

**TEACHING VOCABULARY THROUGH PICTURE OF FASHION
PARADE TO THE FOURTH YEAR STUDENTS
IN SDN 577 PEPABRI**



A THESIS

*Submitted to the English Studies of S1 Tarbiyah English Department for
State College Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

**BY
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NIM: 08.16.3.0034

ENGLISH STUDY PROGRAM OF EDUCATION DEPARTMENT

STATE COLLEGE FOR ISLAMIC STUDIES

(STAIN) PALOPO

2012

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Under Supervision:

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Finally the writer dedicated this thesis may Allah SWT, Bless them. Amin.

Palopo, 11 February 2013

The Writer,

SALMAWATI

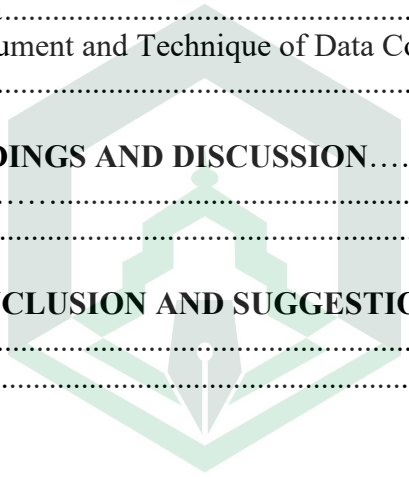


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ABSTRACT

Salmawati, 2013. *Teaching Vocabulary through Picture of Fashion Parade to the Fourth Year Students at SDN 577 Pepabri. Under Supervisor: (1) Dr. Masruddin Asmid, SS., M. Hum. (2) Madehang S. Ag., M. Pd.*

Key Words : *Teaching, Vocabulary, Picture of Fashion Parade.*

This thesis depicts the effective procedures in teaching vocabulary through Picture of Fashion Parade. The research is held at the fourth year students of SDN 577 Pepabri. Picture of Fashion Parade is applied and modified into series of activities in teaching vocabulary. The activities in applying Picture of Fashion Parade are two cycles and each cycle consists of one meeting.

The problem statement of this research is related to effective procedure of teaching vocabulary through Picture of Fashion Parade. The primary objective of this research is to find out effective procedure of teaching vocabulary through Picture of Fashion Parade. This research employs qualitative research, in this case Classroom Action Research (CAR) designs since it is the most appropriate research design which is related to solve the classroom problems. The researcher conducts collaboration with Darma. S. Pd as the teacher of the class and the researcher act as the observer. This research is conducted at the fourth year students of SDN 577 Pepabri Palopo in academic year 2012-2013 which consist of 24 students.

The result of data analysis and the findings in the application of the research indicates that Picture of Fashion Parade which is applied in teaching vocabulary has effective procedure in improving the students' vocabulary.



BAB I

INTRODUCTION

A. Background

In globalization era, people always communicate each one other in order to present what they assume to communicate. Language as one of main tool to communicate, it is very important to get information and knowledge, therefore we have to use the language well to convey our ideas and feeling.

People who wish to learn a foreign language may have any one of a great number of reasons for doing it, but at least it show the great variety of both the needs and desires of students to learn a new foreign language.

Based on preliminary that the researcher did in elementary school No. 577 Pepabri, it found that teachers tend to conduct learning and teaching process indoor, they often apply lecturing technique in delivering the lessons in the classroom. In some cases the creative teachers usually perform some games and different interesting method in teaching, nevertheless in students taught in classroom experience boredom of learning in same way of teaching all the time. According to the English teacher in elementary school no 577 Pepabri, most of the students experience the same as above case. The students usually have no spirit to join learning teaching process. The students said that the teacher has boring technique every meeting. This matter seems to be experienced by the students especially in the fourth class. They feel bored after learning English with only dictation and memorizing way. And also some of them were still using local language in their conversation with friends or parents, that is why they have to

transfer the new words in local language first then Indonesia. So they need to learn new media and method which can make them motivated and interested to learn. In this case, learn through fashion parade appears to be the solution of this matter. Those matter above known by researcher by interviewing the teacher, headmaster and also some of students out of the class.

According to the concept psychology development, Ericson classifies human period become some periods. They are prenatal period, baby period, childhood period, children period, adolescent period, young adult period, adult period and old period. The fourth year of students in Elementary school No. 577 Pepabri is on children period. This period is often called analysis period.¹ Ericson called this period as a period of the sense of accomplishment where the individual has been ready to accept guidance from the other and ready to do it.

There are many teaching media that can stimulate the students' interest and improve students' ability in learning English. The way to make students feel comfortable in teaching learning process is to give them what they like. Coloring picture can make students feel interested to study. With physiological approach the teacher can stimulate the interest of students. That in coloring and making fashion parade will enrich their vocabulary in English with a fun way. It all based on the latest curriculum in elementary school no 577 Pepabri that arranged systematically by difficulty level. This curriculum is taken from the daily life basis. Students will meet more familiar and up to date topic which more attractive, colorful and communicative picture. Such as, greetings, friends and family, at the

¹ Abu Ahmadi, *Psikologi Perkembangan*, (Jakarta: PT. Asdi Mahasatya) 2005, p. 114.

school, let's play, what are you doing? go shopping, colors and physical appearance.² A guidance in facilitating learning and enabling the learner to learn in setting the condition for learning.³

The facts above attracts the writer to compose a thesis which is entitled of "Teaching Students' Vocabulary through Picture of Fashion Parade at the Fourth Year of Elementary School No. 577 Pepabri (A Classroom Action Research)"

B. Problem Statement

Based on the explanation above, the researcher formulates the following research question as follows:

1. What is the appropriate way of using Picture of Fashion Parade in improving students' vocabulary at fourth year of SDN 577 Pepabri?
2. How is the students' participation during teaching and learning process in improving students' vocabulary at fourth year of SDN 577 Pepabri?

C. Objective of the Study

The main objectives of this study are:

1. To find out the appropriate way of using Picture of Fashion Parade in improving students' vocabulary at fourth year of SDN 577 Pepabri.
2. To know how is the students' participation during teaching and learning process in improving students' vocabulary at fourth year of SDN 577 Pepabri.

² Rita Kurniawan and Cecille Anca, *Speed up English 4*, (Jakarta: Yudistira 2009), p. 3.

³ H. Douglas Brown, *Teaching by Principle*, (San Francisco State University : Prentice Hall Regents Englewood Cliffs), p. 8

D. Significance of the Study

In this case the writer expects that the results of the research can be useful information for English teachers who are facing difficulty in improving their students' vocabulary to be more creative in teaching and learning process especially in teaching vocabulary. Last but not least hopefully this thesis will enrich techniques in teaching techniques.

E. Scope of the Study

In this research cover the students' command in learning vocabulary. The vocabulary learnt by the students is about clothes, color and phrase. The writer describes Picture of Fashion Parade method and the student's interest toward Picture of Fashion Parade at the fourth year students at SDN No. 577 Pepabri

F. Definition of Key Terms

- Vocabulary: Vocabulary is a list or collection of words arranged in a alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.⁴
- Fashion : popular style of clothes, hair, etc at a particular time, make or shape something, especially with your hands.⁵
- Parade : gather together to march in front of the people.⁶

⁴ Collier. *The Key To English Vocabulary* .London: Macmillan, p.56

⁵ Oxford University Press. *Oxford Learner's pocket Dictionary*. Third Edition. 2004, p. 155

⁶ Oxford University Press. *Oxford Learner's pocket Dictionary*. Third Edition. 2004, p. 309

- Fashion Parade: a teaching English technique in worksheet form that used to increase students' English skill.⁷



⁷ Caroline Nixon and Michael Tomlinson. *Primary Grammar Box*. Australia: Cambridge University Press. 2003. P. 18

BAB II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some researches related which make the writer eager to the research. Those are:

1. Suryaningsih, in her thesis of “The Effectiveness of Picture in Learning Preposition at the Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo” suggests that the teacher who wants to teach their students can use picture to make students interest in English.¹

2. Marlina, says in her thesis “The Effectiveness of the Use Pictures of Traffic Sign Terms in Teaching Vocabulary of SDN 577 Pepabri” that the teacher should help their students to master vocabulary so that the students can master some English skill such as speaking, listening, writing and reading.²

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In this research, the researcher also used picture to teach the student of SDN No. 577 Pepabri at the fourth class in purposing to improve the students’ vocabulary and also students’ motivation in learning English. The researcher did collaboration with teacher of the class in classroom action research way.

¹ Suryaningsih, *The Effectiveness of Picture in Learning Preposition at the Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo*. 2008. P. 58.

² Marlina, *The Effectiveness of the Use Pictures of Traffic Sign Terms in Teaching Vocabulary of SDN 577 Pepabri*. 2010. P.57

B. The Concept of vocabulary

Vocabulary has been recognized as one of the most important matters in learning language. The mastery of a language appears impossible without the vocabulary reinforcement. Here with the discussions related to vocabulary covering the definition of vocabulary, types of vocabulary, the importance of vocabularies and how to learn vocabulary.

1. Definition of Vocabulary

Vocabulary is very important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts); "he introduced a wide vocabulary of techniques". Vocabulary is also the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Usually alphabetized and explained collection of words e.g. of a particular field, or prepared for a specific purpose, often for learning; The collection of words a person knows and uses; The stock of words used in a particular field; The words of a language collectively. Refers to the words we must know to communicate effectively.

Vocabulary as the content and function words of a language which are learned thoroughly that they because a part of a child's understanding, speaking,

and later reading and writing vocabulary. The words having meaning when ear or seen even though not produced by individual itself.³

2. Types of Vocabulary

In detail the vocabulary are divided into four types of vocabulary, those are:

- a. Active speaking Vocabulary is words that the speakers are able to use in speaking.
- b. Passive listening vocabulary, words that the listener recognize but cannot necessarily produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing.⁴

Harmer also divides vocabulary into two types, those are:

- a. Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- b. Active vocabulary refers to words that students have learned. They are expected to be able use by the students.

Collier writes that there are words lists, one of function words and contain words that containing a basic 2000 word English vocabulary.

³ C.V. Good. *Dictionary of Education* (New York; Mc. Graw Hill Book Company, 1959, p.642.

⁴ Kenji Kitao and S. Kathleen Kitao, *Testing vocabulary*. Online: <http://www.mifi.gov/partnershipforreading/publishings/readingfirstvocab.html>.2000. Accessed on September 10th 2008.

1) Function words

By 'Function words' we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he etc. since these are the words that occur most frequently the language, they are sure to be mastered in any good elementary language course.

2) Content Words

We might call the rest of the words in English "content words". These words name and describe the infinitive number of things, persons, events, and processes that speakers of English want to talk about some of them (water, man, eat, drink, house).

Content words can be divided into three general classes:

- 1) Word naming things, idea, entities
- 2) Word naming actions
- 3) Word use to describe the qualities of those things or actions.

These divisions correspond closely to the traditional part of speech as follows:

- 1) Nouns
 - 2) Verbs
 - 3) Adjectives
 - 4) adverbs
3. The importance of vocabulary

Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary.

4. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- a. learn the words that are important to the subjects you are studying
- b. learn the words that you read or hear again and again
- c. learn the words that you know you will often want to use yourself
- d. do not learn words that are rare or not useful (your teacher can help you with this).

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- a. write the words in a notebook (with their translations or definitions)
- b. write the words and definitions on small cards
- c. say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- d. put the words into different groups (you could use a graphic organiser)
- e. write them in a file for use with a computer program
- f. make associations (in pictures or with other words)
- g. ask someone to test you
- h. use the words in your own speaking or writing

C. Concept of Phrase

1. Definition of phrase

A phrase is two or more words that do not contain the subject-verb pair necessary to form a clause. Phrases can be very short or quite long. Here are two examples:

After lunch

After slithering down the stairs and across the road to scare nearly to death Mrs. Philpot busy pruning her rose bushes

2. Kinds of phrase

Certain phrases have specific names based on the type of word that begins or governs the word group: noun phrase, verb phrase, prepositional phrase, infinitive phrase, participle phrase, gerund phrase, and absolute phrase.

a. Noun Phrases

A noun phrase includes a noun—a person, place, or thing—and the modifiers—either before or after—which distinguish it. The pattern looks like this:

optional modifier(s) + noun + optional modifier(s)

Here are some examples:

1) The shoplifted pair of jeans

Pair = noun; the, shoplifted, of jeans = modifiers.

2) A cat that refused to meow

Cat = noun; a, that refused to meow = modifiers.

3) A great English teacher

Teacher = noun; a, great, English = modifiers.

Noun phrases function as subjects, objects, and complements:

b. Verb Phrases

Sometimes a sentence can communicate its meaning with a one-word verb. Other times, however, a sentence will use a verb phrase, a multi-word verb, to express more nuanced action or condition. A verb phrase can have up to four parts. The pattern looks like this:

auxiliary verb(s) + main verb + verb ending when necessary

Here are some examples:

1) Had cleaned

Had = auxiliary verb; clean = main verb; ed = verb ending.

Should have been writing

Should, have, been = auxiliary verbs; write = main verb; ing = verb ending.

2) Must wash

Must = auxiliary verb; wash = main verb.

c. Prepositional Phrases

At the minimum, a prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition.

The object of the preposition will often have one or more modifiers to describe it. These are the patterns for a prepositional phrase:

preposition + noun, pronoun, gerund, or clause

preposition + modifier(s) + noun, pronoun, gerund, or clause

Here are some examples:

1) On time

On = preposition; time = noun.

2) Underneath the sagging yellow couch

Underneath = preposition; the, sagging, yellow = modifiers; couch = noun.

3) From eating too much

From = preposition; eating = gerund; too, much = modifiers.

A prepositional phrase will function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question *Which one?*

d. Infinitive Phrases

An infinitive phrase will begin with an infinitive [to + simple form of the verb]. It will often include objects and/or modifiers that complete the thought. The pattern looks like this:

infinitive + object(s) and/or modifier(s)

Here are some examples:

1) To slurp spaghetti

To send the document before the deadline

To gulp the glass of water with such thirst that streams of liquid ran down his chin and wet the front of his already sweat-soaked shirt

Infinitive phrases can function as nouns, adjectives, or adverbs. Look at these examples:

2) To avoid another lecture from Michelle on the benefits of vegetarianism

was Aaron's hope for their date at a nice restaurant.

To avoid another lecture from Michelle on the benefits of vegetarianism functions as a noun because it is the subject of the sentence.

3) Cheryl plans to take microbiology next semester when Professor Crum, a pushover, is teaching the course.

To take microbiology next semester functions as a noun because it is the direct object for the verb plans.

e. Participle Phrases

A participle phrase will begin with a present or past participle. If the participle is present, it will dependably end in ing. Likewise, a regular past participle will end in a consistent ed. Irregular past participles, unfortunately, conclude in all kinds of ways [although this list will help].

Since all phrases require two or more words, a participle phrase will often include objects and/or modifiers that complete the thought. The pattern looks like this:

participle + object(s) and/or modifier(s)

Here are some examples:

- 1) Flexing his muscles in front of the bathroom mirror
- 2) Ripped from a spiral-ring notebook
- 3) Driven crazy by Grandma's endless questions

f. Gerund Phrases

A gerund phrase will begin with a gerund, an ing word, and will often include other modifiers and/or objects. The pattern looks like this:

gerund + object(s) and/or modifier(s)

Gerund phrases look *exactly* like present participle phrases. How do you tell the difference? You must determine the *function* of the phrase.

Gerund phrases always function as nouns, so they will be subjects, subject complements, or objects in the sentence. Read these examples:

1) Washing our dog Gizmo requires strong arms to keep the squirming, unhappy puppy in the tub.

Washing our dog Gizmo = subject of the verb requires.

2) A good strategy for avoiding dirty dishes is eating every meal off of paper towels.

Eating every meal off of paper towels = subject complement of the verb is.

3) Susie tried holding the slippery trout, but the fish flipped out of her hands and splashed back into the stream.

Holding the slippery trout = direct object of the verb tried.

g. Absolute Phrases

An absolute phrase combines a noun and a participle with any accompanying modifiers or objects. The pattern looks like this:

noun + participle + optional modifier(s) and/or object(s)

Here are some examples:

1) His brow knitted in frustration

Brow = noun; knitted = participle; his, in frustration = modifiers.

2) Her fingers flying over the piano keys

Fingers = noun; flying = participle; her, over the piano keys = modifiers.

3) Our eyes following the arc of the ball

Eyes = noun; following = participle; arc = direct object; our, the, of the ball = modifiers.⁵

D. The Concept of Media

Media is most often integrated into English language art and communication class discussion and answer will guide you in that effort. If you are new to media literacy take out introductory four for teacher then recent hear for more information (from internet).

1. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.⁶ NEA (National Education Association) stated that media is the matter of manipulated which sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program.

2. The function of media

The internal factor media can be used to increase efficiency learning of students because it has potency and capability to stimulate learning process. For example: with present the real object as long as with present the real object as long as with the material. The external factor, media can increase desire and interest of

⁵Mark Nichol. *The Phrase*. Online: [www. 7classesofphrase.htm](http://www.7classesofphrase.htm). accessed on: March, 18th 2013.

⁶ Rohani Ahmad, *Media Instructional Education*, (Jakarta : PT. Rineka Cipta, 1997), p. 3.

students because through media students will get more experience. So, there perception and understanding more exact and it will rise to desiring and new motivation to learning.

From explanation above, so, take conclude that media can solve the behavior factor of learning namely internal factor and external factor. Through the media, teacher can be given same perception through one thing or certain even to the students in the class.⁷

2. The functions of media are:

- a. Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling, graph, etc.
- b. Media can increase new desire and interest.
- c. Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening to audio program can increase certain stimulation to the desire of learning.
- d. Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly will give concrete about the meaning of believe culture, etc.⁸

⁷ H. Asnawir & M. Basyirudddin Usman, *Media Pembelajaran*, (1st Print; Jakarta: Ciputat Pres, 2002), page 29.

⁸ H. Asnawir and M. Basyirudddin Usman, *Media Pembelajaran*, (1st Print ; Jakarta : Ciputat Pres, 2002), page 29.

3. Kinds of media

There are four kinds of media, namely:

- a. Visual, visual aids are things just can be seen, for example, strip, transparencies, micro projection, blackboard, and picture.
- b. Audio visual, audio visual aid can be listening and sight, example, film and TV.
- c. Dramatis. For example role plays socio drama, and so on.
- d. Audio, audio aid just can be listened, for example: photograph, record, transparent electronic, radio, etc.⁹

E. Picture

1. Definition of Picture

Harmer said that picture clearly indispensable for the language teacher since they can be used in so many ways.¹⁰

Based on some categories above, the researcher concluded that picture is visual impression of something that is painted or that is drawn.

From the definition above the researcher stated that picture cues is various kinds of symbols, sign, picture, graphics, photograph, etc used as supporting material in teaching learning process, to stimulus the knowledge by keep ideas in mind.

⁹ Rohani Ahmad, *Media Instructional Education*, (Jakarta : PT. Rineka Cipta, 1997) p. 15.

¹⁰ Jeremy Harmer. *The Practice of English Language Teaching*. (New York: practice Hall.2007) p. 85

Some people may think audio is a poor relation of video or picture, but that isn't so at all. Many people find their imagination is more stimulate by combination of sound and picture. The power of picture can distract the learners unintentionally drawing their attention to aspect of other than the teaching point.¹¹

Audio picture may not so elaborate, but they can certainly they preserve the material from dating and they more easily help learners to relate the message to their own social or work content where necessary can easily provide them with picture as well- this would be the one way of using combination of media that we call "Audio Vision"¹² as the audio picture concept which can contribute way to help students learning listening.

2. Function of Picture

Lavie and Lentz in Sudjana stated that visual media have four function, they are:

- a. Affective function; picture and stimulate and towards the Students to pay attention to the material that is conduct with the meaning of the picture that are give with the text or verbal explanation.
- b. Affective function; picture can stimulate students' attitude and emotion, for example: information that is conduct with social problem.
- c. Cognitive function; picture and forward the reached of the goal to understand and to remember the picture' information and massage.

¹¹ World Bank, *Picture Cues Concept* (<http://www.worldBank.org/distedTeachingdelivery/audio.htm>. accessed on August 5th, 2012).

¹² Nicholas Collins, *Definition of Media* ([http://www. Nicholas, Collins.com/writing -sub folder/web sound.for-picture.htm](http://www.Nicholas, Collins.com/writing-subfolder/web sound.for-picture.htm), accessed on September 21st, 2012).

d. Compensatory function; picture can help or accommodate the students whom difficult to accept or understand the material that is presented by text or by verbal explanation.¹³

3. Advantage of Picture

Picture has long been used in learning and teaching process. Here are some advantages can both the learners and the teacher gain when teaching and learning by using picture. The advantages of picture are as follows:

- a. Stimulate and motivate the students to learn.
- b. Make clear the meaning of teaching material.
- c. Make the teacher easy to explain the material.

F. Fashion Parade

1. Definition of Fashion Parade

Fashion Parade is a teaching English technique in worksheet form that used to increase students' English skill.¹⁴The activity type is pairwork information transfer which taken from Primary Grammar Box, an grammar games and activities for younger learners. Primary Grammar Box is a resource book of supplementary activities for the teaching of grammar to younger learners (7-12 years approximately), containing photocopyable worksheet. By grammar we mean that we are more interested in the function of words as part of sentence, structure then solely in their individual meaning.

¹³ Sudjana. *Metode Statistika* (Bandung : Tarsito Bandung, 1998). p. 12

¹⁴ Caroline Nixon and Michael Tomlinson. *Primary Grammar Box*. Australia: Cambridge University Press. 2003. P. 18

2. The Activities Using Picture of Fashion Parade

a. Before class

Make an enlarged copy of the fashion parade worksheet, color the picture and cut them into flashcard. Make a copy of the fashion parade worksheet for each pupil.

b. In the class

1) Pre teach or revise color and things of clothing.

a) Hold up the flashcard of dress. Say dress and ask your students to repeat it after you.

b) Still hold up the flashcard and mention the color of the dress. Say pink. Ask your students to repeat it after you

c) Combine two words that you have mentioned into phrase. Say pink dress. Ask your pupil to repeat.

d) Repeat the activity above to all of the flashcard.

2) Give pupils a copy of the fashion parade worksheet.

3) Choose a pupil and demonstrate the activity in front of the class. Ask the students question, e.g. what is this? Or what color is this? Then teach them how to answer the question and make it into phrase.

4) Ask the students to write the answer and memorize the vocabulary and the phrase.¹⁵

These activities will help the students to master vocabulary in color and clothes and make it into phrase.

¹⁵ Caroline Nixon and Michael Tomlinson. *Primary Grammar Box*. Australia: Cambridge University Press. 2003. P. 18.

G. Classroom Action Research

1. Definition of Classroom Action Research

Classroom Action Research is a research which is done in the class. Classroom Action Research is a form of self-reflective enquiry undertaken by participants (teacher, students or principals, for example) in social (including education) situation in order to improve the rationality and justice of (1) their own social or educational practice, (2) their understanding of their practices, and (3) the situations (and institutions) in which the practice carried out.

2. The Characteristics of Classroom Action Research

- a. The problem in Classroom Action Research caused of the teachers awareness that the practice which they done in the class so far have problem that have not be solved.
- b. Self-reflective inquiry is one of the essential Classroom Action Research's characteristic. This characteristic requires the teacher to collect data of their own practice trough self-reflective.
- c. Classroom Action Research is done in the class so the focus of this research is learning activities of teacher and students activities in doing interaction.
- d. Classroom Action Research aims to repair the learning. Repairing is done step by step and consistence as long as the learning process is still running.¹⁶

3. The Roles of Teacher in Classroom Action Research

Teacher is expected as right person to do classroom action research because;

¹⁶ Igak Wardhani, Kuswaya Whardit, *Penelitian Tindakan Kelas*. (Jakarta: 2007) Penerbit Universitas Terbuka.p. 1.3

- a. Teacher has their own autonomy to evaluate their working
- b. Traditional research discovery is often difficult to repair the learning
- c. Teachers are the closest one with the class
- d. Students and teachers interaction are unique
- e. Teachers involve in every development innovative activities require the teachers to do research in their class.¹⁷

4. The Differentiate between Classroom Action Research and Classroom Research

Classroom Action Research is one of classroom research because it is done in the class, meanwhile the classroom research definite as research which is done in the class consist of not only Classroom Action Research but also the other research which is done in the class.¹⁸

These illustrations below will show differentiate between Classroom Action Research and Classroom research.

No.	Aspects	Classroom Action Research	Classroom Research
1.	The researcher	Teacher	The other
2.	Research plan	By the teacher (might be helped by the other)	By the researcher
3	Problems occur	Felt by the teacher (might be supported by the other)	Felt by the other
4.	The main	There is action to repair it	May be no repairing

¹⁷ Igak Wardhani, Kuswaya Whardit, *Penelitian Tindakan Kelas*. p. 1.4

¹⁸ Igak Wardhani, Kuswaya Whardit, *Penelitian Tindakan Kelas*. p. 1.7

	characteristic	continually	
5.	Role of teacher	As teacher and researcher	Repairing action as teacher (object research)
6.	Research place	Class	Class
7.	Collecting data process	By the teacher his self or other helps	By the researcher
8.	Research result	Directly used by teacher and influence the class	Belongs to researcher, may not be used by teacher



IAIN PALOPO

BAB III

METHOD OF RESEARCH

A. Research Design

This research applied classroom action research. It aimed at finding out the effective procedure of using Picture of Fashion Parade in improving students' vocabulary.

The research involved a class of students at fourth year of SDN 577 Pepabri in academic year 2012-2013 collaboration with the English teacher of the class. Because the writer was not a teacher so the writer stood as the supervisor at the learning process meanwhile the teacher taught the students with the writer method.

B. Research Setting and Subject

This research conducted at SDN 577 Pepabri in class IV with 25 students inside. Based on the writer's observation by interviewing the English teacher of the class, the writer found that the students in this class still low in vocabulary. The teacher said that the students can hardly understand and even memorizing vocabulary because of some aspects. Some of them were still using local language in their conversation with friends or parents, that was why they have to transfer the new words in local language first then Indonesia. Hopefully by this research and method that writer proposed made them more curious and fun to learn English.

C. Researcher Position in the Research

In this research, the researcher was the observer when the teacher taught the students during learning teaching process. The aim was to assess the teaching method that given by the teacher as a reference for the next cycle and to evaluate how far the teacher understood to apply a method in the class.

D. Research Participant

The participants of research are:

1. English teacher

English teacher was the researcher' partner in this research, where the English teacher taught the students by using researcher method in learning teaching process at the class.

2. Students

The position of the students in the research as object of research, where the research hoped after this research, the students increased their vocabulary.

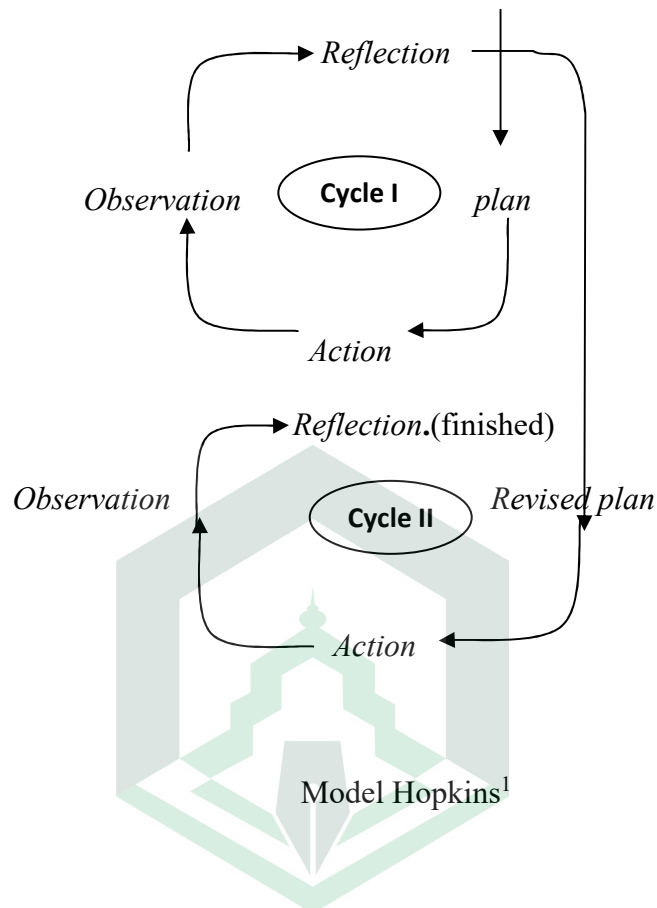
3. Headmaster

The position of headmaster in this research was as facilitator, evaluator and supervisor.

E. Research Procedure

Classroom action research aimed to solve problem that teacher find in the class. This classroom action research conduct in four steps; they were preliminary study, planning the action, observing and reflection.

(Assessing classroom problems)



F. Preliminary Study IAIN PALOPO

In conducting this research, the researcher started by conducting preliminary study. It aimed to analyze, to identify and to get data concerning factual and real condition of the problem faced by the teacher and the students in teaching and learning English, especially vocabulary.

The first step of preliminary study was done by doing observation in the class and the second by interviewing the teacher and students.

¹ Wina Sanjaya, *Penelitian Tindakan Kelas*, Jakarta:Prenada Media Group. 2009. P. 54

G. Planning the Action

Planning was the first step in this research procedure. Teacher and writer who make collaboration construct the plan how to solve problem which occur in the learning and teaching process based on preliminary study above related to the use of Picture of Fashion Parade to improve students' vocabulary. It covers to prepare the strategy, design the lesson plan, determine the criteria of success and set up the instrument.

H. Preparing the Strategy

In this section, the writer focused in improving students' vocabulary through Picture of Fashion Parade. The collaboration between writer and teacher try to make strategy how to use Picture of Fashion Parade as the media to improve students' vocabulary.

Before doing the method, first teacher encourage the student that English was easy by giving them funny story or motivated story about the easiness of English. Then the students be given material in English by using Picture of Fashion Parade. The writer as supervisor observed what students' problem and also teacher's problem in using picture of fashion parade. After that the teacher and writer review and clarify the weakness that the writer finds in the learning teaching process.

I. Designing the Lesson Plan

In this designing lesson plan, the teacher and writer in collaboration make lesson plan for the material by considering some aspects such as students' aspect, teacher aspect, material aspect and also the method's aspect itself.

Generally, in learning teaching process consist of three procedure, pre-activities, main activities and post activities. In pre- activities, the teacher tries to engage students' mind with the material in order to make students be focus to continue to the next activities. In main activities, the teacher gives the students material by using Picture of Fashion Parade and the last activities be post-activities that consist of feedback and correction for what the teacher or even the students do in learning and teaching process.

J. Determining the Criteria of Success

Determining the criteria of success in action research was very important to know how success the using of Picture of Fashion Parade applied in the class. The criteria of success was also important to measure whether the translation method effective to improve students' vocabulary.

This study considered to be successful if it has these following criteria;

1. The average of students' final score was 70 within the range of 10 to 100.
2. 70% students have positive response and active involvement.

K. Implementing the Action

In this implementing the action, the teacher taught the students the material by using Picture of Fashion Parade and the writer act as the supervisor

who observed the learning and teaching process. The teacher did some steps that the collaboration had design in lesson plan before.

L. Observing

Observation was a process of recording and gathering data on any aspects or even that was occurring in the learning and teaching process during the implementation action. In this observing, the writer as supervisor should present the factual data that the writer finds in the learning and teaching process and based on the three steps of observation they were preliminary, observation and discussion meeting feedback.²

The writer observes the teacher implementing the use of Picture of Fashion Parade in improving students' vocabulary. To collect valid data, the researcher consider in some aspect, such as source data and some instruments for data collection.

M. Source of Data

As the source data, the writer used qualitative and quantitative data. Qualitative data about the students' participation and attitude in the class. Meanwhile the quantitative data was about the students' achievement in vocabulary.

² Igak wardhani & Kuswaya Wihardit, *Penelitian Tindakan Kelas, Penerbit Universitas Terbuka Edisi I 2008.*, p. 2.26

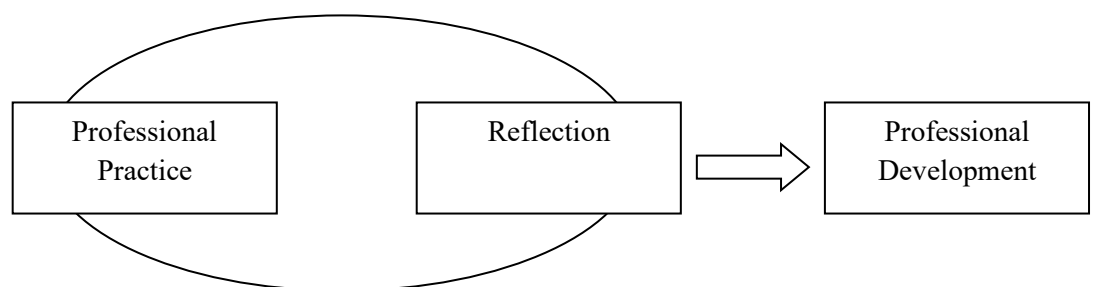
N. Research Instrument and Technique of Data Collection

The Instruments in this research which were used to collect data were test sheet, picture sheet, crayon, observation forms, questionnaire, mobile phone camera and field note. Test sheet was used to measure students' improvement in every cycle, picture sheet was used to give students new method in learning English, crayons were used to color the picture, observation sheet, field note and questionnaire were used to know students' and class condition and also became guidance to do next cycle and camera mobile phone was used to record the learning teaching process.

O. Reflection

In this step, the writer conducted reflection after completing the cycle of study. The writer and teacher collaboration analyze the data both qualitative and quantitative data and also compare them with the criteria that have been decided before.

The reflective cycle can be managed as follow as:



The reflective cycle and professional development.³

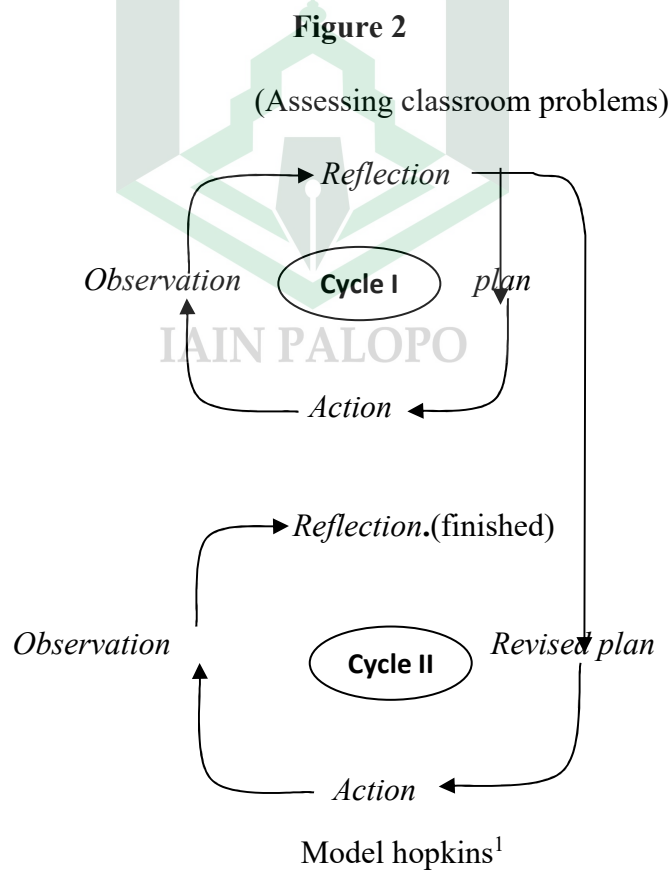
³ Michael J Wallace, *Action Research for Language Teacher*. Cambridge University Press, p. 13

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous description, it has been explained that the data analysis in this research used descriptive qualitative. Those description explained that the result of test from two cycles and questionnaire. The data analyse explained in the cycles of learning and teaching process of this current research and performed from the cycle I and cycle II; it could be seen in general through the following spiral model:



¹ Wina Sanjaya, *Penelitian Tindakan Kelas*, Jakarta:Prenada Media Group. 2009. P. 54

I. Description the Result of First Cycle

a. Planning

To carry out the action research class required different tools that had been created and developed previously, namely: learning implementation plan (RPP), the supported instrument: guidelines for questionnaires, observation sheets, camera and tests. In this section, the researcher prepared what have to do in the action step and paper work students.

b. Action



Action based on schedule in SDN 577 Pepabri Palopo, this meeting executed on Thursday, 22nd 2012 time of study 3-4. The teacher started the class by introducing Picture of Fashion Parade for 5 minutes to the students, and than 10 minutes explained about the important of mastering vocabulary and made some example of vocabulary. After that the teacher explained the way of Picture of Fashion Parade, and then the teacher gave students treatment based on the researcher way of Picture of Fashion Parade, as follows:

1) Hold up the flashcard of dress. Say dress and ask the students to repeat it after you.

2) Still hold up the flashcard and mention the color of the dress. Say pink. Ask the students to repeat it after you

3) Combine two words that you have mentioned into phrase. Say pink dress. Ask your pupil to repeat.

4) Repeat the activity above to all of the flashcard.

b. Give pupils a copy of the fashion parade worksheet.

c. Choose a pupil and demonstrate the activity in front of the class. Ask the students question, e.g. what is this?. Then teach them how to answer the question and make it in to phrase.

d. Ask the students to write the answer and memorize the vocabulary and the phrase.

After that the reseacher gave Picture of Fashion Parade worksheet to each students, and the teacher explained the way to answer the worksheet.

After explaining the rules of answering, the teacher asked the students to do the test of worksheet.if their have difficulty in learning process. After 20 minutes answering the test, the teacher collected the worksheet and closed the class.

c. Observation

Based on observation activities made by researcher and teacher in the first cycle when the researcher and teacher observed the learning activity about the class condition and students' activity in learning vocabulary with Picture of Fashion Parade. Observation of the students' activities in the first cycle was four

students were very active in learning process (18,2%), twelve of the students were active (54,5%), four students were less active (18,2%) and two of students were not active (9,1).

When researcher did the test, some of them still cheat each other and talked too much but most of them were active in learning teaching process and only several of them less active and not active.

Table 1
The result of data observation in cycle I

Students' Participation				
Respondents	Very active	Active	Less active	Not active
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Where:

1. Very active: the student is responsive and participated fully in all activities in the learning and teaching process.

2. Active: the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. Less active: the student pays attention and gives responses once in a while.

4. Not active: the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 2

Percentation of the result of data observation in cycle I

Classification	Frequency	Percentage (%)
Very active	4	18,2 %
Active	12	54,5 %
Less active	4	18,2 %
Not active	2	9,1%

$$P = \frac{F}{N} \times 100\%$$

where:

P = percentage

F = frequency

N = total of students²

Picture 1 in Cycle I



Picture 2 in Cycle I



²) Sudjana, *Metode Statistika* (Bandung : Tarsito Bandung, 1992), p.73.

d. Reflection

The results of the data from observation in cycle I:

Table 3
The Result of Students score in Cycle I

No	Respondents	Correct answer	Score of Test
1	RD 01	5	20
2	RD 02	7	28
3	RD 03	6	24
4	RD 04	4	16
5	RD 05	7	28
6	RD 06	9	36
7	RD 07	9	36
8	RD 08	10	40
9	RD 09	13	52
10	RD 10	13	52
11	RD 11	7	28
12	RD 12	5	20
13	RD 13	12	48
14	RD 14	9	36
15	RD 15	8	32
16	RD 16	4	16
17	RD 17	10	40
18	RD 18	12	48
19	RD 19	10	40
20	RD 20	5	20
21	RD 21	-	-
22	RD 22	10	40
23	RD 23	12	48
24	RD 24	-	-

$$\sum x = 784$$

a. Calculating the mean score of the students' test of cycle I

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{784}{25} = 29,92 \end{aligned}$$

The Analysis of Questionnaires Cycle I

Based questionnaires which have given to the students in cycle I and than the researcher explain by used tabulation than every question able to know the students frequency in response every question.

1. Conclusion in cycle I

Based on the result of the observation and score of the test still disappointed in the first cycle because the students' achievement in mastering vocabulary was unsatisfactory. The students' average score in test was 29,92 meanwhile the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 75. It means under low the minimum mastery criterion, so the students' score and of test in cycle II must be increased. Based on result the observation made by observer to activities researcher execution the application of Picture of Fashion Parade shown still not good, the teacher must increase some aspect in the next cycle. As the solution of the problem the researcher would do some way in next cycle they are:

- 1) The researcher observed the students more intense.
- 2) The teacher gave more explanation about clothes, color and phrase.
- 3) The teacher asked students to color the picture in worksheet.
- 4) The teacher gave some close example of vocabulary that according to the clothes, color and phrase.

5) The teacher grouped students in to five group not individually like in cycle I.

II. Description the Result of Cycle II

a. Planning

The researcher hoped in cycle II the students more active in the class than before. The plan in first cycle had different from second cycle such as; 1) The researcher would observe the students more intense. 2) The teacher gave more explanation about clothes, color and phrase. 3) the teacher asked students to color the picture in worksheet. 4) The teacher gave some close example of vocabulary that according to the clothes, color and phrase and 5) The teacher grouped students in to five group not individually like in cycle I. In final activities in the second cycle, the students were given questionnaire to measure students' attitude in the cycle II and to know students' motivation in learning English with the application of Picture of Fashion Parade. The researcher hoped in the second cycle will be success.

b. Action



The teacher gives explanation

Table 4
The result of data observation in cycle II
Students' Participation

Respondents	Very active	Active	Less active	Not active
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Where:

1. Very active: the student is responsive and participated fully in all activities in the learning and teaching process.
2. Active: the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.
3. Less active: the student pays attention and gives responses once in a while.
4. Not active: the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 5

Percentation of the result of data observation in cycle II

Classification	Frequency	Percentage (%)
Very active	14	63,6 %
Active	8	36,4 %
Less active	-	-
Not active	-	-

All action in this cycle according based on planning. In the beginning of learning activities, teacher gave motivation to student. In this meeting executed on 24th, November 2012 time of study 1-2. In the second cycle the teacher gave The researcher observed the students more intense. The teacher gave more explanation about clothes, color and phrase. The teacher asked students to color the picture in worksheet. The researcher gave some close example of vocabulary that according to the clothes, color and phrase. The researcher grouped students in to five group not individually like in cycle I. after that the students given worksheet again to measure students' mastering of the vocabulary.

c. Observation

Based on observation activities made by researcher and collaborator in the second cycle, the researcher and teacher observed that the learning activity and class condition and students' activity in learning English through Picture of Fashion Parade. Observation the students activities in the second cycle was many students be active in the class and also students' score in the test increased.

Picture 3 in Cycle II

All students seen active in coloring picture



Picture 4 in Cycle II

The teacher shares worksheet to students for cycle II



d. Reflection

The results of the data from observation in cycle II:

Table 6
The Result of Students score in Cycle II

No	Respondents	Correct answer	Score of Test
1	RD 01	24	96
2	RD 02	25	100
3	RD 03	18	72
4	RD 04	25	100
5	RD 05	24	96
6	RD 06	25	100
7	RD 07	21	84
8	RD 08	18	72
9	RD 09	25	100
10	RD 10	18	72
11	RD 11	21	84
12	RD 12	24	96
13	RD 13	24	96
14	RD 14	25	100
15	RD 15	25	100
16	RD 16	25	100
17	RD 17	21	84
18	RD 18	18	72
19	RD 19	25	100
20	RD 20	25	100
21	RD 21	-	-
22	RD 22	21	84
23	RD 23	21	84
24	RD 24	-	-

$$\sum x = 1992$$

b. Calculating the mean score of the students' test test of cycle II

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{1992}{25} = 79,68
 \end{aligned}$$

Table 7
**The students' Interest in Learning English by using
Picture of Fashion Parade**

No	Statement	Classification	frequency	Percentage (%)
1.	I'm very interesting to study English by using Picture of Fashion Parade than another technique.	Strongly agree	11	50 %
		Agree	5	22,72%
		Neutral	6	27,27%
		Disagree	-	0%

Table 7 indicates that the students' interest attitude in learning English by using Picture of Fashion Parade is very high. This case is proven by the students' answer, 11 students or 50% choose strongly agree, 5 students or 22,72% choose agree, 6 student or 27,27% choose neutral, and there were no students choose disagree.

Table 8
The students' Interest in Toward Picture of Fashion Parade

No	Statement	Classification	frequency	Percentage (%)
2.	Picture of Fashion Parade is a good technique in improving vocabulary.	Strongly agree	13	59,09 %
		Agree	8	36,36 %
		Neutral	1	4,54 %
		Disagree	-	0 %

Table 8 indicates that the students' interest in determining that one of good technique in improving students' vocabulary by using Picture of Fashion Parade. This case is proven by the students' answer, 13 students or 59,09% strongly agree,

8 students or 36,36% choose agree, 1 student or 4,54% choose neutral, and there were no students choose disagree.

Table 9

The students' Interest in Attending the material (Picture of Fashion Parade)

No	Statement	Classification	frequency	Percentage (%)
3.	The frequency of the meeting can influence the effectiveness of this Picture of Fashion Parade	Strongly agree	10	45,45 %
		Agree	7	31,81 %
		Neutral	5	22,72 %
		Disagree	-	0 %

Table 9 indicates that the frequency in the meeting to the effectiveness of the technique. This case is proven by the students' answer, 10 students or 45,45% strongly agree, 7 students or 31,81% choose agree, 5 student or 22,72% choose neutral, and there were no students choose disagree.

Table 10

The students' Interest Toward Picture of Fashion Parade in Improving Students' Vocabulary

No	Statement	Classification	frequency	Percentage (%)
4.	Picture of Fashion Parade more enjoyable and interesting than another technique	Strongly agree	15	68,18 %
		Agree	6	27,27 %
		Neutral	1	4,54 %
		Disagree	-	0 %

Table 10 indicates that the Picture of Fashion Parade technique is more enjoyable and interesting than another technique in practicing vocabulary. This

case is proven by the students' answer, 15 students or 68,18% strongly agree, 6 students or 27,27% choose agree, 1 students or 4,54% choose neutral, and there were no students choose disagree.

Table 11

The students' Interest Toward Picture of Fashion Parade in Improving Students' Vocabulary

No	Statement	Classification	frequency	Percentage (%)
6.	Picture of Fashion Parade can improve students' vocabulary than another technique	Strongly agree	11	50 %
		Agree	8	36,36 %
		Neutral	3	13,63 %
		Disagree	-	0 %

Table 11 indicates that the students interest toward Picture of Fashion Parade in improving students' vocabulary. This case is proven by the students' answer, 11 students or 50% strongly agree, 8 students or 36,36% choose agree, 3 students or 13,63% choose neutral, and there were no students choose disagree.

Table 12**The students' Interest Toward Picture of Fashion Parade in Improving Students' Vocabulary**

No	Statement	Classification	frequency	Percentage (%)
7.	Picture of Fashion Parade make me so easy to memorize in English because there are picture guidance	Strongly agree	14	63,63 %
		Agree	6	27,27 %
		Neutral	2	9,09 %
		Disagree	-	0 %

Table 12 indicates that the students' interest in learning english by using Picture of Fashion Parade make me so easy to memorize in English because there are picture guidance. This case is proven by the students' answer, 14 students or 63,63% strongly agree, 6 students or 27,27% choose agree, 2 students or 9,09% choose neutral, and there were no students choose disagree.

Table 13**The students' Interest in Learning the Tehnique to Improve the Students' motivation**

No	Statement	Classification	frequency	Percentage (%)
8.	After doing Picture of Fashion Parade I can improve my spirit in studying English.	Strongly agree	15	68,18%
		Agree	7	31,81 %
		Neutral	-	0 %
		Disagree	-	0 %

Table 13 indicates that most of students agree if using Picture of Fashion Parade can improve their spirit in learning English. This case is proven by the students' answer, 15 students or 68,18% strongly agree, 7 students or 31,81% choose agree, there were no students choose neutral and disagree.

2. Conclusion in cycle II

Based on the result of the observation the researcher was satisfied because the mean score of the test in the second cycle was got the minimum mastery criterion. The students' got mean score 79,68 in cycle II while the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 75. It had reached the minimum mastery criterion, so the students' in this cycle II had success. Based on result the observation made by researcher, researcher found that the application of Picture of Fashion Parade showed good, especially the students' ability in mastering vocabulary.

The researcher concluded the best ways in teaching vocabulary to students by using Picture of Fashion Parade they are:

- 1) Hold up the flashcard of dress. Say dress and ask the students to repeat it after you.
- 2) Still hold up the flashcard and mention the color of the dress. Say pink. Ask the students to repeat it after you
- 3) Combine two words that you have mentioned into phrase. Say pink dress. Ask your pupil to repeat.
- 4) Repeat the activity above to all of the flashcard.
- 5) Give pupils a copy of the fashion parade worksheet. Ask them to color in

your clothes grid, in secret. They may color the clothes as they wish.

6) Choose a pupil and demonstrate the activity in front of the class. Ask the students question, e.g. what is this? Or what color is this?. Then teach them how to answer the question and make it in to phrase.³

7) Ask the students to write the answer and memorize the vocabulary and the phrase.

6) The teacher gave more explanation about clothes, color and phrase.

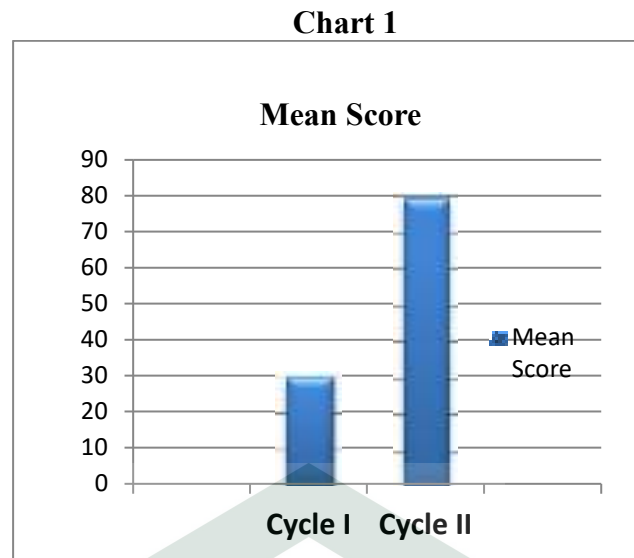
7) The teacher gave some close example of vocabulary that according to the clothes, color and phrase.

8) The teacher grouped students in to five group not individually like in cycle I

Based on the ways in teaching students vocabulary by using Picture of Fashion Parade, in cycle I and cycle II have different: 1) in cycle I the researcher gave worksheet to students individually, but in cycle II the teacher grouped the students.2) in cycle II observe the students' activities in the classroom more intense than cycle I. 3) in cycle II the students given more closed example about clothes, color and phrase.

³ Nicholas Collins, *Definition of Media* (http://www.Nicholas.Collins.com/writing-subfolder/web_sound.for-picture.htm, accessed on September 21st, 2012)

The result of mean score from two cycles like as the chart:



Based on the chart above shows the mean score in two cycles, when in cycle I the mean score is 29,92 and in cycle II the mean score is 79,68 while the minimum mastery criterion was 75. It means that the research was success.

Based on the result of data analysis, the researcher concludes that the fourth year students of SDN 577 Pepabri Palopo in learning English had good response in learning English after the application of Picture of Fashion Parade. Therefore, the teacher can apply the application of Picture of Fashion Parade in teaching English especially in teaching vocabulary.

B. Discussion

In this research, the students, teacher and researcher made collaboration in learning teaching process. They all together gather in a classroom to make English teaching and learning process be success. The teacher who had problem in teaching students that have been bored with the same method since they studied English at the school, accepted the researcher cooperation to make collaboration

which expected can increase the students' vocabulary and motivation in learning English. Here, the teacher taught the students by using researcher method, Picture of Fashion Parade.

Looking at data finding, the researcher presented the discussion of data given to the students. The students of SDN 577 Pepabri palopo were low in the cycle I than cycle II. In this case, the researcher divided discussion into two parts: part (1) discussion about data analysis, which is intended to find out the improvement on the students' vocabulary ability with the application of Picture of Fashion Parade, it can be identified through the result of cycle I and cycle II. (2) the discussion about the students' attitude in learning English vocabulary with the application of Picture of Fashion Parade that can be analyzed from the result of the questionnaire.

The improvement on the students' vocabulary by Picture of Fashion Parade in this case, the researcher discusses the result of the data analysis in relation with the scope of this research. In this research cover the students' command in learning vocabulary. The vocabulary learnt by the students is about clothes, color and phrase. The writer describes Picture of Fashion Parade approach and the student's interest toward Picture of Fashion Parade at the fourth year students at SDN No. 577 Pepabri.

1. The First Cycle

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 29,92, while the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 75. It means the score was low of the minimum

mastery criterion. Based on observation activities made by researcher and collaborators in the first cycle they found some weakness in teaching English vocabulary through Picture of Fashion Parade. They are (a) the students who were very active in the class were 4 students (18,2%), the students who were active were 12 student (54,5%), the students who were less active were 4 students (18,2%) and the students who were not active were 2 students (9,1%). (b) the condition class was noising because the students discuss the worksheet answer; meanwhile the teacher asked them to do it by themselves. (c) The students seemed not focused because they did the test alone (d) the students were active but there were some of them still lack active (see the result observation on page 28) (e) students' score was low (29,96).

Through observation sheet that the researcher filled in during learning and teaching process, the researcher found that the students who were less active and not active because the students did not pay attention fully and gave response only once a while and also the students looked confuse, bored and sometimes left the class. So the researcher needed to do reflection to get the best way in teaching vocabulary through Picture of Fashion Parade.

In reflection, besides asking the teacher about the students condition at the class, the researcher also concerned to observation sheet that the researcher filled during the learning and teaching process. It became guidance what to do in next cycle. Beside that, the researcher also asked the whole students, were they satisfied with the lesson by using different method or not. And all of them agreed that the lesson was not boring and they were curious to study again. The

researcher also gave them questionnaires to measure their interest in that teaching and learning process.

2. The second cycle

The mean score of the students' test in the second cycle is 79,68. the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 75. It means students' vocabulary skill in the second cycle improved, better than cycle I. It indicates that after giving the reflection based on observation made researcher and collaborators. The students have better achievement and the researcher has known the appropriate way in teaching vocabulary so the student can be focus in learning, and the students were easy to understand the lesson. From the observation sheet observation sheet that the researcher filled in during learning and teaching process, the researcher found that most of the students were very active, there were 14 students (63,6%) and the students who were active were 8 students (36,4%). The researcher concluded that because the students have paid attention to the material and participated fully in all activities in learning and teaching process.

The students' attitude in learning English especially in vocabulary through Picture of Fashion Parade relating to the data analysis based on the questionnaire, the researcher present the students' attitude in learning English especially in teaching vocabulary skill through Picture of Fashion Parade in cycle II and the students' have good response. It can be seen by increasing of their spirit in learning English vocabulary and the students' self confidence in vocabulary English, the improvement of students in learning vocabulary through Picture of

Fashion Parade. All of the improvement can be seen through observation sheet, questionnaires and fieldnote.

Based on the result of data analysis, the researcher concludes that the fourth year students of SDN 577 Pepabri Palopo in learning English especially in vocabulary have good response in learning vocabulary after the application of Picture of Fashion Parade. Therefore, the teacher can apply Picture of Fashion Parade in teaching English. The changes in the cycle I and cycle II were significant, where in the cycle I the mean score was 29,92 and in cycle II the mean score was 79,68. The mean score in cycle II had reached the minimum score for criteria of success in learning teaching process. The changes also found in students' motivation in learning English, it can be seen from students' attitude in the class, the students' questionnaires, and also teacher and students on own showing.

All the findings above are related to Suryaningsih (2008), in her thesis of "The Effectiveness of Picture in Learning Preposition at the Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo" suggests that the teacher who wants to teach their students can use picture to make students interest in English.⁴ And Marlina (2010), in her thesis "The Effectiveness of the Use Pictures of Traffic Sign Terms in Teaching Vocabulary of SDN 577 Pepabri" that the

⁴ Suryaningsih, *The Effectiveness of Picture in Learning Preposition at the Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo*. 2008. P. 58.

teacher should help their students to master vocabulary so that the students can master some English skill such as speaking, listening, writing and reading.⁵

Arif S. Sadiman also said that picture basically help encourage students and can generate interest in the subject. Assist them in language skills, art activities, and creative expression in story telling, dramatization, reading, writing, painting and drawing as well as help them interpret and remember the content of the material from the textbook. And also china's wise word said that a picture tell more than thousand words.⁶ That is why, the researcher used picture of fashion parade because of those references and it had been proved that picture of fashion parade was the appropriate method to teach vocabulary.

From those previous researches above and researcher experience in using picture to improve students' vocabulary, it can be conclude that picture is the appropriate media to improve students' vocabulary and increase students' motivation in learning English. It can be seen from students' questionnaires and by comparing the result of score that the students reached in the test of cycle I and cycle II.

⁵ Marlina, *The Effectiveness of the Use Pictures of Traffic Sign Terms in Teaching Vocabulary of SDN 577 Pepabri*. 2010. P.57

⁶ Arif S. Sadiman. *Pemanfaatan Media Gambar Data Proses Belajar Mengajar*. Online; www.sarjanaku.html. Accessed on 14th of March 2013.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion have been explained before, the conclusion is as follow:

The appropriate ways of using Picture of Fashion Parade in improving students' vocabulary at fourth year of SDN 577 Pepabri are;

1. Hold up the flashcard of dress. Say dress and ask your students to repeat it after you.
2. Still hold up the flashcard and mention the color of the dress. Say pink. Ask your students to repeat it after you
3. Combine two words that you have mentioned into phrase. Say pink dress. Ask your pupil to repeat.
4. Repeat the activity above to all of the flashcard.
5. Give pupils a copy of the fashion parade worksheet. Ask them to color in your clothes grid, in secret. They may color the clothes as they wish.
6. Choose a pupil and demonstrate the activity in front of the class. Ask the students question, e.g. what is this? Or what color is this?. Then teach them how to answer the question and make it in to phrase.
7. Ask the students to write the answer and memorize the vocabulary and the phrase.

8. After that the researcher gave Picture of Fashion Parade worksheet to each students, and the teacher explained the way to answer the worksheet.

The students' participation during teaching and learning process in improving students' vocabulary at fourth year of SDN 577 Pepabri are;

1. The students are very enthusiastic because the technique that used by the teacher is interesting and different with the other technique

2. The students' participation in learning English are increased after using Picture of Fashion Parade.

B. Suggestions

Based on result of analysis data and discussion above, the researcher would like give some suggestions:

1. The teacher who wants to use Picture of Fashion Parade should do the step of appropriate way in using Picture of Fashion Parade in improving students' vocabulary just like the researcher does in the research.

2. The teacher should motivate the students in order to be active and provide them with comprehension of the importance of studying English, especially in vocabulary.

3. The teacher should analyze the students' need most importantly the need in the classroom such as Picture of Fashion Parade etc.

4. The teacher at 577 Pepabri should conduct program which can upgrade the students' Vocabulary. In this case the Fashion parade worksheet is the method that they can be applied for this purpose.

5. The teacher at 577 Pepabri should present interesting material which can motivate the students to learn vocabulary because there is no students' learning interest if the students are not motivated.



Appendix 1: the checklist kegiatan guru dalam penggunaan picture stimulus of fashion parade

No.	Aspect of Teaching	Description	performed		Notes
			Yes	No	
1.	Guru menyemangati siswa untuk lebih aktif dalam proses belajar mengajar.	Guru memberikan gambaran tentang colors dan clothes.			
		Guru mengatur kelas dan membagi siswa kedalam lima kelompok			
2.	Guru memotivasi siswa untuk menyukai bahasa inggris karena bahasa inggris itu mudah dan menyenangkan.	Guru memberikan game yang berhubungan dengan colors dan clothes.			
		Guru memberitahu siswa untuk tidak takut membuat kesalahan dalam belajar bahasa inggris.			
		Guru memberikan kesempatan kepada siswa untuk membaca dan mengeluarkan pikiran mereka tentang colors dan clothes.			
3.	Guru memandu siswa untuk mempelajari colors dan clothes melalui picture stimulus of fashion parade.	Guru membagikan lembaran yang bergambar clothes			
		Guru member kesempatan siswa untuk mewarnai lembarannya sesuai dengan selera mereka.			
		Guru memberikan siswa bahasa inggris colors dan clothes.			
		Guru melaksanakan yang telah dituliskan di lesson plan.			
4.	Guru memberikan kesempatan kepada siswa untuk mengomentari jawaban / penampilan temannya.	Guru menunjuk beberapa siswa untuk memperagakan yang telah mereka pelajari			
		Guru memberikan kesempatan kepada siswa yang lain untuk mengomentari dan mengoreksi penampilan teman mereka.			

Appendix 2: Lembar Observasi

Mohon diberi tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan)

No	Pertanyaan	SB	B	C	K	SK	Catatan
1.	Siswa tampak antusias belajar						
2.	Penggunaan picture stimulus of fashion parade dapat membantu siswa meningkatkan kemampuan vocabulary siswa						
3.	Siswa tampak lebih percaya diri menyebutkan colors dan clothes dalam bahasa inggris.						
4.	Siswa lebih termotivasi untuk membentuk colors dan clothes kedalam bentuk prase.						
5.	Siswa ingin memiliki kesempatan lebih banyak untuk belajar bahasa inggris .						
6.	Siswa lebih sering mengucapkan kata-kata colors dan clothes dalam bahasa inggris.						
7.	Setelah menggunakan picture stimulus of fashion parade siswa dapat menyebutkan colors dan clothes beserta prase yang bias terbentuk dengan baik dan tanpa ragu-ragu.						

Notes: Sangat Baik (SB) : Jika 90%- 100% dari siswa (berhasil)

Baik (B) : Jika 75%- 89% dari siswa (berhasil)

Cukup (C) : Jika 60%- 74% dari siswa (berhasil)

Kurang (K) : Jika 45%- 59% dari siswa (gagal)

Sangat kurang (SK) : Jika 0%- 44% dari siswa (gagal)

Palopo,.....2012

Observer,

.....

Appendix 3: Questionare

(respon siswa tentang penggunaan picture stimulus of fashion parade)

Bagaimana pendapat anda setelah menggunakan the picture stimulus of fashion parade?

Pilihlah jawaban yang tepat dengan (√) pilihan jawabannya!

No	Questions	A	B	C	D
1.	I'm very interest to study English by using Picture Stimulus of Fashion Parade than another technique.	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
2.	Picture Stimulus of Fashion Parade is a good technique in improving vocabulary.	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
3.	The frequency of the meeting can influence the effectiveness of this Picture Stimulus of Fashion Parade	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
4.	Picture Stimulus of Fashion Parade more enjoyable and interesting than another technique	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
5.	Picture Stimulus of Fashion Parade can improve students' vocabulary than another technique	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
6.	After doing Picture Stimulus of Fashion Parade I can improve my spirit in studying English.	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
7.	Picture Stimulus of Fashion Parade make me so easy to memorize in English because there are picture guidance	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju

Appendix 3: Questionare

(respon siswa tentang penggunaan picture stimulus of fashion parade)

Bagaimana pendapat anda setelah menggunakan the picture stimulus of fashion parade?

Pilihlah jawaban yang tepat dengan (\surd) pilihan jawabannya!

No	Questions	A	B	C	D
1.	Saya sangat tertarik belajar bahasa inggris dengan menggunakan Picture Stimulus of Fashion Parade dibandingkan tehnik yang lain	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
2.	Picture Stimulus of Fashion Parade adalah tehnik yang baik untuk meningkatkan kosakata	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
3.	Frekuensi pertemuan dapat mempengaruhi keefektifan penggunaan Picture Stimulus of Fashion Parade	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
4.	Picture Stimulus of Fashion Parade lebih menyenangkan dibandingkan tehnik yang lain	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
5.	Picture Stimulus of Fashion Parade bisa meningkatkan kosakata siswa dibandingkan tehnik yang lain	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
6.	Setelah mengerjakan Picture Stimulus of Fashion Parade saya menjadi bersemangat belajar bahasa inggris	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju
7.	Picture Stimulus of Fashion Parade membuat saya menghapal kosakata dengan mudah karena dilengkapi dengan gambar	Setuju sekali	Setuju	Setuju tidak setuju	Tidak setuju

Appendix 4:

Translate these words below in English!

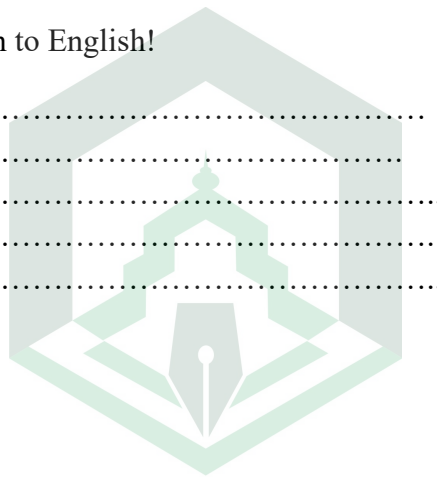
1. Warna :
2. Putih :
3. Merah :
4. Hijau :
5. Biru :

Translate these words below in Indonesia!

1. Baju :
2. Celana Pendek :
3. Rok :
4. Seragam :
5. Dasi :

Translate these phrase below in to English!

1. Baju merah :
2. Rok putih :
3. Dasi kuning :
4. Sepatu hitam :
5. Seragam hijau :



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH : SDN 577 PEPABRI
MATA PELAJARAN : BAHASA INGGRIS
KELAS/ SEMESTER : IV/1
WAKTU : 2 X 35 MENIT
PERTEMUAN KE : I

A. STANDAR KOMPETENSI

1. Memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.
2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik.

B. KOMPETENSI DASAR

1. Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa secara berterima di dalam dan luar kelas.
2. Bercakap-cakap untuk meminta / memberi informasi secara berterima yang melibatkan tindak tutur.

C. INDIKATOR

Menyebutkan dan mengenali warna-warna dan pakaian dalam bahasa Inggris.

D. TUJUAN PEMBELAJARAN

Siswa dapat menyebutkan dan mengenali warna-warna dan pakaian dalam bahasa Inggris.

E. MATERI

Penjelasan dari narasumber,

- I. Pokok-pokok pembicaraan
 - a. Colors (warna-warna)
 - b. Clothes (pakaian)
- II. Jawaban
 - a. Siswa mengambil gambar pakaian
 - b. Siswa menyebutkan nama pakaian beserta warnanya

F. KEGIATAN PEMBELAJARAN

- I. Kegiatan Awal/ Pendahuluan
 - a. Siswa menjawab pertanyaan guru tentang warna dan pakaian.
 - b. Siswa mengambil gambar pakaian dari guru.
- II. Kegiatan Inti
 - a. Pre teach or revise color and things of clothing.
 - 1) Hold up the flashcard of dress. Say dress and ask your students to repeat it after you.
 - 2) Still hold up the flashcard and mention the color of the dress. Say pink. Ask

your students to repeat it after you

3) Combine two words that you have mentioned into phrase. Say pink dress.

Ask your pupil to repeat.

4) Repeat the activity above to all of the flashcard.

b. Give pupils a copy of the fashion parade worksheet. Ask them to color in your clothes grid, in secret. They may color the clothes as they wish.

c. Choose a pupil and demonstrate the activity in front of the class. Ask the students question, e.g. what is this? Or what color is this?. Then teach them how to answer the question and make it in to phrase.

III. Kegiatan Akhir

1. Ask the students to write the answer and memorize the vocabulary and the phrase.

2. These activities will help the students to master vocabulary in color and clothes and make it into phrase.

a. SUMBER/ ALAT/ MEDIA

1. Lembar bergambar pakaian

b. PENILAIAN

1. Prosedure tes: tes tulisan dan Tes lisan

2. Jenis tes:.

a. Tulisan: menjawab pertanyaan di lembar jawaban

b. Lisan: bertanya jawab secara mandiri dan/ atau kelompok (pasangan)

NAMA SEKOLAH : SDN 577 PEPABRI
MATA PELAJARAN : BAHASA INGGRIS
KELAS/ SEMESTER : IV/1
WAKTU : 2 X 35 MENIT
PERTEMUAN KE : II

G. STANDAR KOMPETENSI

1. Memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.
2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik.

H. KOMPETENSI DASAR

1. Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa secara berterima di dalam dan luar kelas.
2. Bercakap-cakap untuk meminta / memberi informasi secara berterima yang melibatkan tindak tutur.

I. INDIKATOR

Menyebutkan dan mengenali warna-warna dan pakaian dalam bahasa Inggris serta menggabungkannya ke dalam frase.

J. TUJUAN PEMBELAJARAN

Siswa dapat menyebutkan dan mengenali warna-warna dan pakaian dalam bahasa Inggris serta menggabungkannya ke dalam frase.

K. MATERI

Penjelasan dari narasumber,

III. Pokok-pokok pembicaraan

- a. Colors (warna-warna)
- b. Clothes (pakaian)

IV. Jawaban

- a. Siswa mewarnai gambar pakaian
- b. Siswa menyebutkan nama pakaian beserta warnanya
- c. Siswa membuat frase berdasarkan warna dan pakaian

L. KEGIATAN PEMBELAJARAN

IV. Kegiatan Awal/ Pendahuluan

- c. Siswa menjawab pertanyaan guru tentang warna dan pakaian.
- d. Siswa mengambil gambar pakaian dari guru dan mewarnainya.

V. Kegiatan Inti

d. Pre teach or revise color and things of clothing.

5) Hold up the flashcard of dress. Say dress and ask your students to repeat it after you.

6) Still hold up the flashcard and mention the color of the dress. Say pink. Ask

your students to repeat it after you

7) Combine two words that you have mentioned into phrase. Say pink dress.

Ask your pupil to repeat.

8) Repeat the activity above to all of the flashcard.

e. Give pupils a copy of the fashion parade worksheet. Ask them to color in your clothes grid, in secret. They may color the clothes as they wish.

f. Choose a pupil and demonstrate the activity in front of the class. Ask the students question, e.g. what is this? Or what color is this?. Then teach them how to answer the question and make it in to phrase.

VI. Kegiatan Akhir

1. Ask the students to make group that consist of 5 or 4 students.

2. Ask the students to write the answer and memorize the vocabulary and the phrase.

3. These activities will help the students to master vocabulary in color and clothes and make it into phrase.

c. SUMBER/ ALAT/ MEDIA

2. Pensil warna

3. Lembar bergambar pakaian

d. PENILAIAN

3. Prosedure tes: tes tulisan dan Tes lisan

4. Jenis tes:.

c. Tulisan: menjawab pertanyaan di lembar jawaban

d. Lisan: bertanya jawab secara mandiri dan/ atau kelompok (pasangan)

Appendix 1:

Terjemahkanlah kata-kata di bawah kedalam bahasa inggris!

1. Warna- warna : _____
2. Putih : _____
3. Merah : _____
4. Biru : _____
5. Hijau : _____

Terjemahkan kata-kata dibawah ini kedalam bahasa indonesia!

1. Baju : _____
2. Celana pendek : _____
3. Rok : _____
4. Seragam : _____
5. Dasi : _____

Terjemahkan prase di bawah ke dalam bahasa inggris!

1. Baju merah : _____
2. Rok putih : _____
3. Dasi kuning : _____
4. Sepatu hitam: _____
5. Seragam hijau: _____



IAIN PALOPO

Appendix 2: the checklist of the teacher activities in implementing the use of video

No.	Aspect of Teaching	Description	performed		Notes
			Yes	No	
1.	The teacher encourages students to be actively involved during the teaching and learning process	The teacher gives topic that interest them			
		The teacher manages the class and has students to elicit words related to the topic			
2.	The teacher motivates students to speak	The teacher encourages the students not to hesitate to speak			
		The teacher tells them not to be shy or nervous and afraid of making mistakes			
		The teacher gives students more chance to speak			
3.	The teacher assists the students to increase their speaking skill by using poker card in speaking class	The teacher gives students opportunity to make a brief preparation			
		The teacher encourage the students to speak English and reduce the mother tongue			
		The teacher encourages them to practice English in real context			
		The teacher assigns them to focus on meaning rather than the form			
4.	The teacher enables the students to score and give feedback/ correction to their peers	The teacher introduces and explain how to access their classmates' performance using scoring rubric			
		The teacher gives them chance to tell what is wrong with the performance and give correction			

Appendix 3: Lembar Observasi

Mohon diberi tanda (√) pada kotak pilihan yang tersedia untuk setiap pernyataan berikut sesuai fakta yang ada (dapat diberi keterangan tambahan jika diperlukan)

No	Pertanyaan	SB	B	C	K	SK	Catatan
1.	Mahasiswa tampak antusias belajar berbicara dengan bahasa Inggris dengan menggunakan poker card.						
2.	Penggunaan poker card dapat membantu mahasiswa meningkatkan input sehingga kemampuan mahasiswa berbicara bahasa Inggris meningkat.						
3.	Mahasiswa tampak lebih percaya diri berbicara bahasa Inggris setelah menggunakan poker card.						
4.	Mahasiswa lebih termotivasi untuk berbicara lebih lama tanpa teks setelah menggunakan poker card.						
5.	Mahasiswa ingin memiliki kesempatan lebih banyak untuk praktek bahasa Inggris.						
6.	Mahasiswa lebih percaya diri untuk berbicara lama.						
7.	Mahasiswa lebih sering berlatih speaking dengan topic yang berbeda-beda.						
8.	Setelah menggunakan poker card mahasiswa dapat berbicara secara terarah						

Notes:

- Sangat Baik (SB) : Jika 90%- 100% dari mahasiswa (berhasil)
- Baik (B) : Jika 75%- 89% dari mahasiswa (berhasil)
- Cukup (C) : Jika 60%- 74% dari mahasiswa (berhasil)
- Kurang (K) : Jika 45%- 59% dari mahasiswa (gagal)
- Sangat kurang (SK) : Jika 0%- 44% dari mahasiswa (gagal)

Palopo,.....2012

Observer,

.....

.....

Appendix 3: Questionare

(Students' response on the use of poker card)

What do you think after the use of poker card?

Choose the best answer by giving a tick () the option on the answer sheet!

No	Questions	A	B	C	D	E
1.	The use of poker card in speaking class makes me feel enthusiastic in learning English.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
2.	The use of poker card can stimulate me to speak more.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
3.	The use of poker card is really required to help students increase their speaking ability.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
4.	The use of poker card in speaking class makes me fun and enthusiasm to get involved in the learning activities.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
5.	The use of poker card in speaking class motivates me to speak since it is very interesting.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
6.	I feel that speaking is not frightening activities anymore	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
7.	The use of poker card in speaking class does not give any benefit in learning English.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree
8.	The use of poker card cannot	Strongly	Agree	Neither	disagree	Strongly

	improve my speaking.	agree		agree nor Disagree		disagree
9.	I fell that the use of poker as teaching media is not beneficial.	Strongly agree	Agree	Neither agree nor Disagree	disagree	Strongly disagree

Appendix 4: Field note

Subject: listening & Speaking

Date

.....

Activity : classroom teaching/ speaking practice (*)

Time Allotment

.....

Semester: second

cycle/ meeting

.....

Good Points

a. From the students' side

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b. From the teacher's side

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Points to improve

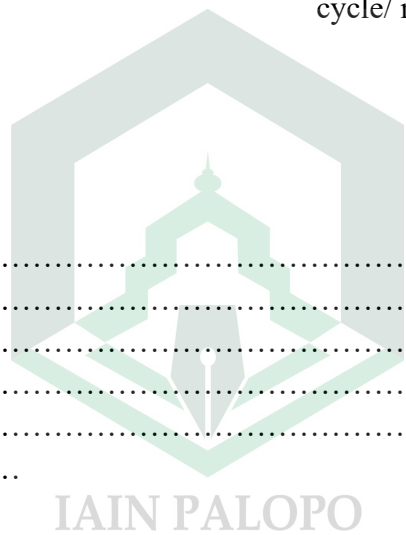
a. From the students' side

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b. From the teacher's side

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Palopo,

Observer,

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The interview guide for teacher (in preliminary study)

1. What do you think of your students' motivation in learning English especially in speaking class?
2. What can you say of the students' speaking competence, on average?
3. How do you usually teach your students in speaking class?
4. How do you manage your class in teaching speaking skill?
5. What teaching media do you usually use in teaching speaking?
6. What activities do you have in speaking class?
7. What difficulties do you experience in teaching your students?
8. What problems do the students have in speaking class?
9. How much time do you ask your students to practice speaking?
10. What makes the students interested to speak much in the class?

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