	Df	1/df	s_i^2	$\text{Log } s_i^2$	$(\text{df}) \log s_i^2$
1	5	0.20	4.68	0.6702	3.351
2	5	0.20	3.88	0.5888	2.944
3	5	0.20	8.16	0.9116	4.558
4	5	0.20	4.68	0.6702	3.351
					14.204

$$\begin{aligned}
 8. \chi^2 &= (ln10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\} \\
 &= (2.3026) (14.5670 - 14.204) = (2.3026) (0.3630) = 0.8360
 \end{aligned}$$

Because χ_o^2 (0.8360) is lower than $\chi_{i, .95(5)}^2$ (7.81), it can be concluded that the data are homogeneous

B. Data Analysis

The research which has been done needs to be analyzed orderly. This is meant to answer the problems as follows: (1) Which one is more effective using picture and translation for teaching vocabulary to the sixth grade students?; (2) Which one is more effective, using picture or translation to teach vocabulary for students having high motivation?; (3) Which one is more effective, using picture or translation to teach vocabulary for students having low motivation?; and (4) Is there any interaction between teaching technique and motivation?

All of them are answered by the analysis of the data. The researcher analyzed the data using multifactor analysis and Tuckey test. It can be seen from the following:

Table 7

DATA ANALYSIS

Method Motivation	Picture	Translation	Total
High	23 $\sum X = 128$	19 $\sum X = 91$	$\sum X_{r1} = 219$ $\bar{X}_{r1} = 18.25$
	22 $\bar{X} = 21.33$	17 $\bar{X} = 15.2$	
	21	16	
	20	15	
	18	13	
	24	11	
Low	24 $\sum X = 124$	24 $\sum X = 128$	$\sum X_{r2} = 252$ $\bar{X}_{r2} = 21$
	21 $\bar{X} = 20.7$	23 $\bar{X} = 21.33$	
	21	22	
	20	21	
	20	20	
	18	18	
Total			$\sum X = 471$ $\bar{X} = 19.625$
	$\sum X_{c1} = 252$ $\bar{X}_{c1} = 21$	$\sum X_{c2} = 219$ $\bar{X}_{c2} = 18.25$	

Table 8
Summary of a 2 x 2 Multifactor Analysis of Variance

Source of variance	SS	df	MS	F_o	$F_{t(.05)}$	$F_{t(.01)}$
Between columns (method)	45.35	1	45.35	8.51	4.35	8.10
Between rows (motivation)	45.35	1	45.35	8.51		
Columns by rows (interaction)	70.2	1	70.2	13.17		
Between groups	160.9	3	53.63			
Within groups	106.7	20	5.33			
Total	267.6					

The computation shows that:

1. If F_o between columns is higher than $F_{t(.05)}$ and $F_{t(.01)}$, the difference between columns is significant.
2. If F_o between rows is higher than $F_{t(.05)}$ and $F_{t(.01)}$, the difference between rows is significant
3. If F_o interaction is higher than $F_{t(.05)}$ and $F_{t(.01)}$, there is interaction effect between the two variables.

After knowing the summary of a 2 x 2 Multifactor Analysis of Variance it can be concluded that:

1. Because F_o between columns (45.35) is higher than $F_{t(.05)}$ (4.35) and $F_{t(.01)}$ (8.10), the difference between columns is significant. It can be concluded that the methods of teaching vocabulary to the sixth grade students differ significantly and teaching vocabulary using picture is more effective teaching technique than translation
2. Because F_o between rows (45.35) is higher than $F_{t(.05)}$ (4.35) and $F_{t(.01)}$ (8.10), the difference between rows is significant. It can be concluded that students having low motivation differ significantly from those having high motivation.
3. Because F_o interaction (13.17) is higher than $F_{t(.05)}$ (4.35) and $F_{t(.01)}$ (8.10), there is interaction effect between the two variables, the teaching technique and motivation.

The researcher continuous analyzes the data using tuckey test. The following is the analysis of the data using tuckey test.

1. Picture compared with translation in teaching vocabulary

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{ErrorVariance/n}}$$

$$q = \frac{21 - 18.25}{\sqrt{5.33/12}} = \frac{2.75}{\sqrt{0.44}} = \frac{2.75}{0.66} = 4.16$$

From the above result, it can be concluded that q_o (4.16) is higher than q_t (3.08)

2. Picture compared with translation in teaching vocabulary for students having high motivation

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance} / n}}$$

$$q = \frac{21.33 - 15.2}{\sqrt{5.33/6}} = \frac{6.13}{\sqrt{0.88}} = \frac{6.13}{0.94} = 6.52$$

From the above result, it can be concluded that q_o (6.52) is higher than q_t (3.46)

3. Picture compared with translation in teaching vocabulary for students having low motivation

$$q = \frac{\bar{X}_{c2r2} - \bar{X}_{c1r2}}{\sqrt{\text{ErrorVariance} / n}}$$

$$q = \frac{21.33 - 20.7}{\sqrt{5.33/6}} = \frac{0.63}{\sqrt{0.88}} = \frac{0.63}{0.94} = 0.67$$

From the above result, it can be concluded that q_o (0.67) is lower than q_t (3.46)

After knowing the summary of tuckey test, it can be concluded that:

1. Because q_o between columns (4.16) is higher than q_t (3.08), the difference between columns is significant. It can be concluded that picture and translation for teaching vocabulary to the sixth grade students differ significantly.
2. Because q_o (6.52) is higher than q_t (3.46), the difference between using picture and translation for teaching vocabulary to the students having high motivation is significant

3. Because q_o (0.67) is lower than q_t (3.46), the difference between using picture and translation for teaching vocabulary to the students having low motivation is not significant.

C. Hypotheses verification

The analysis above is used to test the statistical hypotheses as follows:

1. The null hypotheses of the method of teaching vocabulary is there is no significant difference between students' learning achievement of the group taught using picture media in the teaching and learning vocabulary and the group taught using translation. Meanwhile, the alternative hypotheses is the mean score of the group that is taught using picture media is higher than the group that is taught using translation. Because $F_o < F_t$, the null hypothesis is rejected. It can be concluded that there is a significant difference between using picture and translation to teach vocabulary. The mean of the students taught using picture (21) is higher than the mean of those taught using translation (18.25), it can be concluded that using picture is more effective than translation.
2. The null hypotheses of the method used for teaching vocabulary to the high motivated students is using picture media is not effective method used to teach vocabulary to the students having high motivation compared to translation. Meanwhile, the alternative hypothesis is the mean score of the high-motivated students taught using picture media is

higher than those who are taught using translation. Based on result of tuckey test, q_o between column (HM) (6.52) is higher than q_t (3.46). The mean score of the students having high motivation taught using picture (21.33) is higher than the mean of those taught using translation (15.2), it can be concluded that using picture is more effective than translation for students having high motivation.

3. The null hypotheses of the method used for teaching vocabulary to the low motivated students is using translation is not effective method used to teach vocabulary to the students having low motivation compared to picture. Meanwhile, the alternative hypothesis is the mean score of the low motivated students taught using translation is higher than those who are taught using picture. Because q_o between column (LM) (0.67) is lower than q_t (3.46). The mean score of the students having low motivation (21.33) is higher than those taught using translation (20.7). It can be concluded that using translation is not more effective than using picture for students having low motivation.
4. The null hypothesis between the two variables, the teaching techniques and motivation is there is no interaction between teaching technique and motivation in teaching vocabulary. Meanwhile, the alternative hypothesis is there is interaction effect between the two variables, the teaching techniques and motivation. This means the null hypothesis is rejected and the alternative hypothesis is accepted. $F_o \succ F_t$.

D. The Discussion of the Findings

The experiment has an effort to get some improvement in the teaching vocabulary to elementary students. The discussions of the finding are as follows:

1. There is significant difference between using pictures and translations in teaching vocabulary.

Using picture is one of techniques to teach vocabulary to make the students interested in learning. Another technique used for teaching vocabulary is using translation. Compared with translation, using picture as a media is more effective for teaching vocabulary for elementary students. When the teacher uses picture in teaching vocabulary, the class atmosphere changes and the students are motivated to learn. Based on the treatment, the students are interested in learning vocabulary using picture or media than using translation. Finocchiaro (1964: 179) supports that pictures are very effective to teach the name of concrete object for beginner students.

2. Teaching vocabulary using picture is more effective than translation for the students having high motivation.

The high motivated students are active, creative, curious, having good participation, and have their own spirit to study for getting competency and skill. Because of their curiosity, they like to have a challenging activity in learning vocabulary. Presenting picture in the vocabulary classroom is really hoped by them. The teacher and students can do

several activities in or outside the class, like drawing, demonstrating, guessing, coloring, matching, comparing, answering question based on picture, even memorizing. Wright (1989:136) states that picture can help students understand many aspects of foreign languages; it also motivates the students to learn, it makes the subject that is taught clearer. The students easily understand the material given by the teacher through some pictures shown and they are motivated to study hard.

3. Teaching Vocabulary using translation is not more effective than picture for the students having low motivation.

Teaching vocabulary using translation is easier to do and prepared than using media such as picture. But this technique is not always very helpful to use for the students having low motivation, because of their characteristics like silent, shy, lazy, and even afraid of doing mistake. Based on the treatment of the research, using translation in teaching vocabulary is not better than using picture media, because the students don't want to be active in the classroom activities. Using translation provides the meaning of words quickly. The students don't feel hard to study because the teacher gives the meaning of it. Thornbury (2002: 157) says that translation is used to supply the meaning, or definition, synonyms, or example given. Teacher can teach vocabulary deductively or inductively. He gives example that teacher can dictate a number of words that are familiar to the students then asks them to write the meaning in target language, if they cannot; they can use their dictionary to find the

meaning of words. This is a suitable technique used to teach for students having low motivation because they are passive. Hamer in Hayati (2000: 176) states another statement. He suggests some techniques used for teaching vocabulary such as giving explanation. The teacher tells the meaning of the new word by giving its translation in the target language. It means the teacher immediately translate it into mother tongue. The explanation given can be in the form of definition, explanation, or example.

4. There is an interaction between teaching technique and motivation.

In choosing the technique in teaching must consider the students condition like their age and level. For elementary students, the teacher can use picture as a media in teaching vocabulary to the highly motivated students, while for the students having low motivation, translation is not always suitable technique for them. Wright (1992: 147) describes that picture as a part of an event and the event as a whole highlight the meaning of the new language. He adds that picture cannot only play a key role in motivating students, contextualizing the language they are using, giving them a reference, and helping to discipline the activity but also increase the degree of interaction between students.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

The discussion of the finding has been presented in the previous chapter. This chapter presents the conclusion, implication, and suggestion.

A. Conclusion

Based on the result of the data analysis presented in chapter IV, it can be concluded that:

1. Using picture is better than translation for teaching vocabulary to elementary students.
2. Using picture is more effective than translation to teach vocabulary for elementary students having high motivation.
3. Using translation is less effective than using picture to teach vocabulary for students having low motivation.
4. There is an interaction between teaching technique and motivation.

B. Implication

Based on the result of this research, using picture is an effective technique used to teach vocabulary to elementary students, especially for the sixth grade students of SDN Singkalanyar I.

Viewed from their motivation of the study, using picture is more effective technique to be applied to the high motivated students, and translation is less effective to be applied to the low motivated students.

Those two techniques above, using picture and translation make the process of learning more alive and conducive. It can be showed from their motivation to study. So it can be said that there is an interaction between the technique used by the researcher is effective for teaching vocabulary and the students' motivation.

C. Suggestion

It is necessary to have other investigations as follow up to the research, which has been done. Replication of the same on similar study will reinforce the findings. Some suggestions for teachers, students, and future researchers can be listed as follows:

1. For the teachers

In developing the teacher's knowledge, they can use various techniques of teaching or strategies in teaching vocabulary, so the class will not run in boring atmosphere and the students will enjoy learning English. The more the students enjoy learning English, the more they easily understand the material quickly. The various strategies that are applied by the teacher can motivate

the students to learn and give comfortable feeling during the class activities.

The teacher can use pictures to teach vocabulary for the high-motivated students.

2. For the students

Both using picture and translation are not the only one problem solving technique used to overcome students' problem in learning vocabulary. However, it can be said, they are one of meaningful strategies to overcome their problems in improving the English vocabulary.

3. For the future researchers

- a. A replication of this research design using picture and translation as a teaching technique in vocabulary learning as the treatment can be done with some revision.
- b. A similar research with different population characteristic is also possible.
- c. It maybe also useful to have research with different student's condition like students' habit or interest.

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LESSON PLAN

Meeting 1

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Classroom and School
Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.1 Responding simple instruction by doing acceptable action inside or outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action including; giving example to do something and giving instruction
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of classroom and school
2. Understand the meaning of words in a dialog of giving instruction
3. Write the words correctly
4. Use the words for simple instructions

D. Learning Material

- a. Percakapan singkat:
 1. A: Open your book!
B: (melakukan perintah membuka buku)
 2. A: Can you help me to close the door?
B: sure
 3. A: Please clean the black board!
B: Al right (sambil membersihkan papan tulis)

4. Ruler
This is a long ruler
Pen
This is an expensive pen
Whiteboard
This is a small whiteboard, etc
5. Write down your name in number five!
Colour a chair brown!

- b. Kosakata
Misalnya: *open, close, take, put, draw, clean, point, go, stand, sit, ruler, blackboard, teacher, eraser, chair, dsb.*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning Scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa
 - b. Tanya jawab berbagai hal tentang kondisi siswa
 - c. Siswa merespon beberapa instruksi sederhana secara bersama-sama (stand up, please!; sit down, please!)
 - d. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru menunjukkan kata benda disekitar kelas dan sekolah
 - b. Guru mengucapkan kosakata berdasar gambar dan siswa menirukannya
 - c. Secara bergantian siswa membaca gambar di depan kelas
 - d. Secara bersama-sama siswa meneja nama gambar di kelas dan sekitarnya yang ditunjukkan guru.
 - e. Guru menjelaskan tentang cara memberi instruksi dan meresponnya menggunakan media gambar
 - f. Siswa memperhatikan penjelasan guru
 - g. Secara individu siswa menuliskan kata dari gambar yang ditunjukan
 - h. Secara individu siswa menuliskan arti kata dari ucapan yang diperdengarkan berdasarkan gambar
 - i. Secara berpasangan siswa mempraktekkan memberi dan merespon instruksi berdasarkan gambar.
 - j. Berdasarkan gambar yang ditunjukkan siswa menuliskan instruksi
3. Kegiatan Penutup

- a. Menanyakan kesulitan siswa selama pembelajaran
- b. Menyimpulkan hal-hal yang telah dipelajari
- c. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan perintah yang telah dipelajari dalam situasi yang sesungguhnya.

G. Learning Sources

- a. Buku teks yang relevan:
 - Judul Buku : Let's Use English
 - Pengarang : Drs. Ambari Sutardi, M.A
 - Penerbit : ROSDA
 - Tahun : 2005
 - Halaman : 17 - 28
- b. Script percakapan yang telah dibuat oleh guru
- c. Gambar – gambar yang relevan

Mengetahui
Kepala Sekolah

Prambon, Agustus 2008
Guru Mata Pelajaran

Drs. R U S L A N
NIP. 131039496

HESTY PUSPITASARI
NIP. -

LESSON PLAN Meeting 2

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Public Places
Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context

4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.2 Responding simple information outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action including; giving guidance
- 3.2 Understanding simple pictured descriptive text surrounding students' life context
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell and read the words of public places
2. Understand the meaning of words for giving guidance
3. Write the words of public places correctly
4. Use the words in sentences for giving guidance

D. Learning Material

Percakapan singkat:

1. A: Where is the school?
B: It is on merdeka St.
2. A: Can you show me the way to the hospital, please!
B: sure
3. A: show me the mosque!
B: Al right. It is on Moslem St. beside the Library
4. The library is on Antasari St behind the book store

c. Kosakata

Misalnya: *school, cinema, mosque, book store, library, mall, market, post office, hospital, beside, behind, next to, near, in front of, opposite of, on, etc.*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa
 - b. Tanya jawab berbagai hal tentang kondisi siswa

- c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru menunjukkan gambar beberapa tempat-tempat umum
 - b. Guru mengucapkan kosa kata baru berdasarkan gambar dan siswa menirukannya
 - c. Siswa mengeja gambar tempat umum yang ditunjukkan guru
 - d. Guru menunjukan beberapa gambar dan siswa mengucapkan gambar tersebut
 - e. Guru menjelaskan cara menanyakan letak suatu tempat dan meresponnya dengan memberikan denah di papan dan menempel beberapa gambar tempat umum di papatulis
 - f. Siswa memperhatikan guru dengan seksama sesekali merespon pertanyaan
 - g. Guru menunjukkan gambar tempat – tempat umum dan siswa mengucapkannya lalu menuliskannya di buku masing masing
 - h. Guru menanyakan letak suatu tempat umum dengan menunjuk gambar dan siswa meresponnya
 - i. Secara berpasangan siswa saling bertanya dan memberi informasi letak suatu tempat berdasar denah yang di tempel di papan tulis
 - j. Secara individu siswa menggunakan kosakata baru untuk menuliskan letak tempat berdasar gambar yang ditunjuk guru
 - k. Siswa dan guru mendiskusikan jawaban
 3. Kegiatan Penutup
 - a. Menanyakan kesulitan siswa selama pembelajaran
 - b. Menyimpulkan hal-hal yang telah dipelajari
 - c. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan bertanya dan member informasi letak suatu tempat yang telah dipelajari dalam situasi yang sesungguhnya.

G. Learning Sources

- a. Buku teks yang relevan:
 - Judul Buku : Grow with English
 - Pengarang : Mukarto, M.Sc.
 - Penerbit : ERLANGGA
 - Tahun : 2004
 - Halaman : 54 – 61
 - And
 - Judul Buku : Communicative English for beginner

Pengarang : Anwar Choedori
 Penerbit : SIC
 Tahun : 2004
 Halaman : 31 - 35

b. Gambar – gambar yang relevan

Mengetahui
 Kepala Sekolah

Prambon, Agustus 2008
 Guru Mata Pelajaran

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NIP. 131039496

HESTY PUSPITASARI
NIP. -

LESSON PLAN
 Meeting 3

School : SDN Singkalanyar 1
 Subject : English
 Class/Semester : VI (six)/ I
 Theme : Animal
 Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.3 Responding simple information outside of classroom
- 2.3 Having a conversation/dialog to ask and give information like: asking a number, asking condition, giving comment, and giving idea
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of animals
2. Understand the meaning of words deal with animals

3. Write the correct words
4. Use the words of animal for giving information of the number and the condition

D. Learning Material

Percakapan singkat:

Giving Response:

- Gani : Tight that monkey, please!
 Kiomi : I am sorry, I am afraid.
 Gani : Oh, that monkey is tame.
 Kiomi : I am sorry I can't

Asking and giving information:

- Linda : Hi, Evy, do you have a rabbit?
 Evy : Yes, I do
 Linda : How many?
 Evy : I have five
 Linda : Really?
 Evy : Really

d. Kosakata

Misalnya: *lizard, monkey, frog, bee, pigeon, tiger, rabbit, crocodile, snake, cat, lion, zebra, giraffe, deer, turtle, elephant, squirrel, gorilla, bear, centipede, scorpion, etc.*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning Scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa
 - b. Tanya jawab berbagai hal tentang kondisi siswa
 - c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru menunjukkan beberapa gambar binatang
 - b. Guru mengucapkan beberapa kosakata baru tentang binatang dan siswa menirukannya
 - c. Guru menunjukkan gambar binatang dan siswa menyebutkan nama binatang tersebut dalam bahasa Inggris

- d. Siswa mengeja gambar binatang yang ditunjukkan secara bersama-sama
 - e. Guru menunjukan gambar dan siswa menuliskan nama gambar tersebut dengan benar
 - f. Guru memberi contoh penggunaan kata dengan menunjukkan jumlah gambar
 - g. Guru menjelaskan ciri-ciri seekor binatang berdasar gambar yang ditunjukkan serta menjelaskan cara meminta dan memberi informasi
 - h. Siswa menggunakan kosakata baru untuk memberi gagasan secara lisan tentang seekor binatang yang ditunjukkan dengan gambar
 - i. Secara individu siswa menuliskan deskripsi binatang berdasarkan gambar yang ditunjukkan
3. Kegiatan Penutup
- a. Menanyakan kesulitan siswa selama pembelajaran
 - b. Menyimpulkan hal-hal yang telah dipelajari
 - c. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan meminta dan member informasi dalam situasi yang sesungguhnya.

G. Learning Sources

- a. Buku teks yang relevan:
Judul Buku : Let's Use English
Pengarang : Drs. Ambari Sutardi, M.A
Penerbit : ROSDA
Tahun : 2005
Halaman : 45 – 52 & 33 -37
- b. Gambar – gambar yang relevan

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LESSON PLAN

Meeting 4

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Clothes
Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.3 Understanding oral story using picture
- 2.3 Having a conversation/dialog to ask and give information like: advising, like & dislike, and giving idea
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of clothes
2. Understand the meaning of words
3. Write the words correctly
4. Use the words for giving information dealing with advising and like & dislike

D. Learning Material

a. Sentences:

I like that black hat

I don't like that white hat

b. Percakapan singkat:

Mia : Are you happy with that shirt?

Wimi : I am really happy

c. Kosakata

Misalnya: *shirt, trousers, belt, hat, tie, uniform, underwear, shoes, large, tight, size, long, short, too, small, etc.*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning Scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa
 - b. Tanya jawab berbagai hal tentang kondisi siswa
 - c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru menunjukkan beberapa gambar pakaian
 - b. Guru mengucapkan beberapa kosakata baru tentang pakaian berdasarkan gambar yang ditunjukkan dan siswa menirukannya
 - c. Siswa membaca gambar pakaian dengan lafal dan intonasi yang benar
 - d. Siswa meneja gambar pakaian secara bersama-sama
 - e. Siswa menebak arti kata berdasarkan gambar yang ditunjukkan guru
 - f. Guru menunjukan satu persatu gambar pakaian dan siswa menuliskan nama gambar tersebut dengan benar
 - g. Guru memberi contoh penggunaan kata dengan menunjukkan warna pakaian
 - h. Guru menjelaskan tentang “giving idea/like and dislike” dengan menunjukkan beberapa gambar perbedaan warna pakaian
 - i. Siswa menggunakan kosakata baru untuk memberi gagasan secara lisan tentang perasaan suka maupun tidak suka akan suatu pakaian berdasarkan gambar yang ditunjukkan
 - j. Secara berpasangan siswa menuliskan dialog seperti contoh yang telah diberikan guru berdasarkan deskripsi gambar yang ditunjukkan
3. Kegiatan Penutup
 - a. Menanyakan kesulitan siswa selama pembelajaran
 - b. Menyimpulkan hal-hal yang telah dipelajari
 - c. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan meminta dan member informasi dalam situasi yang sesungguhnya.

G. Learning Sources

a. Buku teks yang relevan:

Judul Buku : Let's Use English
 Pengarang : Drs. Ambari Sutardi, M.A
 Penerbit : ROSDA
 Tahun : 2005
 Halaman : 37 – 43 & 25 - 31

b. Gambar – gambar yang relevan

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LESSON PLAN
 Meeting 5

School : SDN Singkalanyar 1
 Subject : English
 Class/Semester : VI (six)/ I
 Theme : POLITE REQUEST
 Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context

3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.2 Responding simple instruction by doing acceptable action inside of classroom
- 2.4 Expressing politeness like: would you please and may I
- 3.2 reading aloud the simple dialog with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of things around the students
2. Understand the meaning of words
3. Write things correctly
4. Use the words in expressing politeness

D. Learning Material

- a. Polite request:

Would you please, lend me your ruler?
May I borrow your ruler, please!

- b. Percakapan singkat:

Mia : Would you please lend me your pen?
Wimi : yes, here you are

Sinta : May I borrow your pen, please!
Diana : I am afraid you can't

- c. Kosakata

Misalnya: *book, pen, ruler, eraser, rubber, sharpener, colour pen, dictionary, notebook, correction pen, cutter, scissor, etc*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning Scenario

1. Kegiatan Pendahuluan

- a. Salam dan tegur sapa
- b. Tanya jawab berbagai hal tentang kondisi siswa
- c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.

2. Kegiatan Inti

- a. Guru menunjukkan gambar peralatan sekoah kepada peserta didik.
- b. Siswa memperhatikan gambar peralatan sekolah yang ditunjukkan
- c. Guru mengucapkan gambar peralatan sekoah dan siswa menirukannya
- d. Siswa mengeja dan membaca gambar peralatan sekolah yang ditunjukkan dengan lafal dan intonasi yang benar
- e. Siswa menebak arti kata berdasarkan gambar
- f. Guru menunjukkan sebuah gambar tentang peralatan sekolah dan siswa menuliskannya di buku masing masing
- g. Guru memberi contoh cara meminjam barang kepada temannya dengan bantuan gambar
- h. Siswa mengucapkan cara meminjam barang dengan sopan bersama-sama berdasarkan gambar deskripsi yang ditunjukkan
- i. Siswa menggunakan kosakata baru untuk mengucapkan cara meminjam dengan sopan berdasarkan gambar peralatan sekolah yang ditunjukkan
- j. Siswa menulis ulang beberapa kalimat tentang “expressing politness” yang tertulis dipapan tulis

3. Kegiatan Penutup

- a. Menanyakan kesulitan siswa selama pembelajaran
- b. Menyimpulkan hal-hal yang telah dipelajari
- c. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan meminjam barang dalam situasi yang sesungguhnya.

G. Learning Sources

- a. Buku teks yang relevan:
Judul Buku : Let's Use English
Pengarang : Drs. Ambari Sutardi, M.A
Penerbit : ROSDA
Tahun : 2005
Halaman :

- b. Gambar – gambar yang relevan

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LESSON PLAN
Meeting 6

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Making a Birthday Card
Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.1 Understanding simple instruction and information both in action and language surrounding student's life context
- 2.1 Having a conversation to accompany language accompany acceptable action in asking to do something.
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.2 Writing understandable simple Congratulation Cards

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of day, date, month, and year
2. Understand the meaning of words
3. Write the words correctly
4. Use the words for writing a birthday card

D. Learning Material

a. Invitation:

Please come to my birthday party on August 17th 2008

Would you like to come to my birthday party on August 17th 2008

Come and enjoy yourself on my birthday party on August 17th 2008

b. Percakapan singkat:

Mia : can you come to my birthday party on August 17th 2008?

Wimi : Yes, with pleasure

c. Kosakata

Misalnya: *day, date, month, year, etc.*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning Scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa
 - b. Tanya jawab berbagai hal tentang kondisi siswa
 - c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru men-drill siswa tentang macam – macam ” *day, date, month, year*” dengan menunjukkan kalender
 - b. Guru menjelaskan penggunaan “*day, date, month, and year*” dengan bantuan kalender
 - c. Siswa memperhatikan penjelasan guru
 - d. Guru membaca ” *day, date, month, year*” dengan menunjukkan gambar angka pada kalender dan siswa menirukannya
 - e. Siswa secara bersama-sama mengeja dan membaca kalender dengan lafal dan intonasi yang tepat

- f. Guru menunjuk pada kalender dan siswa secara bergantian maju ke depan untuk menuliskan jawaban yang dimaksud
 - g. Setelah memahami cara membaca dan menuliskan kalender, guru menjelaskan kepada siswa cara mengajak/mengundang teman menggunakan dialog bergambar
 - h. Siswa memperhatikan penjelasan guru sesekali menirukan kata kata yang diucapkan guru
 - i. Siswa mempraktekkan mengundang teman pada pesta ulang tahunnya
 - j. Guru menunjukkan beberapa gambar kartu ulang tahun
 - k. Siswa mempelajari kartu-kartu tersebut
 - l. Siswa menggunakan kosakata yang telah dipelajari untuk membuat kartu undangan ulang tahunnya.
3. Kegiatan Penutup
 - a. Menanyakan kesulitan siswa selama pembelajaran
 - b. Menyimpulkan hal-hal yang telah dipelajari
 - c. Menugaskan siswa untuk mempraktekkan membuat kartu ulang tahun dalam bahasa Inggris ketika ulang tahun nanti yang sesungguhnya.

G. Learning Sources

- a. Kartu – kartu Ulang tahun
- b. Gambar – gambar yang relevan

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LESSON PLAN

Meeting 7

School	: SDN Singkalanyar 1
Subject	: English
Class/Semester	: VI (six)/ I
Theme	: Fruits and vegetables
Time Allocation	: 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.1 Responding simple information outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action
- 3.2 Understanding simple pictured descriptive text surrounding students' life context
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of fruits and vegetables
2. Understand the meaning of words
3. Write the words correctly
4. Use the words for writing kinds of fruits and vegetables

D. Learning Material

Fruits: *apple, orange, mango, grape, strawberry, pineapple, watermelon, melon, banana, papaya, melon, etc*

Vegetables: *spinach, cabbage, tomato, potato, chili, cauliflower, eggplant, cucumber, carrot, etc*

a. Teaching Technique

Using picture as a media in teaching English

b. Learning Scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa

- b. Tanya jawab berbagai hal tentang kondisi siswa
- c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.

2. Kegiatan Inti

- a. Guru bertanya kepada siswa tentang buah dan sayuran apa yang mereka ketahui.
- b. Guru menunjukkan beberapa gambar buah dan sayuran kepada siswa
- c. Siswa menyebutkan apakah yang ditunjukkan guru tersebut termasuk buah atau sayuran
- d. Guru menyuruh siswa maju ke depan satu persatu mengambil salah satu gambar dan menunjukkannya kepada seluruh anggota kelas
- e. Guru menyebutkan buah/sayuran tersebut dalam bahasa Inggris dan siswa yang memegang gambar tersebut menggulangnya kemudian ia menyebutnya dan seluruh kelas menirukannya
- f. Siswa membaca gambar buah dan sayuran yang ditunjukan guru
- g. Siswa mengeja gambar tersebut bersama sama
- h. Siswa menuliskan nama buah dan sayuran berdasar gambar yang ditunjukkan guru.
- i. Guru menuliskan nama buah dan sayur tersebut dalam bahasa Inggris
- j. Siswa menyusun huruf acak hingga menjadi nama buah atau sayuran secara berkelompok
- k. Guru membuat 2 kolom, dan siswa memberi centang pada kolom buah atau sayur sesuai dengan gambar yang ditunjukkan
- l. Secara berkelompok siswa mengelompokkan nama nama buah dan hewan berdasarkan gambar yang diperlihatkan

3. Kegiatan Penutup

- a. Menanyakan kesulitan siswa selama pembelajaran
- b. Menyimpulkan hal-hal yang telah dipelajari

c. Learning Sources

- a. Gambar buah dan sayuran
- b. Daftar nama buah dan sayur

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LESSON PLAN
Meeting 8

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Food and Drink
Time Allocation : 2 x 35'

A. Standard Competence

1. Understanding the simple instruction and information both in action and language surrounding students' life context
2. Expressing simple instruction and information in students' life context
3. Understanding simple short functional text and descriptive picture in students' life context
4. Writing simple short functional text in students' life context

B. Basic Competence

- 1.1 Responding simple information outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action
- 3.2 Understanding simple pictured descriptive text surrounding students' life context
- 4.1 Writing understandable simple short functional text

C. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of Food and Drink
2. Understand the meaning of words
3. Write the words correctly
4. Use the words for writing kinds of food and drink

D. Learning Material

Food : *rice, noodle, cake, bread, corn rice, fried rice, boiled egg, boiled noodle, fried noodle, etc*

Drink: *tea, mineral water, milk, coffee, mocca, orange juice, fanta, etc*

E. Teaching Technique

Using picture as a media in teaching English

F. Learning Scenario

1. Kegiatan Pendahuluan
 - a. Salam dan tegur sapa
 - b. Tanya jawab berbagai hal tentang kondisi siswa
 - c. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru bertanya kepada siswa makanan dan minuman apa saja yang mereka ketahui.
 - b. Guru menunjukkan beberapa gambar makanan dan minuman
 - c. Siswa memperhatikan gambar makan dan minuman dengan baik
 - d. Guru membaca gambar makanan dan minuman dan siswa menirukannya
 - e. Secara bersama sama siswa membaca gambar makanan dan minuman tanpa bantuan guru

- f. Siswa secara bersama sama mengeja nama makanan dan minuman berdasarkan gambar yang ditunjukkan
 - g. Siswa maju ke depan dan muliskan nama makanan dan minuman berdasarkan gambar yang ditunjukkan guru
 - h. Guru dan siswa mendiskusikan hasil tulisan siswa bersama-sama
 - i. Siswa menulis ulang nama nama makanan dan minuman secara individu di buku tulis masing masing
 - j. Guru membuat 2 kolom, dan siswa memberi centang pada kolom makanan atau minuman yang sesuai dengan gambar yang diperlihatkan
 - k. Secara berkelompok siswa mengelompokkan gambar makanan dan minuman.
3. Kegiatan Penutup
- a. Menanyakan kesulitan siswa selama pembelajaran
 - b. Menyimpulkan hal-hal yang telah dipelajari

G. Learning Sources

- a. Gambar makanan dan minuman
- b. Daftar nama makanan dan minuman

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LESSON PLAN

Meeting 1

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Classroom and School
Time Allocation : 2 x 35'

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.4 Responding simple instruction by doing acceptable action inside or outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action including; giving example to do something and giving instruction
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

J. The Objective of Learning

The end of the class, the students are able to:

5. Spell the words of classroom and school
6. Understand the meaning of words to have a dialog of giving instruction
7. Write the words correctly
8. Use the words for simple instruction

K. Learning Material

- e. Percakapan singkat:
 6. A: Open your book!
B: (melakukan perintah membuka buku)
 7. A: Can you help me to close the door?
B: sure
 8. A: Please clean the black board!
B: Al right (sambil membersihkan papan tulis)
 9. Ruler

- This is a long ruler
Pen
This is an expensive pen
Whiteboard
This is a small whiteboard, etc
10. Write down your name in number five!
Colour a chair brown!

f. Kosakata

Misalnya: *open, close, take, put, draw, clean, point, go, stand, sit, ruler, blackboard, teacher, eraser, chair, etc.*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning Scenario

4. Kegiatan Pendahuluan
- e. Salam dan tegur sapa
 - f. Tanya jawab berbagai hal tentang kondisi siswa
 - g. Siswa merespon beberapa instruksi sederhana secara bersama-sama (stand up, please!; sit down, please!)
 - h. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
5. Kegiatan Inti
- a. Guru menuliskan beberapa kata benda di kelas dan sekitar peserta didik serta beberapa kata kerja.
 - b. Guru mengucapkan kosakata yang ditulis di papan tulis dan siswa menirukannya
 - c. Secara bergantian siswa membaca kosakata di papan tulis
 - d. Secara bersama-sama siswa mengeja kosakata
 - e. Guru menjelaskan tentang cara memberi instruksi dengan menerjemahkan instruksi tersebut
 - f. Siswa memperhatikan penjelasan guru
 - g. Secara individu siswa menuliskan kata yang diucapkan guru (dictation)
 - h. Secara individu siswa memberi arti dari setiap kata yang diucapkan guru
 - i. Secara berpasangan siswa mempraktekkan memberi dan merespon instruksi dengan kata kerja dan benda yang telah dipelajari

- j. Berdasarkan kata terjemah yang diucapkan guru, siswa menuliskan instruksinya misalnya guru mengucapkan “tutup pintu”, maka siswa menuliskan “close the door, please!”
6. Kegiatan Penutup
- d. Menanyakan kesulitan siswa selama pembelajaran
 - e. Menyimpulkan hal-hal yang telah dipelajari
 - f. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan perintah yang telah dipelajari dalam situasi yang sesungguhnya.

N. Learning Sources

- d. Buku teks yang relevan:
- Judul Buku : Let’s Use English
 Pengarang : Drs. Ambari Sutardi, M.A
 Penerbit : ROSDA
 Tahun : 2005
 Halaman : 17 - 28
- e. Script percakapan yang telah dibuat oleh guru

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LESSON PLAN Meeting 2

School : SDN Singkalanyar 1
 Subject : English
 Class/Semester : VI (six)/ I
 Theme : Public Places
 Time Allocation : 2 x 35’

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students’ life context
6. Expressing simple instruction and information in students’ life context

7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.5 Responding simple information outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action including; giving guidance
- 3.2 Understanding simple pictured descriptive text surrounding students' life context
- 4.1 Writing understandable simple short functional text

J. The Objective of Learning

The end of the class, the students are able to:

5. Spell and read the words of public places
6. Understand the meaning of words for giving guidance
7. Write the words of public places correctly
8. Use the words in sentences for giving guidance

K. Learning Material

Percakapan singkat:

5. A: Where is the school?
B: It is on merdeka St.
6. A: Can you show me the way to the hospital, please!
B: sure
7. A: show me the mosque!
B: Al right. It is on Moslem St. beside the Library
8. The library is on Antasari St behind the book store

g. Kosakata

Misalnya: *school, cinema, mosque, book store, library, mall, market, post office, hospital, beside, behind, next to, near, in front of, opposite of, on, etc.*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning Scenario

4. Kegiatan Pendahuluan

- a. Salam dan tegur sapa
- d. Tanya jawab berbagai hal tentang kondisi siswa
- e. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.

5. Kegiatan Inti

- a. Guru menuliskan beberapa tempat umum beserta artinya di papan tulis
- b. Guru mengucapkan kosakata yang tertulis di papan dan siswa menirukannya
- c. Siswa mengeja kata yang tertulis dipapan
- d. Guru menyebutkan arti suatu kata dan siswa menjawabnya dalam bahasa Inggris
- e. Guru menjelaskan cara bertanya dan merespon letak suatu tempat dengan memberikan denah dan deskripsi yang telah diterjemahkan
- f. Siswa memperhatikan guru dengan seksama sesekali merespon pertanyaan
- g. Guru menunjukkan kata dipapan tulis dan siswa mengucapkannya lalu menulis ulang dibuku masing-masing
- h. Guru menanyakan letak suatu tempat dan siswa meresponnya
- i. Secara berpasangan siswa saling bertanya dan memberi informasi letak suatu tempat berdasar map di papan tulis
- j. Secara individu siswa menggunakan kosakata baru untuk menuliskan letak tempat berdasar terjemahan dari guru
- k. Siswa dan guru mendiskusikan jawaban

6. Kegiatan Penutup

- d. Menanyakan kesulitan siswa selama pembelajaran
- e. Menyimpulkan hal-hal yang telah dipelajari
- f. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan bertanya dan memberi informasi letak suatu tempat yang telah dipelajari dalam situasi yang sesungguhnya.

N. Learning Sources

- d. Buku teks yang relevan:

Judul Buku : Grow with English

Pengarang : Mukarto, M.Sc.

Penerbit : ERLANGGA

Tahun : 2004

Halaman : 54 - 61

And

Judul Buku : Communicative English for beginner

Pengarang : Anwar Choedori

Penerbit : SIC

Tahun : 2004

Halaman : 31 - 35

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LESSON PLAN

Meeting 3

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Animal
Time Allocation : 2 x 35'

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.6 Responding simple information outside of classroom
- 2.3 Having a conversation/dialog to ask and give information like: asking a number, asking condition, giving comment, and giving idea
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

J. The Objective of Learning

The end of the class, the students are able to:

5. Spell the words of animals
6. Understand the meaning of words deal with animals

7. Write the correct words
8. Use the words of animal for giving information of the number and the condition

K. Learning Material

Percakapan singkat:

Giving Response:

Gani : Tight that monkey, please!
 Kiomi : I am sorry, I am afraid.
 Gani : Oh, that monkey is tame.
 Kiomi : I am sorry I can't

Asking and giving information:

Linda : Hi, Evy, do you have a rabbit?
 Evy : Yes, I do
 Linda : How many?
 Evy : I have five
 Linda : Really?
 Evy : Really

h. Kosakata

Misalnya: *lizard, monkey, frog, bee, pigeon, tiger, rabbit, crocodile, snake, cat, lion, zebra, giraffe, deer, turtle, elephant, squirrel, gorilla, bear, centipede, scorpion, etc.*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning scenario

4. Kegiatan Pendahuluan
 - c. Salam dan tegur sapa
 - d. Tanya jawab berbagai hal tentang kondisi siswa
 - e. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
5. Kegiatan Inti
 - a. Guru menuliskan kosakata tentang binatang di papan tulis
 - b. Guru mengucapkan kata dan siswa menirukannya
 - c. Siswa membaca dan bersama sama memberi arti berdasar deskripsi guru
 - d. Siswa mengeja kata dengan benar

- e. Guru menyebutkan kata dalam bahasa Indonesia dan siswa menuliskannya dalam bahasa Inggris
 - f. Guru memberi contoh penggunaan kata dengan menuliskan jumlah binatang yang dimaksud
 - g. Guru menjelaskan cara meminta dan memberi informasi ciri – ciri binatang dengan menerjemahkannya dalam bahasa Indonesia
 - h. Siswa menggunakan kosakata baru untuk memberi gagasan secara lisan tentang seekor binatang yang disebutkan guru
 - i. Secara individu siswa menuliskan deskripsi binatang berdasarkan nama dan jenis hewan yang diucapkan guru
6. Kegiatan Penutup
- d. Menanyakan kesulitan siswa selama pembelajaran
 - e. Menyimpulkan hal-hal yang telah dipelajari
 - f. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan meminta dan memberi informasi dalam situasi yang sesungguhnya.

N. Learning Source

- c. Buku teks yang relevan:

Judul Buku : Let's Use English
Pengarang : Drs. Ambari Sutardi, M.A
Penerbit : ROSDA
Tahun : 2005
Halaman : 45 – 52 & 33 -37

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LESSON PLAN

Meeting 4

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Clothes
Time Allocation : 2 x 35'

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.4 Understanding oral story
- 2.3 Having a conversation/dialog to ask and give information like: advising, like & dislike, and giving idea
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.1 Writing understandable simple short functional text

J. The Objective of Learning

The end of the class, the students are able to:

5. Spell the words of clothes
6. Understand the meaning of words
7. Write the words correctly
8. Use the words for giving information dealing with advising and like & dislike

K. Learning Material

d. Sentences:

I like that black hat

I don't like that white hat

e. Percakapan singkat:

Mia : Are you happy with that shirt?

Wimi : I am really happy

f. Kosakata

Misalnya: *shirt, trousers, belt, hat, tie, uniform, underwears, shoes, large, tight, size, long, short, too, small, etc.*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning Scenario

4. Kegiatan Pendahuluan

- d. Salam dan tegur sapa
- e. Tanya jawab berbagai hal tentang kondisi siswa
- f. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.

5. Kegiatan Inti

- a. Guru menuliskan kosakata tentang pakaian di papan tulis
- b. Guru mengucapkan kata dan siswa menirukannya
- c. Siswa membaca dan bersama sama memberi arti berdasar deskripsi guru
- d. Siswa mengeja kata dengan benar
- e. Guru menyebutkan kata dalam bahasa Indonesia dan siswa menuliskannya dalam bahasa Inggris
- f. Guru memberi contoh penggunaan kata dengan menuliskan warna pakaian yang dimaksud, seperti a blue short
- g. Guru menjelaskan tentang “giving idea/like and dislike dengan menerjemahkan 2 kalimat yang berbeda
- h. Siswa menggunakan kosakata baru untuk memberi gagasan secara lisan tentang perasaan suka/tidak suka atas warna dan jenis pakaian yang tulis guru di papan tulis
- i. Secara individu siswa menuliskan ulang contoh kalimat yang tertulis di papan tulis
- j. Secara individu siswa menulis ulang dialog dan terjemahannya yang dituliskan guru dipapan tulis

6. Kegiatan Penutup

- d. Menanyakan kesulitan siswa selama pembelajaran
- e. Menyimpulkan hal-hal yang telah dipelajari
- f. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan meminta dan member informasi dalam situasi yang sesungguhnya.

N. Learning Source

c. Buku teks yang relevan:

Pengarang : Drs. Ambari Sutardi, M.A
 Penerbit : ROSDA
 Tahun : 2005
 Halaman : 37 – 43 & 25 - 31

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LESSON PLAN
 Meeting 5

School : SDN Singkalanyar 1
 Subject : English
 Class/Semester : VI (six)/ I
 Theme : POLITE REQUEST (Peralatan Sekolah)
 Time Allocation : 2 x 35'

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context

8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.3 Responding simple instruction by doing acceptable action inside of classroom
 2.4 Expressing politeness like: would you please and may I
 3.2 reading aloud the simple dialog with accurate pronunciation and intonation
 4.1 Writing understandable simple short functional text

J. The Objective of Learning

The end of the class, the students are able to:

5. Spell the words of things around the students
6. Understand the meaning of words
7. Write things correctly
8. Use the words in expressing politeness

K. Learning Material

- d. Polite request:

Would you please, lend me your ruler?

May I borrow your ruler, please!

- e. Percakapan singkat:

Mia : Would you please lend me your pen?

Wimi : yes, here you are

Sinta : May I borrow your pen, please!

Diana : I am afraid you can't

- f. Kosakata

Misalnya: *book, pen, ruler, eraser, rubber, sharpener, colour pen, dictionary, notebook, correction pen, cutter, scissor, etc*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning Scenario

4. Kegiatan Pendahuluan
 - d. Salam dan tegur sapa
 - e. Tanya jawab berbagai hal tentang kondisi siswa

- f. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.

5. Kegiatan Inti

- a. Guru menuliskan nama benda (peralatan sekolah) di papan tulis
- b. Siswa memperhatikan kosakata baru di papan tulis
- c. Guru membaca kosakata dan siswa menirukannya
- d. Siswa membaca kosakata dengan lafal dan intonasi yang tepat
- e. Siswa menebak arti kata berdasar deskripsi yang dijelaskan guru
- f. Guru mengucapkan kata dalam bahasa Indonesia dan siswa menuliskannya dalam bahasa Inggris
- g. Guru menjelaskan cara meminjam barang kepada temannya dengan sopan dengan bantuan dialog dalam bahasa Indonesia
- h. Siswa bersama guru menerjemahkan dialog "Polite Request" ke dalam bahasa Inggris
- i. Siswa membaca dialog bersama-sama
- j. Siswa menerapkan kosakata baru untuk menulis ulang dialog yang telah diterjemahkan bersama-sama

6. Kegiatan Penutup

- d. Menanyakan kesulitan siswa selama pembelajaran
- e. Menyimpulkan hal-hal yang telah dipelajari
- f. Menugaskan siswa untuk mempraktekkan ungkapan-ungkapan meminjam barang dalam situasi yang sesungguhnya.

N. Learning Sources

- c. Buku teks yang relevan:
Judul Buku : Let's Use English
Pengarang : Drs. Ambari Sutardi, M.A
Penerbit : ROSDA
Tahun : 2005
Halaman :
- d. Gambar – gambar yang relevan

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LESSON PLAN

Meeting 6

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Making a Birthday Card
Time Allocation : 2 x 35'

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.2 Understanding simple instruction and information both in action and language surrounding student's life context
- 2.1 Having a conversation to accompany language accompany acceptable action in asking to do something.
- 3.1 Reading aloud the simple short functional text with accurate pronunciation and intonation
- 4.2 Writing understandable simple Congratulation Cards

J. The Objective of Learning

The end of the class, the students are able to:

1. Spell the words of day, date, month, and year
2. Understand the meaning of words
3. Write the words correctly
4. Use the words for writing a birthday card

K. Learning Material

d. Invitation:

Please come to my birthday party on august 17th 2008

Would you like to come to my birthday party on august 17th 2008

Come and enjoy yourself on my birthday party on august 17th 2008

e. Percakapan singkat:

Mia : can you come to my birthday party on august 17th 2008?

Wimi : Yes, with pleasure

f. Kosakata

Misalnya: *day, date, month, year, etc.*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning Scenario

4. Kegiatan Pendahuluan
 - d. Salam dan tegur sapa
 - e. Tanya jawab berbagai hal tentang kondisi siswa
 - f. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
5. Kegiatan Inti
 - a. Guru menyuruh seorang siswa menuliskan tanggal 1 s/d 31
 - b. Guru menyuruh seorang siswa menuliskan nama-nama hari
 - c. Guru menyuruh seorang siswa menuliskan nama-nama bulan dari Januari s/d Desember
 - d. Guru menerjemahkan dan menuliskan apa yang telah ditulis siswa.
 - e. Guru membaca tanggal, hari dan bulan kemudian siswa menirukannya
 - f. Guru menjelaskan cara membaca kalender dan siswa memperhatikannya
 - g. Siswa secara bersama-sama mengeja dan membaca kata yang ditunjuk guru dengan lafal dan intonasi yang tepat.

- h. Guru menjelaskan cara mengundang teman dalam pesta ulang tahun menggunakan bilingual dialog yang ditulis di papan
- i. Siswa mempraktekkan mengundang teman sebelahnya pada pesta ulang tahunnya sesuai dengan contoh yang telah diberikan
- j. Guru menunjukkan sebuah kartu ulang tahun dan menerjemahkannya
- k. Siswa membaca dan mempelajari kartu tersebut
- l. Siswa menulis ulang kartu ulang tahun yang dicontohkan oleh guru.

6. Kegiatan Penutup

- d. Menanyakan kesulitan siswa selama pembelajaran
- e. Menyimpulkan hal-hal yang telah dipelajari
- f. Menugaskan siswa untuk mempraktekkan membuat kartu ulang tahun dalam bahasa Inggris ketika ulang tahun nanti yang sesungguhnya.

N. Learning Sources

- c. Kartu – kartu Ulang tahun
- d. Gambar – gambar yang relevan

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LESSON PLAN

Meeting 7

School	: SDN Singkalanyar 1
Subject	: English
Class/Semester	: VI (six)/ I
Theme	: Fruits and vegetables
Time Allocation	: 2 x 35'

E. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

F. Basic Competence

- 1.2 Responding simple information outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action
- 3.2 Understanding simple pictured descriptive text surrounding students' life context
- 4.1 Writing understandable simple short functional text

G. The Objective of Learning

The end of the class, the students are able to:

5. Spell the words of fruits and vegetables
6. Understand the meaning of words
7. Write the words correctly
8. Use the words for writing kinds of fruits and vegetables

H. Learning Material

Fruits: *apple, orange, mango, grape, strawberry, pineapple, watermelon, melon, banana, papaya, melon, etc*
Vegetables: *spinach, cabbage, tomato, potato, chili, cauliflower, eggplant, cucumber, carrot, etc*

d. Teaching Technique

Using translation as a teaching technique in teaching English

e. Learning Scenario

1. Kegiatan Pendahuluan
 - d. Salam dan tegur sapa
 - e. Tanya jawab berbagai hal tentang kondisi siswa
 - f. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.

4. Kegiatan Inti
 - m. Guru bertanya kepada siswa buah dan sayuran apa yang mereka ketahui.
 - n. Guru menyuruh siswa maju ke depan satu persatu menuliskan nama buah dan sayuran yang mereka sebutkan bersama tadi.
 - o. Guru menuliskan nama buah dan sayur tersebut dalam bahasa Inggris
 - p. Siswa secara bersama sama mengeja nama buah dan sayur
 - q. Siswa membaca nama nama buah dan sayur secara bergantian.
 - r. Guru membuat 2 kolom, dan siswa memberi centang pada kolom buah atau sayur sesuai dengan ucapan guru.
 - s. Secara berkelompok siswa mengelompokkan nama nama buah dan hewan berdasarkan apa yang telah ditulis guru di papan tulis

5. Kegiatan Penutup
 - c. Menanyakan kesulitan siswa selama pembelajaran
 - d. Menyimpulkan hal-hal yang telah dipelajari

f. Learning Sources

- c. Daftar nama buah dan sayur

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LESSON PLAN
Meeting 8

School : SDN Singkalanyar 1
Subject : English
Class/Semester : VI (six)/ I
Theme : Food and Drink
Time Allocation : 2 x 35'

H. Standard Competence

5. Understanding the simple instruction and information both in action and language surrounding students' life context
6. Expressing simple instruction and information in students' life context
7. Understanding simple short functional text and descriptive picture in students' life context
8. Writing simple short functional text in students' life context

I. Basic Competence

- 1.2 Responding simple information outside of classroom
- 2.1 Having a conversation/dialog to accompany acceptable action
- 3.2 Understanding simple pictured descriptive text surrounding students' life context
- 4.1 Writing understandable simple short functional text

J. The Objective of Learning

The end of the class, the students are able to:

5. Spell the words of Food and Drink
6. Understand the meaning of words
7. Write the words correctly
8. Use the words for writing kinds of food and drink

K. Learning Material

Food : *rice, noodle, cake, bread, corn rice, fried rice, boiled egg, boiled noodle, fried noodle, etc*

Drink: *tea, mineral water, milk, coffee, mocca, orange juice, fanta, etc*

L. Teaching Technique

Using translation as a teaching technique in teaching English

M. Learning Scenario

1. Kegiatan Pendahuluan
 - d. Salam dan tegur sapa
 - e. Tanya jawab berbagai hal tentang kondisi siswa
 - f. Guru menyampaikan tujuan pembelajaran (Kompetensi dasar) yang ingin dicapai.
2. Kegiatan Inti
 - a. Guru bertanya kepada siswa makanan dan minuman apa saja yang mereka ketahui.
 - b. Guru menyuruh siswa maju ke depan satu persatu menuliskan nama makanan dan minuman yang mereka sebutkan bersama tadi.
 - c. Guru menuliskan nama makanan dan minuman tersebut dalam bahasa Inggris
 - d. Siswa memperhatikan apa yang ditulis oleh guru
 - e. Siswa secara bersama sama mengeja nama makanan dan minuman
 - f. Siswa membaca nama nama makanan dan minuman secara bergantian.
 - g. Guru membuat 2 kolom, dan siswa memberi centang pada kolom makanan atau minuman yang sesuai dengan ucapan guru.
 - h. Secara berkelompok siswa mengelompokkan nama nama makanan dan minuman berdasarkan apa yang telah ditulis guru di papan tulis
3. Kegiatan Penutup
 - c. Menanyakan kesulitan siswa selama pembelajaran

d. Menyimpulkan hal-hal yang telah dipelajari

N. Learning Sources

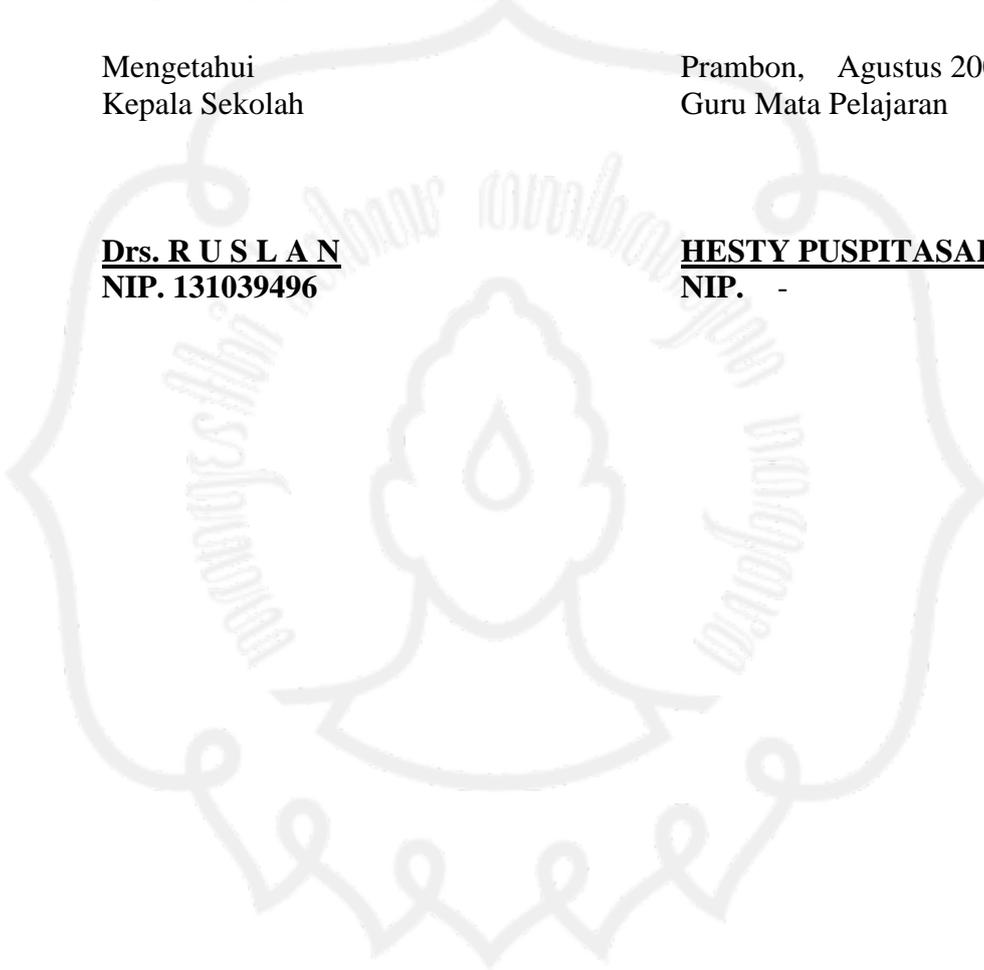
c. Daftar nama makanan dan minuman

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Teaching Documentation



Note:
Those are the activities during treatments

BLUE PRINT of LERNING MOTIVATION

(Dönryei, Rothstein, Ausubel, and

<http://www.unisanet.unisa.edu.au/motivation/pages/what%/20is%motivation.htm>)

Construct	Aspects	Indicator	Test items	Total
Motivation is a short support, emotion, or a want that lead somebody in order to attain a set of goals.	1. Social	✓ The need for ego enhancement, for the self to be known and to be accepted and approved of by other	8,14,51,	
		✓ Need for self-actualization	6,12,18,34,49,50,59	
	2. Affective	✓ The need for activity, for movement and exersice both mental and physical	3, 5,11,17,20,22,30,41 ,42,44,57	
	3. Physiological	✓ The need for manipulation, for operating on the environment and causing change.	2,4,10,16,23,26,27, 28,29,37,45,47 56,	
	4. Cognitive	✓ The need for exploration, the need for probing unknown	9,15,21,43,54	

		<ul style="list-style-type: none"> ✓ The need to know and understand ✓ The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradictions to quest for solutions to the problems and for self-consistent systems of knowledge. 	<p>35,52</p> <p>7,13,19,35,52</p>	
				60

KUISSIONARE untuk SISWA

Petunjuk Pengisian:

1. Tulislah data pribadi anda ditempat yang telah disediakan!
2. Pada setiap pernyataan ada 4 pilihan jawaban yaitu:
 - 4 = selalu
 - 3 = sering
 - 2 = kadang-kadang
 - 1 = tidak pernah
 Untuk memberikan tanggapan/jawaban, anda cukup memberikan tanda centang (√) pada kolom pilihan jawaban lurus dengan simbol angka yang tersedia.
3. Sebelum diserahkan kembali, yakinkan diri anda bahwa pernyataan tersebut sudah anda jawab semua dengan sejujur-jujura sesuai petunjuk.
4. Selamat mengerjakan dan terimakasih atas perhatiannya!

		Nama	:			
		Kelas	:			
		Sekolah	:			
No	Umur	:				1
1.						
2.						
3.						
4.	Setelah mempelajari percakapan bahasa Inggris, saya kemudian mempraktekkannya dengan teman					
5.	Di rumah, saya nmenggulang kembali pelajaran bahasa Inggris yang sudah diberikan di sekolah agar lebih paham					
6.	Saya belajar bahasa Inggris dengan rajin, karena ingin dipuji oleh guru, teman dan orang tua.					
7.	Saya mempraktekkan percakapan bahasa Inggris untuk memperlancar bahasa Inggris saya					
8.	saya ingin memperoleh nilai bahasa Inggris bagus karena dapat membuat saya merasa bangga					
9.	Setiap kali menemui informasi berbahasa Inggris baik itu di jalan atau di tempat-tempat umum, saya ingin mengetahui maksudnya					
10.	Setelah mempelajari tata bahasa Inggris. Saya ingin menerapkannya dengan menyusun kalimat kalimat atau mengerjakan latihan yang berhubungan dengan					

	tata bahasa tersebut				
11.	Saya mengikuti kursus/les tambahan bahasa Inggris untuk menunjang prestasi bahasa Inggris saya				
12.	Saya belajar Bahasa Inggris dengan serius karena orang tua saya berjanji akan memberi hadiah bila prestasi bahasa Inggris saya bagus				
13.	Bila sedang menyaksikan program berbahasa Inggris saya ingin mengerti maksudnya				
14.	Saya berlatih menyusun kalimat acak menjadi sebuah paragraf agar saya dapat membuat karangan yang baik				
15.	Bila guru mengajak berbicara Bahasa Inggris di kelas saya menanggapinya dengan serius				
16.	Saya ingin mengikuti lomba pidato atau lomba membaca puisi berbahasa Inggris untuk melatih mental dan menambah wawasan saya tentang bahasa Inggris				
17.	Saya mempelajari bahasa Inggris dengan serius karena dapat mempermudah saya meneruskan sekolah ke jenjang yang lebih tinggi				
18.	Saya melatih ucapan bahasa Inggris agar saya dapat membaca teks Bahasa Inggris dengan lancar				
19.	Saya ingin menguasai percakapan bahasa Inggris agar dapat berkomunikasi dengan baik di dalam kelas				
20.	Saya memperhatikan guru ketika pembelajaran				
21.	Pada saat waktu luang saya membaca bacaan Bahasa Inggris karena saya ingin menambah kosa kata bahasa Inggris				
22.	Saya membeli buku-buku penunjang pembelajaran bahasa Inggris				
23.	Saya membaca buku bahasa Inggris di rumah				
24.	Saya mengerjakan PR tepat waktu				
25.	Saya membawa kamus setiap pembelajaran bahasa Inggris				
26.	Saya berani menjawab pertanyaan guru				
27.	Saya mempelajari bahasa Inggris dengan sungguh sungguh supaya bisa menggunakan bahasa tersebut dengan benar				
28.	Saya mendengarkan guru dalam pembelajaran				
29.	Saya merasa senang belajar Bahasa Inggris				
30.	Saya mengikuti kegiatan ekstra kurikuler bahasa Inggris yang diselenggarakan disekolah untuk melatih bahasa Inggris saya				
31.	Saya membuat daftar kata-kata dalam bahasa Inggris				
32.	Saya ingin guru dan teman teman saya mengkritik atau membetulkan ucapan bahasa Inggris saya yang				

	kurang tepat				
33.	Saya menempel secarik nama-nama benda di dalam rumahmu dengan bahasa Inggris				
34.	Saya ingin mencari arti kata kata sukar/sulit dalam bacaan bahasa Inggris karena akan mempermudah saya memahami teks bacaan tersebut				
35.	Saya belajar bahasa Inggris dengan sungguh sungguh karena tidak ingin merasa malu bila tidak bisa menjawab pertanyaan guru				
36.	Saya mengunjungi perpustakaan sekolah dan luar sekolah				
37.	Saya mempersiapkan diri dengan belajar sungguh sungguh sebelum mengikuti pelajaran bahasa Inggris				
38.	Saya mengikuti les Bahasa Inggris				
39.	Saya mengerjakan tugas individu dengan baik				
40.	Saya mengumpulkan tugas paling awal				
41.	Saya mendengarkan radio berbahasa Inggris				
42.	Saya menonton film kartun berbahasa Inggris				
43.	Setiap guru memberikan latihan bahasa Inggris, saya mengerjakannya				
44.	Saya melaksanakan perintah guru				
45.	Dalam belajar bahasa Inggris, saya mencari artinya dikamus				
46.	Saya senang mengartikan kata-kata dalam bahasa Inggris				
47.	Saya ingin mendapatkan prestasi bahasa yang bagus supaya disenangi dan dipuji guru bahasa Inggris saya				
48.	Di dalam kelas Sekolah Dasar, saya bercakap-cakap dengan teman menggunakan bahasa Inggris				
49.	Saya akan bertanya pada guru jika mengalami kesulitan memahami pelajaran bahasa Inggris di sekolah				
50.	Saya menonton program TV berbahasa Inggris untuk membantu saya memahami bahasa tersebut				
51.	Saya mengajak teman untuk belajar bersama				
52.	Saya ingin ada teman yang membantu saya membetulkan kalimat bahasa Inggris saya yang salah.				
53.	Saya akan bertanya pada teman jika mengalami kesulitan memahami pelajaran bahasa Inggris di sekolah				
54.	Saya melatih pronunciation saya dengan mempraktekkannya dgn teman.				
55.	Saya belajar menyanyi bahasa Inggris untuk menambah kosakata bahasa Inggris saya				
56.	Saya membeli majalah berbahasa Inggris				

57.	Saya suka membuka kamus dan membacanya untuk menambah kosa kata bahasa Inggris saya				
58.	Saya mencari arti kata suatu bacaan sebelum menjawab bacaan yang menyertainya				
59.	Saya tertarik belajar bahasa Inggris ketika guru menyuruh mengerjakan tugas yang menjodohkan gambar dengan ungkapannya				
60.	Saya mencari persamaan/lawan kata dari kata-kata yang baru saja kamu ketahui				



LEMBAR JAWABAN MOTIVASI

Nama	:
Kelas	:
Sekolah	:
Umur	:

NO.	4	3	2	1
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

NO.	4	3	2	1
31.				
32.				
33.				
34.				
35.				
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49.				
50.				
51.				
52.				
53.				
54.				
55.				
56.				
57.				
58.				
59.				
60.				

BLUE PRINT of VOCABULARY
(Penny Ur & I.S.P Nation)

Construct	Aspects	Indicator	Test items	Total
Vocabulary is a new item to be taught in learning foreign language considering the spelling, pronunciation, grammatical pattern, frequency, appropriateness, meaning, association, repetition and attention, relationship with other words, and exceptions.	1. Meaning	✓ Giving the meaning of word based on the picture	1,2,3,4,5, 6,7,8,9	9
		✓ Stating the meaning of word	10,11, 12,13,14,15,16 17,18,19	10
		✓ Labeling the picture based on the expression given	20,21,22,23,24	5
		✓ Stating the English of sentence	40,41,42,43,44, 45	6
		✓ Describing the colour of the picture	46,47,48,49,50	5
		✓ Describing the position and place of the map given	51,52,53,54,55, 56,57	7
	2. The use of words	✓ Choosing the appropriate group of word	33,34,35	3
		✓ Stating the number of te picture	36,37,38,39	4
		✓ Choosing the right expression	63,64,65,66	4
	3. Pronunciati on	✓ Stating the word based on the picture	25,26,27,28,29, 30,31,32	8
		✓ Choosing the appropriate word	66,67,68,69, 70	5
	4. Spelling	✓ Arranging the letters	67,68,69,70,71, 72,73,74,75,76, 77,78,79,80	14
		✓ Choosing the right pronunciation	58,59,60,61,62	

TOTAL	80
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POST TEST of VOCABULARY

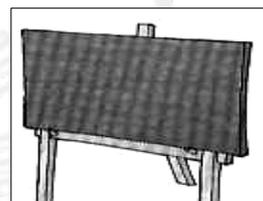
Petunjuk pengerjaan test:

1. Isilah data dalam kotak yang tersedia dengan benar!
2. Kerjakan soal yang menurutmu lebih mudah terlebih dahulu!
3. Silanglah jawaban yang kamu anggap benar pada lembar jawaban yang tersedia!
4. Jangan mencoret – coret lembar soal!

1. Teacher : Clean the ..., please!

Student : Sure

- a. door
- b. black board
- c. book
- d. window



2. Hana : Where is the ...?

Toni : It's on Jl. Merdeka

- a. hospital
- b. school
- c. mosque
- d. zoo



3. There is a big ...

- a. tiger
- b. lion
- c. giraffe
- d. crocodile



4. This is a pair of ...

- a. shoes
- b. slippers
- c. skirt
- d. shirt



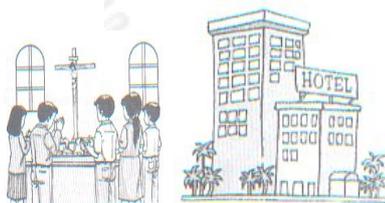
5. Bella : May I borrow your, please!



- Tyas : yes, here you are
- bag
 - ruler
 - pen
 - correction pen
6. Sinta : where does your mother usually buy

Mirna : at market

- cabbage
 - spinach
 - been
 - tomato
7. Father plants ... at field
- corn
 - rice
 - chilli
 - tomato
8. The Is netx to the church.
- hospital
 - hotel
 - house
 - school
9. Mirna : What date is today?
Sintia : it is ... of July 2008
- twenty three
 - twenty third
 - thirty two
 - thirty second



23
JULY
2008

10. Katrin is reading in the school library.
The underlined word means
- perpustakaan sekolah
 - kantin sekoah
 - tempat sepeda
 - halaman sekolah
11. Cristian goes to the church on Sundays
The underlined word means
- Masjid
 - Rumah makan
 - Kantor pos
 - Gereja
12. That is a rabbit. Its fur is brown.
The underlined word means

- a. Seekor buaya
b. Seekor jerapah
c. Seekor kelinci
d. Seekor kucing
13. That yellow hat is cheaper.
The underlined word means
- a. Topi
b. Ikat pinggang
c. Celana Panjang
d. Seragam sekolah
14. The trouser is expensive.
The underlined word means
- a. Topi
b. Ikat pinggang
c. Celana Panjang
d. Seragam sekolah
15. Moslem goes to mosque on Fridays.
The underlined word means
- a. Masjid
b. Rumah makan
c. Rumah sakit
d. Gereja
16. This is an elephant. It is a very big animal
The underlined word means
- a. Seekor katak
b. Seekor kancil
c. Seekor gajah
d. Seekor unta
17. My uniform is red and white.
The underlined word means
- a. Seragam
b. Sepatu
c. Sandal
d. Baju tidur
18. My slipper is red.
The underlined word means
- a. Biru
b. Merah
c. Hijau

d. Putih

19. Lisa : May I borrow your sharpener, please!

Dina : I am afraid you can't
"Sharpener" in Indonesian is ...

- a. Serutan pencil
- b. Pencil warna
- c. Penghapus
- d. Gunting

20. The students are studying in the classroom

a.



b.



c.



d.



21. The hats are red

a.



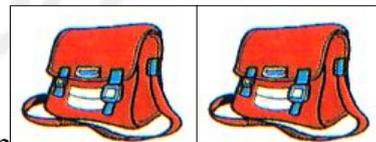
b.



c.



d.



22. Children are swimming in the swimming pool

a.



b.



c.



d.



23. The birds are flying and chirping on the tree

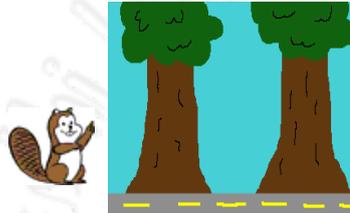
a.



b.



c.



d.



24. It is eighteen of March 2009

a.



b.



c.

d.

Dengarkan gurumu dan pilihlah ucapan yang tepat!

25. (teacher's voice)

- a. Chalk
- b. Clock
- c. Cluck
- d. Cloak

26. (teachers' voice)

- a. House
- b. Horse
- c. Hose
- d. Host

27. (teacher's voice)

- a. Bench
- b. Bank
- c. Band
- d. Bend

28. (teacher's voice)

- a. Shirt
- b. Skirt
- c. Shit
- d. Shift

29. (teacher's voice)

- a. Meet
- b. Meat
- c. Met
- d. Mate

30. (teacher's voice)

- a. Three
- b. Tree
- c. There

- d. The
31. (teacher's voice)
- Shop
 - Soup
 - Soap
 - Saw
32. (teacher's voice)
- Lamp
 - Lamb
 - Lame
 - Lane
33. It is kinds of vegetables.
- Orange, apple, and manggo
 - Orange juice, milk, and tea
 - Been, carrot, and cabbage
 - Rice, bread, and corn rice
34. It is kind of animals
- Book, ruler, pencil
 - Tie, shoe, shock
 - Hospital, building, hotel
 - Lion, monkey, tiger
35. It is kinds of fruits.
- Been, carrot, and cabbage
 - Orange, apple, and manggo
 - Milk, tea, and coffee
 - Strawberry, coffee, and rice

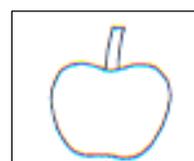
36. Those are

- Four tiger
- Five tiger
- Four tigers
- Five tiges

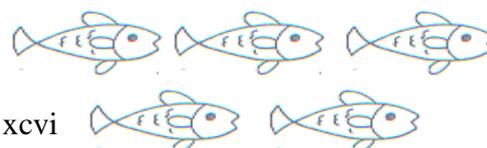


37. That is ...

- an apple
- a apple
- two apples
- two oranges



38. Those are ...



- a. a fish
 b. five fish
 c. fife fishs
 d. five fishes
39. These are ... 
- a. Five carrots
 b. Six carrots
 c. Seven carrots
 d. Eight carrots
40. Sekolah itu di samping rumah sakit. In English is ...
 a. The school is behind the hospital
 b. The school is beside the hospital
 c. The school is opposite of the hospital
 d. The school is in front of the hospital
41. Kantor pos itu berseberangan dengan Kantor polisi. In English is ...
 a. The post office is opposite of the police station
 b. The police station is opposite of the post office
 c. The police station is next to the railway station
 d. The railway station is opposite the police station
42. The teacher is teaching in the classroom. It means ...
 a. Kita membeli celana di toko baju
 b. Murid – murid bermain di halaman sekolah
 c. Guru mengajar di dalam kelas
 d. Dia lahir tanggal 14 Maret 1981
43. The students are playing in the school yard. It means ...
 a. Kita membeli celana di took baju
 b. Murid – murid bermain di halaman sekolah
 c. Guru mengajar di dalam kelas
 d. Dia lahir tanggal 14 Maret 1981
44. She was born on March, 14th 1981. It means ...
 a. Kita membeli celana di took baju
 b. Murid – murid bermain di halaman sekolah
 c. Guru mengajar di dalam kelas
 d. Dia lahir tanggal 14 Maret 1981
45. We buy a trouser in the fashion shop. It means ...
 a. Kita membeli celana di took baju
 b. Murid – murid bermain di halaman sekolah

- c. Guru mengajar di dalam kelas
- d. Dia lahir tanggal 14 Maret 1981

46. My skirt is ...

- a. red
- b. blue
- c. yellow
- d. brown



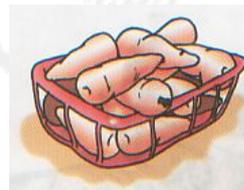
47. Our uniform is ...

- a. white and red
- b. white and blue
- c. red and white
- d. grey and yellow



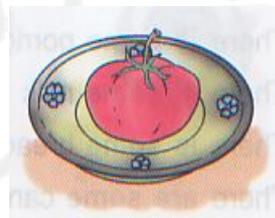
48. The carrots are ...

- a. Red
- b. Blue
- c. Orange
- d. black



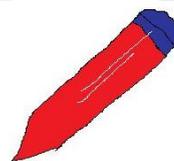
49. that is a ... tomato

- a. blue
- b. red
- c. orange
- d. GREEN



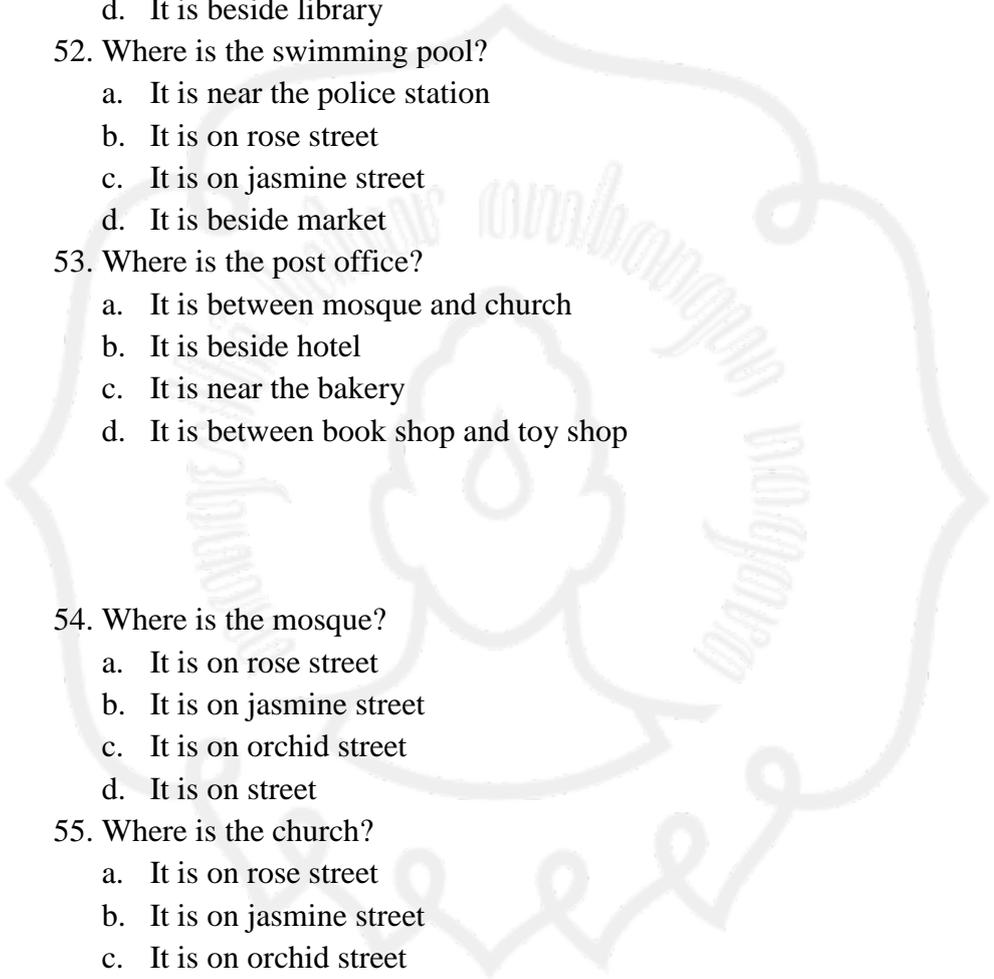
50. The pencil is ...

- a. blue
- b. black
- c. red
- d. white



Gambar peta untuk no. 51 s/d 57

	<p>orchid street</p>		
<p>jasmine street</p>		<p>rose street</p>	
	<p>sun flower street</p>		

- 
51. Where is the play ground?
- It is on Jasmine street
 - It is on Orchid street
 - It is near the toy shop
 - It is beside library
52. Where is the swimming pool?
- It is near the police station
 - It is on rose street
 - It is on jasmine street
 - It is beside market
53. Where is the post office?
- It is between mosque and church
 - It is beside hotel
 - It is near the bakery
 - It is between book shop and toy shop
54. Where is the mosque?
- It is on rose street
 - It is on jasmine street
 - It is on orchid street
 - It is on street
55. Where is the church?
- It is on rose street
 - It is on jasmine street
 - It is on orchid street
 - It is on street
56. Where is the school?
- It is on rose street
 - It is on jasmine street
 - It is on orchid street
 - It is on street
57. Where is the restaurant?
- It is on rose street
 - It is on jasmine street

- c. It is on orchid street
- d. It is on street

Pilihlah kata yang tepat sesuai dengan ejaan yang diperdengarkan! Untuk no. 58 s/d 62

58. (teacher's voice)

- a. B-e-s-i-de
- b. B-e-h-i-n-d
- c. B-e-t-w-e-e-n
- d. B-e-f-o-r-e

59. (teacher's voice)

- a. M-o-u-s-e
- b. M-o-s-q-u-e
- c. M-o-s-t
- d. M-o-n-t-h

60. (teacher's voice)

- a. T- h- r- e- e
- b. T-h-i-r-t-y
- c. T-h-i-r-t-e-e-n
- d. T-h-i-r-t-y t-h-r-e-e

61. (teacher's voice)

- a. H-o-u-s-e
- b. H-o-r-s-e
- c. H-o-m-e
- d. H-e-l-l-o

62. (teacher's voice)

- a. T-u-e-s-d-a-y
- b. T-h-u-r-s-d-a-y
- c. C-h-u-r-c-h
- d. C-h-a-i-r

63. It is a simple classroom instruction

- a. Happy birthday
- b. Draw a line, please!
- c. An elephant is very big
- d. The monkey is in the cage

64. Tiara : your pen, please?

Diara : Yes, please. Here you are

- a. Can I borrow
- b. Can you borrow
- c. Can she borrow

- d. Can he borrow
65. Lisa : my I borrow your corection pen, please!
Nia : (tidak boleh)
- Ok
 - I am sorry, I cant
 - Yes, with pleasure
 - Why not
66. It is a polite request:
- Would you please, lend me your ruler?
 - Where is your ruler?
 - Ruler!!!
 - Can you borrow my ruler, please?

Arrange the alphabet into good order of words!

Susunlah huruf-huruf berikut menjadi kata yang benar!

67. R - E - P - P - I - L - S
- Slipper
 - Repsil
 - Perslip
 - sliperp
68. O - N - A - R - Y - D - I - C - T - I
- Dictinaory
 - Dicnaryti
 - Dictionary
 - Dictianory
69. E - R - M - B - E - C - E - D
- Rembeced
 - Bremeced
 - Debcemer
 - December
70. Y - T - I - S - R - E - V - I - N - U
- University
 - Uvernistry
 - Unisiverty
 - Usityverni
71. S - U - R - A - T - A - Y - D
- Daysatur
 - Sadaytur
 - Saturday
 - Satudary
72. M - S - Q - O - U - E
- Mosque

- b. Quemos
c. Somueq
d. Semouq
73. C - A - A - E - B - B - G
a. Cabbage
b. Cababge
c. Cagabbe
d. Cabgabe
74. M - A - T - E - S - C - L - A - S - S
a. Matesclass
b. Classmates
c. Clas mastes
d. Clamssastes
75. E - S - R - A - E - R
a. Rerase
b. Resare
c. Eraser
d. Esarer
76. A - G - R - E - P
a. Grape
b. Garpe
c. Grepa
d. Gerpa
77. P - E - N - C - L - I
a. Cilpen
b. Pencil
c. Nencil
d. Linpec
78. E - C - R - T - A - H - E
a. Teacher
b. Hereach
c. Tecaer
d. Techaer
79. T - S - E - D - U - T - N
a. Dutnset
b. Student
c. Setudnt

- d. Sedtunt
- 80. R – R – O – T – C – A
 - a. Rotcar
 - b. Rarcot
 - c. Carrot
 - d. Torrac



LEMBAR JAWABAN

Nama : _____ Kelas : _____
Sekolah : _____ Umur : _____

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b a b c d
10. a b a b c d
11. a b a b c d
12. a b a b c d
13. a b a b c d
14. a b a b c d
15. a b a b c d
16. a b a b c d
17. a b a b c d
18. a b a b c d
19. a b a b c d
20. a b a b c d
21. a b a b c d
22. a b a b c d
23. a b a b c d
24. a b a b c d
25. a b a b c d
26. a b a b c d
27. a b a b c d
28. a b a b c d
29. a b a b c d
30. a b a b c d
31. a b a b c d
32. a b a b c d
33. a b a b c d
34. a b a b c d
35. a b a b c d
36. a b c d
37. a b c d
38. a b c d
39. a b c d
40. a b c d
41. a b c d
42. a b c d
43. a b c d
44. a b c d
45. a b c d

KUISSIONARE untuk SISWA

Petunjuk Pengisian:

5. Tulislah data pribadi anda ditempat yang telah disediakan!

6. Pada setiap pernyataan ada 4 pilihan jawaban yaitu:

4 = selalu

3 = sering

2 = kadang-kadang

1 = tidak pernah

Untuk memberikan tanggapan/jawaban, anda cukup memberikan tanda centang (√) pada kolom pilihan jawaban lurus dengan simbol angka yang tersedia.

7. Sebelum diserahkan kembali, yakinkan diri anda bahwa pernyataan tersebut sudah anda jawab semua dengan sejujur-jujura sesuai petunjuk.

8. Selamat mengerjakan dan terimakasih atas perhatiannya!

No	Pernyataan	4	3	2	1
1	Setelah mempelajari percakapan bahasa Inggris, saya kemudian mempraktekkannya dengan teman				
2	Di rumah, saya menggulang kembali pelajaran bahasa Inggris yang sudah diberikan di sekolah agar lebih paham				
3	Saya mempraktekkan percakapan bahasa Inggris untuk memperlancar bahasa Inggris saya				
4	Saya ingin memperoleh nilai bahasa Inggris bagus karena dapat membuat saya merasa bangga				
5	Setiap kali menemui informasi berbahasa Inggris baik itu di jalan atau di tempat-tempat umum, saya ingin mengetahui maksudnya				
6	Setelah mempelajari tata bahasa Inggris. Saya ingin menerapkannya dengan menyusun kalimat kalimat atau mengerjakan latihan yang berhubungan dengan tata bahasa tersebut				
7	Saya belajar Bahasa Inggris dengan serius karena orang tua saya berjanji akan memberi hadiah bila prestasi bahasa Inggris saya bagus				
8	Bila sedang menyaksikan program berbahasa Inggris saya ingin mengerti maksudnya				
9	Bila guru mengajak berbicara Bahasa Inggris di kelas saya menanggapi dengan serius				
10	Saya mempelajari bahasa Inggris dengan serius karena dapat mempermudah saya meneruskan sekolah ke				

	jenjang yang lebih tinggi				
11	Saya ingin menguasai percakapan bahasa Inggris agar dapat berkomunikasi dengan baik di dalam kelas				
12	Pada saat waktu luang saya membaca bacaan Bahasa Inggris karena saya ingin menambah kosa kata bahasa Inggris				
13	Saya membeli buku-buku penunjang pembelajaran bahasa Inggris				
14	Saya mengerjakan PR tepat waktu				
15	Saya membawa kamus setiap pembelajaran bahasa Inggris				
16	Saya berani menjawab pertanyaan guru				
17	Saya mempelajari bahasa Inggris dengan sungguh sungguh supaya bisa menggunakan bahasa tersebut dengan benar				
18	Saya mendengarkan guru dalam pembelajaran				
19	Saya merasa senang belajar Bahasa Inggris				
20	Saya mengikuti kegiatan ekstra kurikuler bahasa Inggris yang diselenggarakan disekolah untuk melatih bahasa Inggris saya				
21	Saya membuat daftar kata-kata dalam bahasa Inggris				
22	Saya ingin guru dan teman teman saya mengkritik atau membetulkan ucapan bahasa Inggris saya yang kurang tepat				
23	Saya ingin mencari arti kata kata sukar/sulit dalam bacaan bahasa Inggris karena akan mempermudah saya memahami teks bacaan tersebut				
24	Saya belajar bahasa Inggris dengan sungguh sungguh karena tidak ingin merasa malu bila tidak bisa menjawab pertanyaan guru				
25	Saya mempersiapkan diri dengan belajar sungguh sungguh sebelum mengikuti pelajaran bahasa Inggris				
26	Saya mengerjakan tugas individu dengan baik				
27	Saya menonton film kartun berbahasa Inggris				
28	Saya senang mengartikan kata-kata dalam bahasa Inggris				
29	Di dalam kelas Sekolah Dasar, saya bercakap-cakap dengan teman menggunakan bahasa Inggris				
30	Saya menonton program TV berbahasa Inggris untuk membantu saya memahami bahasa tersebut				
31	Saya mengajak teman untuk belajar bersama				
32	Saya ingin ada teman yang membantu saya membetulkan kalimat bahasa Inggris saya yang salah.				
33	Saya akan bertanya pada teman jika mengalami kesulitan memahami pelajaran bahasa Inggris di				

	sekolah				
34	Saya melatih pronounciation saya dengan mempraktekkannya dgn teman.				
35	Saya belajar menyanyi bahasa Inggris untuk menambah kosakata bahasa Inggris saya				
36	Saya membeli majalah berbahasa Inggris				
37	Saya suka membuka kamus dan membacanya untuk menambah kosa kata bahasa Inggris saya				
38	Saya mencari arti kata suatu bacaan sebelum menjawab bacaan yang menyertainya				
39	Saya tertarik belajar bahasa Inggris ketika guru menyuruh mengerjakan tugas yang menjodohkan gambar dengan ungkapannya				
40	Saya mencari persamaan/lawan kata dari kata-kata yang baru saja saya ketahui				



LEMBAR JAWABAN INSTRUMENT MOTIVASI

Nama	:
Nomor	:
Kelas	:
Sekolah	:

NO.	4	3	2	1
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

NO.	4	3	2	1
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				

POST TEST of VOCABULARY

Petunjuk pengerjaan test:

5. Isilah data dalam kotak jawaban yang tersedia dengan benar!
6. Kerjakan soal yang menurutmu lebih mudah terlebih dahulu!
7. Silanglah jawaban yang kamu anggap benar pada lembar jawaban yang tersedia!
8. Jangan mencoret – coret lembar soal!

81. There is a big ...

- e. tiger
- f. lion
- g. giraffe
- h. crocodile



82. This is a pair of ...

- e. shoes
- f. slippers
- g. skirt
- h. shirt



83. The trouser is expensive.

The underlined word means

- e. Topi
- f. Ikat pinggang
- g. Celana Panjang
- h. Seragam sekolah

84. My uniform is red and white.

The underlined word means

- e. Seragam
- f. Sepatu
- g. Sandal
- h. Baju tidur

85. Lisa : May I borrow your sharpener, please!

Dina : I am afraid you can't

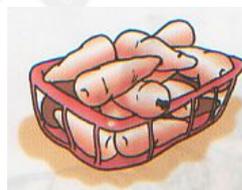
“Sharpener” in Indonesian is ...

- e. Serutan pencil
- f. Pencil warna
- g. Penghapus
- h. Gunting

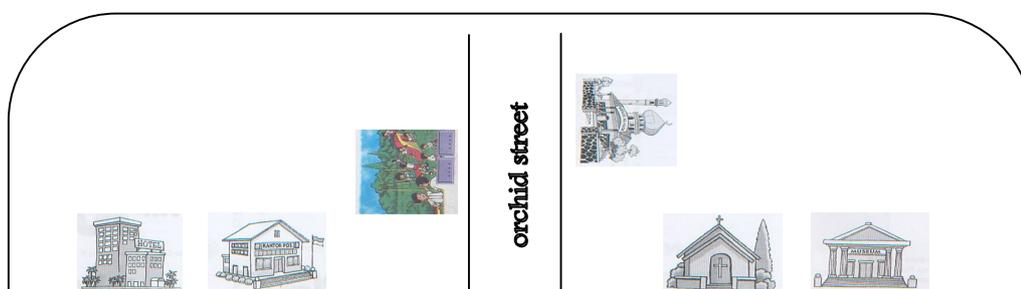
Dengarkan gurumu dan pilihlah ucapan yang tepat untuk nomor 6 dan 7)

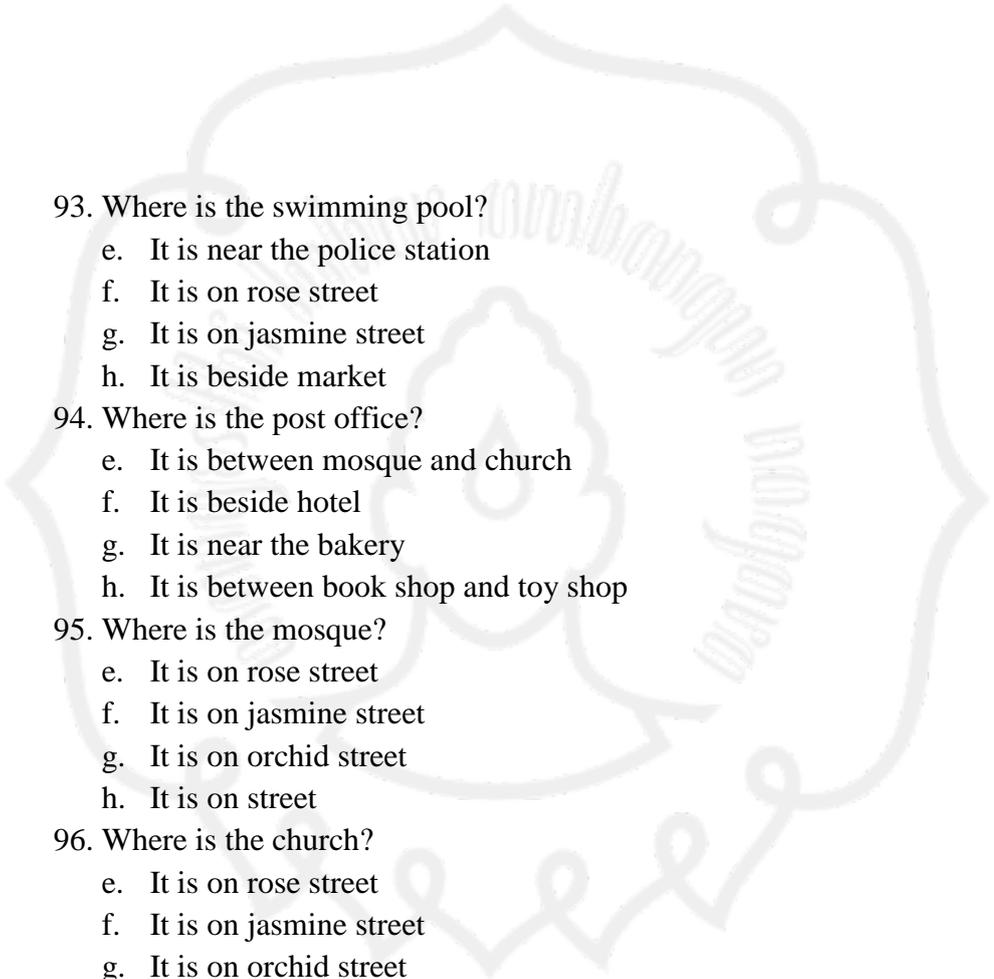
86. (teacher's voice)

- e. Shirt
f. Skirt
g. Shit
h. Shift
87. (teacher's voice)
e. Meet
f. Meat
g. Met
h. Mate
88. It is kinds of vegetables.
e. Orange, apple, and manggo
f. Orange juice, milk, and tea
g. Been, carrot, and cabbage
h. Rice, bread, and corn rice
89. Sekolah itu di samping rumah sakit. In English is ...
e. The school is behind the hospital
f. The school is beside the hospital
g. The school is opposite of the hospital
h. The school is in front of the hospital
90. The teacher is teaching in the classroom. It means ...
e. Kita membeli celana di toko baju
f. Murid – murid bermain di halaman sekolah
g. Guru mengajar di dalam kelas
h. Dia lahir tanggal 14 Maret 1981
91. Our uniform is ...
e. white and red
f. white and blue
g. red and white
h. grey and yellow
92. The carrots are ...
e. Red
f. Blue
g. Orange
h. Black



Gambar peta untuk no. 13 s/d 17



- 
93. Where is the swimming pool?
- e. It is near the police station
 - f. It is on rose street
 - g. It is on jasmine street
 - h. It is beside market
94. Where is the post office?
- e. It is between mosque and church
 - f. It is beside hotel
 - g. It is near the bakery
 - h. It is between book shop and toy shop
95. Where is the mosque?
- e. It is on rose street
 - f. It is on jasmine street
 - g. It is on orchid street
 - h. It is on street
96. Where is the church?
- e. It is on rose street
 - f. It is on jasmine street
 - g. It is on orchid street
 - h. It is on street
97. Where is the school?
- e. It is on rose street
 - f. It is on jasmine street
 - g. It is on orchid street
 - h. It is on street

Pilihlah kata yang tepat sesuai dengan ejaan yang diperdengarkan! Untuk no. 18 s/d 20.

98. (teacher's voice)
- M-o-u-s-e
 - M-o-s-q-u-e
 - M-o-s-t
 - M-o-n-t-h
99. (teacher's voice)
- T- h- r- e- e
 - T-h-i-r-t-y
 - T-h-i-r-t-e-e-n
 - T-h-i-r-t-y t-h-r-e-e
100. (teacher's voice)
- H-o-u-s-e
 - H-o-r-s-e
 - H-o-m-e
 - H-e-l-l-o
101. Tiara : your pen, please?
Diara : Yes, please. Here you are
- Can I borrow
 - Can you borrow
 - Can she borrow
 - Can he borrow
102. It is a polite request:
- Would you please, lend me your ruler?
 - Where is your ruler?
 - Ruler!!!
 - Can you borrow my ruler, please?
- Arrange the alphabet into good order of words!*
Susunlah huruf-huruf berikut menjadi kata yang benar!
103. R – E – P – P – I – L – S
- Slipper
 - Repsil
 - Perslip
 - sliperp
104. O – N – A – R – Y – D – I – C – T – I
- Dictinaory
 - Dicnaryti
 - Dictionary
 - dictionory
105. E - R - M - B - E - C - E - D
- Rembeced
 - Bremeced

- g. Debcemer
h. December
106. kY – T – I – S – R – E – V – I – N – U
e. University
f. Uvernistry
g. Unisiverty
h. Usityverni
107. S – U – R – A – T – A – Y – D
e. Daysatur
f. Sadaytur
g. Saturday
h. Satudary
108. C – A – A – E – B – B – G
e. Cabbage
f. Cababge
g. Cagabbe
h. Cabgabe
109. T – S – E – D – U – T – N
e. Dutnset
f. Student
g. Setudnt
h. Sedtunt
110. R – R – O – T – C – A
a. Rotcar
b. Rarcot
c. Carrot
d. Torrac

- 47.
- 48.
- 49.
- 50.
- 51.
- 52.
- 53.
- 54.
- 55. a b c d
- 56. a b c d
- 57. a b c d
- 58. a b a b c d
- 59. a b a b c d
- 60. a b a b c d
- 61. a b a b c d
- 62. a b a b c d
- 63. a b a b c d
- 64. a b a b c d
- 65. a b a b c d
- 66. a b a b c d
- 67. a b a b c d
- 68. a b a b c d
- 69. a b a b c d
- 70. a b a b c d
- 71. a b a b c d
- 72. a b a b c d
- 73. a b a b c d
- 74. a b a b c d
- 75. a b a b c d
- 76. a b a b c d
- 77. a b a b c d
- 78. a b a b c d
- 79. a b a b c d
- 80. a b a b c d
- a b a b c d
- a b a b c d
- a b a b c d
- a b a b c d
- a b a b c d
- a b a b c d
- a b c d
- a b c d