THE USE OF TOURISM BROCHURES AS MEDIA TO IMPROVE STUDENTS' MOTIVATION IN LEARNING VOCABULARY

(An Action Research on the Eleventh Grade Students of SMA Negeri 1 Bulu in the Academic Year of 2014/2015)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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2015

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MOTTO AND DEDICATION

- *"Don't be too hard on yourself. There are plenty of people willing to do that for you. Love yourself and be proud of everything that you do. Even mistakes mean you're trying.*

  -Susan Gale-

Dedicated to:

- *My beloved mother and father, Lilis Pujianti and Sutarno,*
- *Family, and*
- *B3 2011 friends.*

ACKNOWLEDGEMENTS

First of all, I would like to express my thankfulness to Allah SWT, who has given health, inspiration and ability. So that I could finish this final project to fulfill one of the requirements to get the degree of *Sarjana Pendidikan* in English at the English Department of Semarang State University.

I would like to address my sincere thanks to Dr. Djoko Sutopo, M.Si., as the advisor, for his continuous guidance, advice, suggestion and encouragement so that, I was able to finish final project.

My honor also goes to the board of examiners: the chairman, Drs. Syahrul Syah Sinaga, M. Hum., the secretary, Sri Wahyuni, S.Pd., M.Pd., the first examiner, Rohani, S.Pd., M.A., and the second examiner, Maria Johana Ari Widayanti, S.S., M.Si, to their guidance, and approval.

I would also like to express my thankfulness to Drs. Sukamto, MM, the headmaster of SMA N 1 Bulu , the English teacher of grade XI, Rustani, S.Pd., and the students of SMA N 1 Bulu for the opportunity, guidance and help to conduct my research in their school.

My special gratitude goes to my beloved parents (Lilis Pujianti and Sutarno), sister Singgih Wahyu Astuti, and 2011 B3 friends for praying and supporting me during the completeness of my research.

Giri Manik Ismawarningtyas

ABSTRACT

Ismawarningtyas, Giri Manik. 2015. *The Use of Tourism Brochures as Media to Improve Students' motivation in Learning Vocabulary (An Action Research on the Eleventh Grade Students of SMA Negeri 1 Bulu in the Academic Year of 2014/2015).* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Dr. Djoko Sutopo, M.si.

Keywords: Tourism Brochures, Medium, Motivation, Vocabulary.

The study was aimed to investigate the use of tourism brochures in learning vocabulary in the classroom of SMA N 1 Bulu. The participants of this study were the science students of XI-2 of SMA N 1 Bulu in the academic year of 2014/2015. There were 30 students in the class, consisting of 6 male students and 24 female students. This study focused on the students' motivation profile before being taught by using tourism brochures, the application of tourism brochures, and the improvement of students' motivation.

The classroom action research was used by applying two cycles in conducting the study. Observation was used before conducting the study. A pre-questionnaire was given to the students to find out the students' motivation before being taught by using tourism brochure. Meanwhile, a pre-test was given to the students before cycle being conducted. There were five instruments to collect the data. They were try-out test, questionnaires, students' motivation observation checklist, observation field note, and vocabulary tests. At the end of the post-test, a post-questionnaire was given to the students; it was aimed to know the improvement of students' motivation and students' interest toward the media. The students became more active and enthusiastic in learning vocabulary items by using tourism brochures; it was proved by the result of the study. The tests result also showed that there was improvement in the students' motivation. The average scores of the test in each cycle; pre-test (31.53), cycle I (80.33), cycle II (85), and post-test (84.35).

In conclusion, tourism brochures are effective to improve the students' motivation in learning vocabulary items. For that reason, the English teachers may apply the application of the tourism brochures as media in improving the students' motivation in learning vocabulary items.

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CHAPTER I

INDRODUCTION

In this chapter, the introduction of the study will be discussed. It presents the background of the study, reasons for choosing the topic, the research problems, purpose of the study, significance of the study, and definition and of terms.

1.1 Background of the Study

It is written on English Syllabus of school based curriculum 2006 that the students are demanded to respond the meaning of the text. It means that the students should acquire not only the structure of the text but also the meaning and the purpose of the text. In order to know the meaning of the text, they look the words up in the dictionary. The problem is they forget the words soon after they have looked the words. "Even with the best will in the world, students forget the words" Thornbury (1988:26). What they need is vocabulary learning. Without knowing vocabulary items they cannot develop four main skills in English. Meanwhile, McCarthy (2003:viii) states that "no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way".

Vocabulary is one of language components in any languages. We cannot listen, speak, read, and write without comprehensive vocabulary. For example, the students have to read some texts; the students have to find the meaning of all the

words in order to get the value of the texts. They may be able to read and pronounce some unfamiliar words; yet, they don't understand the context and value of the text. Consequently, they get low scores in speaking, reading, writing, and listening tests, which leads to the demotivation in learning English.

Based on the PPL experience and observation in SMA N 1 Bulu, it was found that the students were unmotivated in learning English vocabulary. Motivation is needed for the students in learning English vocabulary. It makes the students are more enthusiastic in learning process. According to Long, Ming, and Chen (2013) motivation plays an important role in foreign language learning.

In addition, Gardner (1985) pointed out that motivation in language learning is particular importance. Gardner (1985) said "If the students are motivated in learning language, they will". The students are unmotivated in learning English because they do not understand about the content material caused by the lack of vocabulary. In addition, most of the teachers use conventional method without interesting media. They do not try to find interesting media; yet they only use the textbooks/LKS from the government which is not interesting enough. Sometimes, it makes the students are easily get bored and lose motivation in learning English vocabulary items. In building students' motivation the teachers need some attractive methods or media to arise students' motivation in learning English vocabulary. There are so many methods and media to teach vocabulary items, for example by using games, pictures, and so on. Both attractive methods and media will make students more active and enthusiastic to join English class.

Based on the explanation above, tourism brochures are chosen as media to improve students' motivation in learning English vocabulary items. Tourism brochures are used for teaching English vocabulary items. Though tourism brochures are only simple folded colorful paper, they could help students in learning English vocabulary items. Students could find many words that are available in tourism brochures. Moreover, tourism brochures are interesting media, since colors, pictures, and words are available in the tourism brochures. Katijah (2008) mentions some advantages use tourism brochure in the class. First, it provides students an opportunity to use the knowledge that get from outside of the school, such as knowledge of the tourism sight and activity in the tourism places. Next, it makes students acquire English vocabulary and speaking skill that they require in their career purpose (perhaps a career in the tourism industry); the students become more conscious of English as a tool they might need for their future jobs or studies.

Therefore, teaching vocabulary will be focused on vocabulary items by using tourism brochures to improve students' motivation in learning vocabulary. By using tourism brochures, vocabulary items will be drilled to the students, so the students are able to remember some new vocabulary items. In addition, interesting media could make the students more interested and enthusiastic while learning process. The students are not only having high motivation, but also they will get the best achievement during learning process.

1.2 Reasons for Choosing the Topic

An Observation in SMA N 1 Bulu has been done before conducting the study. It proved that losing motivation in learning vocabulary items was the most crucial problem for the students in SMA N 1 Bulu. Therefore, the reasons for choosing the topic of this study can be stated as follows.

Vocabulary is one of language components which is crucial besides, phonology and grammar. We cannot listen, speak, read and write without mastering comprehensive vocabulary items. It is believed that by learning vocabulary items, the students can improve other skills as well.

School based curriculum 2006 implements text based, so the students are demanded to enrich their vocabulary. It is written on the English syllabus that there are many kinds of text types that should be understood by the students. The students should understand the content material related to the text types.

The students are unmotivated in learning English because of lack of vocabulary items. Almost all students do not take note the new vocabulary items which had been found by them. Besides, the teachers do not give the students enough activities in learning vocabulary. Without using interesting media in the classroom in teaching vocabulary, the students lose their motivation in learning vocabulary. By using tourism brochures as media in teaching vocabulary, tourism brochures are expected to make students are more motivated in learning vocabulary items.

Tourism brochures are interesting teaching media for teaching vocabulary items which offer attractive colors, pictures, and words. It also will enhance students' motivation in learning vocabulary. The students will get more

information in the tourism brochure, such as history, culture, food and so on. Students could find many words in the tourism brochures. The words which have been found by them in the tourism brochures can enrich their vocabulary items which are useful in developing 4 main skills, speaking, reading, writing, and listening.

1.3 Research Problems

The research problems of this study can be mentioned as follows:

1) How is the students' motivation in learning vocabulary before being taught by using tourism brochures?
2) How are the tourism brochures applied in teaching vocabulary to the students in the classroom?
3) How does the teaching vocabulary by using tourism brochures enhance students' motivation in learning vocabulary?

1.4 Purpose of the Study

The objectives of this study are as follows.

1) to describe the students' motivation in learning vocabulary before being taught by using tourism brochures.
2) to describe the application of tourism brochures in teaching vocabulary to the students in the classroom.
3) to show the use of tourism brochures in teaching vocabulary enhance students' motivation in learning vocabulary.

1.5 Significance of the Study

This study is supposed to have significances contribution in the quality improvement of the language teaching, either theoretically, practically or pedagogically.

Theoretically, the result of this study is supposed to provide the English teachers a new idea that tourism brochures as a teaching media could motivate the students in improving their motivation as well as achievement in learning vocabulary. There are a lot of words available in the tourism brochures, so they can learn new vocabulary items which can be used to develop four main skills, speaking, writing, reading, and listening.

Practically, the result of this study will be useful for English teachers, students, and other researchers. First, for the English teachers, it is expected that the result of this study can stimulate and motivate the teachers to be more creative and energetic in giving innovative media. For the students, it may motivate the students in learning English vocabulary items. The students can feel the enjoyment of learning English vocabulary items. For the researchers, the study can be used as the references to conduct further research.

Pedagogically, the study can give us the knowledge about the importance of learning vocabulary and motivation for students in senior high school. By using this media, the teaching and learning process in the classroom will be more colorful. The students could improve motivation in learning vocabulary items.

1.6 Definition of Terms

In order to give better understanding of this study, the definition of terms explains below.

1.6.1 Tourism Brochure

Bainbridge (2006) defines travel brochures or tourism brochures are more or less like other brochures but they contain visuals of higher quality, considering that they need to give the right feel and impact of the places they advertise and campaign for.

1.6.2 Students' Motivation

Motivating students is one of the greatest challenges which have to be faced by the teacher. According to Harmer (2001) "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

1.6.3 Vocabulary

Linse (2006:121) defines vocabulary as the collection of words that an individual knows.

1.7 Limitation of the Study

1. The works that are analyzed are from the data resources of the science students XI-2 of SMA N 1 Bulu.
2. The materials in collecting the data are tourism brochures. They are two themes of tourism brochures, Jawa Tengah Tourist Attraction and Discover Bali.

1.8 Outline of the Study

In this study consists of five chapters which can be elaborated as follows.

Chapter I is the introduction which gives the readers some explanation about the introduction. It consists of the background of the study, the reasons for choosing the topic, the research problems, the objectives of the study, the significance of the study, the limitation of the study and the outline of the study.

Chapter II is review of related literature which discusses the previous studies, theoretical review related to the study, and theoretical framework.

Chapter III is the methods of investigation. The readers could see how the arrangement of the study. Those are the research design, subject of the study, object of the study, roles of the researcher, instrument for collecting the data, procedures for collecting the data, and procedure of analyzing the data.

Chapter IV presents the result of the study.

Chapter V presents the conclusions and the suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. Three important points will be described here: review of the previous study, theoretical review, and theoretical framework.

2.1 Previous Studies

There are many studies related to the topic of teaching vocabulary by using media. The first study entitled *The Use of Cooking Academy Game to Enrich Vocational Students' Vocabulary* was conducted by Astuti (2014), she used action research design. Astuti used cooking academy game to enrich vocational students' vocabulary. She used action research as the design of her study. The purpose of Astuti's study was to find out to what extent Cooking Academy, a cooking simulation game created by Fugazo, Inc., enriches vocational students' vocabulary dealing with cooking.

There was one cycle in her research; she found that the students in SMK 1 N Mojosongo encountered difficulties in mastering English vocabulary of their field. The study had been conducted in six meetings of 7x45 minutes including pre-test, activity 1, activity 2, quiz 1, quiz 2, post-test, and questionnaire. Based on the results, it was found that the pre-test mean was 42.30 while the post-test mean was 78.95. The result of quiz 1 and 2 were 84 and 86.09.

Based on the explantion above, improving students' vocabulary by using cooking academy game is interesting and attractive. This game is the medium for students to learn English vocabulary items. So, besides the students play the game, the students can also learn English vocabulary especially in cooking field.

In Astuti's study, she showed the improvement of students' vocabulary after being given treatments. The results showed that there was improvement of the students' scores after being given treatments. By using cooking academy game, the students could play while learning vocabulary especially in cooking field. They could easily memorize new vocabulary while playing cooking academy game. Learning vocabulary items by using visual aids is really helpful for the students.

Putri (2011) conducted a study entitled *The Use of Vocabulary Tree as a Technique in Teaching Vocabulary at Elementary School.* She used experimental design. The significance of her study was to provide an alternative technique of teaching vocabulary to the Elementary School students.

There were four meetings during the experiment. Before conducting the experiment, a pre-test had been given to the both groups. A post-test was given after the experiment was done. In her study, she found the mean score of the pre-test of the experimental group was 50.53; meanwhile the control group was 48.33. Thus, the difference between the two means was 2.46. In the post test, the mean score of the experimental group was 81.07 and of the control group was 69.73. Thus, the difference between the two means was 11.34. In analyzing the data, the writer used the t-test formula. However, before applying the formula, the writer checked whether data was normality test. The result showed that the data was normal. The result of the

t-test based on the pre-test was 0.86; meanwhile the result on the post test was 4.52 and the critical value 2.000.

It could be concluded that teaching English vocabulary by using vocabulary tree is a good technique for elementary students, because vocabulary tree could help students to memorize vocabulary items by grouping the vocabulary items according to their categories.

The results of the study showed that there was a significant difference in students' vocabulary achievement as the result of teaching vocabulary by using vocabulary trees and conventional way. In Putri's study, the use of vocabulary trees in teaching and improving students' vocabulary was more effective than the conventional method.

Miatin (2014) conducted a study entitled *The Use of Silent Card Shuffle Techniques to Enhance Students' Vocabulary.* She designed the study as a quasi-experimental research. The purpose of her study was to find out whether Silent Card Shuffle technique effectively enhances students' vocabulary.

There were four steps in Miatin's experiment. The first, she conducted try-out tests to measure the validity and reliability of the instrument. The second, the pre-test was conducted to the experimental and control group. The third, the treatment was conducted for the experimental group. It was conducted four times. The last, the post-test was given to both the experimental and control group.

Thus, silent card shuffle is interesting technique which can be used to enhance students' vocabulary. It is also fun activity for young learners.

There is a significant difference in students' improvement of vocabulary mastery between those who were taught by using Silent Card Shuffle technique and those who were taught by using conventional teaching method for the seventh grade students.

The last is an article from Fonthecha (2014) entitled *Receptive Vocabulary Knowledge and Motivation in CLIL and EFL*. The study described the connection between motivation levels and receptive vocabulary size of two groups of learners of different ages but with the same EFL exposure time: a CLIL group of 5th grade primary learners and a non-CLIL group of 2nd grade secondary learners.

She gave two groups of learners with the same hours of EFL instruction. In Fontecha's article, the purpose of her research were to explore (1) the levels of motivation of both groups of learners, (2) their EFL receptive vocabulary size, and (3) the connection between motivation and receptive vocabulary size in each group. Both of groups received approximately 839 hours of instruction in English as a foreign language. Each group had been exposed to EFL in the English Language Classroom, but the primary group also received extra hours of EFL through a CLIL subject. The result of her study, she found both groups were highly motivated, it seemed that motivation was linked to a need of communication which presented in productive vocabulary task but somehow missed receptive vocabulary tasks or tests.

Fontecha's study gave a supported argument about the connection between motivation and vocabulary learning especially for English learners. Motivation takes a bigger role in language learning. So, it is reinforced to conduct the study which is related to the students' motivation in learning English vocabulary.

Based on the previous studies has been explained above, they gave some references to find other teaching strategies which can enhance students' motivation in learning vocabulary items. Tourism brochures are used as media for students to learn vocabulary items, because tourism brochures contain a lot of information and knowledge which can be used to enrich students' vocabulary items as well as their motivation toward English vocabulary.

2.2 Theoretical Review

This section discusses several theories which are related to the topic of this study. Including the general concept of media, tourism brochures a media to teach vocabulary, general concept of motivation, general concept of vocabulary, teaching and learning vocabulary, the general concept of action research, the benefits of action research, and steps in action research.

2.2.1 General Concept Media

It is important for teachers while teaching the students use communicative media. Media can be supporting tools for teachers in delivering presentation of the material in the classroom. Media also have a role to engage the students' motivation in learning process. The teacher should select media which are used in teaching and learning process appropriately. Selecting media properly and appropriately will be useful to build students' interest and motivation in learning process. By using communicative media, the information or the explanation about the materials given by the teacher can make students understand easily.

Murcia (2001:461) states that “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex”. In teaching and learning process media include audio visual, game, graph, computer, board, picture, textbook, teacher, smells, tastes, and so on. In addition, Gerlach and Ely (1971:282) define “a medium as any person, material or event that creates circumstances that put the pupils in a position to acquire knowledge, skills and dispositions”.

There are several media which can be used in teaching vocabulary. In order to explain the meaning of vocabulary items to the students, teachers should use typical media. As cited in McCarteen (2007) “teachers can use different ways to present vocabulary including pictures, sounds, and different text types with which students can identify: stories, conversations, web pages, questionnaires, news reports, etc.:

Some media used in teaching vocabulary can be listed as follows.

1. Using game
2. Using visuals (such as brochure, pamphlet, booklet, magazine, and so on)
3. Using flashcard
4. Using picture, photographs.

Media have several advantages in teaching and learning process. First, the students become more active and enthusiastic. Second, media creates an interesting

learning atmosphere in a classroom activity. The last, media increases students' motivation during learning process.

In conclusion, the use of tourism brochures as visual media is appropriate for teaching vocabulary items. By using tourism brochures as media students are expected to be more active and enthusiastic in learning process.

2.2.2 Tourism Brochures as Media to Teach Vocabulary

Sometimes, when we are travelling to tourism places for pleasure, we are given a brochure to guide us to look around in surrounding. It gives us information about the some places we are going to visit. Tourism brochure is a thin book of a few pages with pictures, giving information about the tour programs organized by the travel company. Meanwhile, Bainbridge (2006) defines "travel brochures or tourism brochures are more or less like other brochures but the contain visuals of higher quality, considering that they need to give the right feel and impact of the places they advertise and campaign for it". Tourism brochures give us information about tourism places. The information can be about tour programs, culinary, history anda the places. They describe a little part of the tourism places that we are going to visit.

Tourism brochures provide an interesting page, since they have colorful pages, nice photography, and awesome description about the tourism places. Tourism brochures bring meaning that is related to places, people, object, history, foods and so on. The students could find many words in the tourism brochures. Therefore, tourism brochures can be used as media to teach vocabulary items for students. It is believed that vocabulary items which are available in tourism brochure will be found by them in their daily life. Once, it emphasizes in this research that the students will

be taught vocabulary items which are existed in the tourism brochures. So, teaching vocabulary items by using tourism brochures as visual media could encourage the students to stay focus on learning vocabulary. Many researchers have proved that by using interesting media will arouse students' motivation in learning process.

2.2.3 General Concept of Motivation

As Gardner (1985) pointed out that motivation involves four aspects, a goal, an effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity of learning language. According to Harmer (2001) "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". Without motivation we will almost certainly fail to make the necessary effort. Meanwhile as cited in Ellis (1997) motivation involves the attitudes and affective states that influence the degree of effort. Based on the explanation we can see that attitude towards language learning affect the motivation. Moreover, motive is not something that can be measured easily, but it can be interpret in its attitude toward the language learning. According to Gardner (1985) the connection of motivation and attitude measure the achievement in language learning.

In the theory of motivation, Harmer (2001) said that there are two types of motivation. The first is extrinsic motivation and the second is intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Motivation appears when they feel enjoy in learning process.

Based on Brophy and Good (1987:324), there are two motivational strategies, extrinsic motivational strategies and intrinsic motivational strategies.

1. Extrinsic motivational strategies

   The extrinsic motivational strategies are in some ways simple, most direct and most adaptable of the methods recommended for dealing with the value aspects of classroom motivation.

   a. Offer reward as incentives for good performance
   b. Call attention to the instrumental value of academic activities
   c. Structure appropriate competition

2. Intrinsic motivational strategies

   The intrinsic motivation approach is based on the idea that teachers should select or design academic tasks that students will find inherently interesting and enjoyable, so that they will engage in these tasks willingly for extrinsic incentives.

   a. Opportunities for active response
   b. Inclusion of higher level objectives and divergent questions
   c. Feedback features
   d. Opportunity for students to create finished products.
   e. Inclusion of fantasy or simulation elements
   f. Opportunities for students to interact with peers.

In addition, motivation is very important for students in learning process. It has a big effect on language learning especially for students who learn English language. One of the factors that students are not successful in learning English language is

lack of motivation in learning vocabulary, whereas vocabulary is the basic principle in learning any other languages. Teacher should find out interesting media to enhance students' motivation in learning vocabulary. Conventional method without using interesting media gets students low motivated in learning vocabulary. Interesting media will improve students' motivation in learning English. Motivation is one of the challenges for the teachers to encourage students in learning English language. Sometimes, the students which have low motivation come to the classroom by showing their tired, hungry, and boring faces, because they think that the lesson is not interesting. This is our job to pep the classroom up in teaching and learning process. Without students' motivation, the classroom is like horrible; the students will not stay focus on the materials. Motivation in the classroom is like positive energy for students to study well and stay focus on teacher's explanation. It is a key for the teachers to reach the goal in teaching and learning process. Thus, the students who have high motivation in learning process will get a good mark in certain test given by the teacher. It is different with the students who have low motivation in learning process, they will not able to stay focus on teacher's explanation, and consequently they will get low mark in their test result. Therefore, the teachers need to create positive energy in the classroom so that the students feel enjoy in understanding the information of the material by using media while delivering the material. Interesting media which are used in the English classroom can trigger students' interest as well as motivation in learning process. When the positive energy called motivation has arisen, they will get passion of learning.

According to Harmer (2001) creating students' motivation has four sources of motivation, they are:

1. The Society we live in

   Outside any classroom there are attitudes to language learning and the English language in particular. The condition of school environment brings students motivation.

2. Significant others

   It looks from the culture around the students' life. Their attitudes to language learning will be greatly influenced for their success.

3. The Teacher

   Clearly a major factor in the continuance of a students' motivation is the teacher. An obvious enthusiasm learning English seems to be prerequisite for a positive classroom atmosphere.

4. The Method

   It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much likely.

Based on the explanation above there are four sources of motivation that cannot be separated, they are the society we live in, significant others, the teacher, and the last the method. They have to be paid attention in order to keep students' motivation so that the students will enjoy in learning process especially in learning

English vocabulary items. If there is no motivation in students' soul, they will find difficulties in learning English vocabulary.

2.2.4 General Concept of Vocabulary

There are many definitions about what vocabulary is according to some researchers. It is listed as follows.

a. Linse (2006:121) defines vocabulary as "the collection of words that an individual knows". In learning vocabulary we are not only learn about word that we know, yet we learn the meaning of those words. So that, we can develop our four main skills in learning English.
b. Hornby (1995:1331) defines vocabulary as "vocabulary is the total number of words in a language."
c. According to Webster's Ninth Collegiate Dictionary (1978:1320), Vocabulary is:
    1. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
    2. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
    3. A list or collection of terms or codes available for use.
d. According to Roget (1980:1036), Vocabulary is:
    1. An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.
    2. All the word of Language.

3. Specialized expression indigenous to a particular fields, subject, trade or subculture.

Vocabulary items have to be acquired by English learners to know the meaning of words. Based on the definition above, it could be concluded that vocabulary is the sum of letters arranged into a word which has meaning depends on the division of knowledge.

2.2.5 Teaching and Learning Vocabulary

Vocabulary is one of crucial elements of language in any languages. Meanwhile Nam (2010) states that vocabulary does not only support the four language skills, listening, speaking, reading, and writing, but also mediates between students and content-area classes in that these students often find the lack of vocabulary knowledge is an obstacle to learning. Before, we speak, write, listen, and read we must know vocabulary, since vocabulary is a key to communicate with others. Without knowing vocabulary nothing we can convey. According to Linse (2006) "vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting".

> "Teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own". (Nation in Linse 2003:122).

While teaching vocabulary to the students, the teacher must discuss words and concepts of words to all of them. There are several things that the teacher has to pay attention while teaching vocabulary. First, the teacher must decide what theme he or she uses in teaching vocabulary, for example the theme is about "*culinary"*. Second, the teacher has to define the concept of "*culinary"* means. Then, the teacher

asks the vocabulary related to the culinary to the students. The words given to the students have to be meaningful and useful for them, since in English language there many words which are uncommon used in teaching and learning vocabulary in school.

Sometimes the students have difficulties in remembering some new words. According to Thonbury (2002) there are several factors that make some words difficult than others. They are listed as follows.

1. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn.
2. Spelling: Sound-Spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.
3. Length and complexity: Long words seem to be no more difficult to learn than short ones.
4. Grammar: Grammar associated with the word, especially if this differs from that of its L1 equivalent.
5. Meaning: When two words overlap in meaning, learners are likely to confuse them.
6. Range, connotation, and idiomaticity: Words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range.

Students who know nothing about vocabulary will get difficulties in learning language. If they understand the vocabulary items, they will easily to convey the meaning of words. It indicates that teaching vocabulary to the students is not a trivial

thing to develop the English skills. Teaching and learning vocabulary is not only translating word to word, but also teachers should teach vocabulary including pronunciation, spelling, and intonation.

2.2.6 General Concept of Action Research

Burns (2010:2) explained that action research is related to the ideas of 'reflective practice' and 'the teacher as researcher' that involves a self-reflective, critical, and systematic approach to exploring the teacher's own teaching context. Another statement come from Fraenkel and Wallen (2008:589) stated that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Meanwhile, O'Brien (1998) demonstrated that "Learning by doing a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again". Some researchers agree that action research is effective to teacher training program. It can develop professionalism in teaching for the teacher. It could be concluded that action research conducted by the teacher in a classroom is used to develop professionalism in teaching. By doing action research, the teacher knows about the situation while implementing a new way of teaching.

2.2.7 The Benefits of Action Research

Based on the explained before, action research was conducted by the teacher in a classroom is used to develop professionalism in teaching. It can be an attractive option for the researchers or the teachers used in teaching and learning activity.

By doing action research, automatically the researchers or the teachers have data which is consisting about the information of school and students. The data result

can be used as a decision to change the education system in their school. By doing so, the education system will be more effective in teaching and learning activity.

2.2.8 Steps in Action Research

Many guidelines book of action research describe that action research has variety models. Glanz (1998:24) described action research as an ongoing process of examining educational problems in school setting. He explained that there are four guiding steps in doing action research.

1. Select a focus, includes three steps:
    a. Know what we want investigate
    b. Develop some questions about the area we've chosen.
    c. Establish a plan to answer questions.
2. Collect data

    We have to develop some research questions, and know how we plan to answer them, and we're ready to gather information. Collect data must be transformed so that they can be used. Data are counted, displayed, and organized by classroom, grade level, and school.

3. Analyze and Interpret Data

    We have collected relevant data. Then, we need to begin the process of analysis and interpretation in order to arrive at some decisions.

4. Take Action

    We have reached the stage at which a decision must be made. In this stage, we have answered the research questions about the research topic we have chosen before. There are some possibilities as listed below:

1. Continue the science program as originally established
2. Disband the program, or
3. Modify the program in some new ways.

In addition, according to Kemmis and McTaggart (1998, pp. 11-14) in Burns (2010: 7) action research typically involves four broad cycle of a research.

The steps as listed below:

1. Planning

In this phase a problem is identified and developed a plan of action in order to bring about improvement in a specific area of the research context.

2. Action

The application is implemented in teaching media that has been chosen.

3. Observation

This phase involves the researcher in observing systematically the effects of the action. The information is collected from the instruments which are used in the research.

4. Reflection

At this point, the effects of the action research are evaluated in order to make sense of what has happened and to understand the issue. The researcher may decide to do further cycles of action research to improve the situation even more.

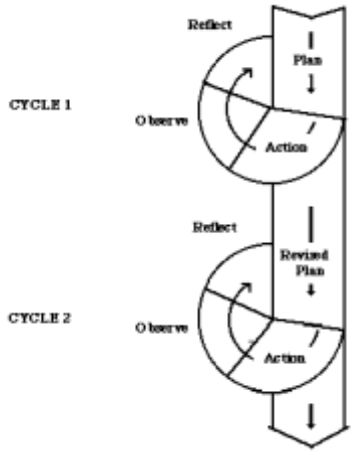


Figure 2.1: Cyclical action research by Kemmis and Taggart (cited in Burns, 2010: 9). Source from: physicsed.buffalostate.edu

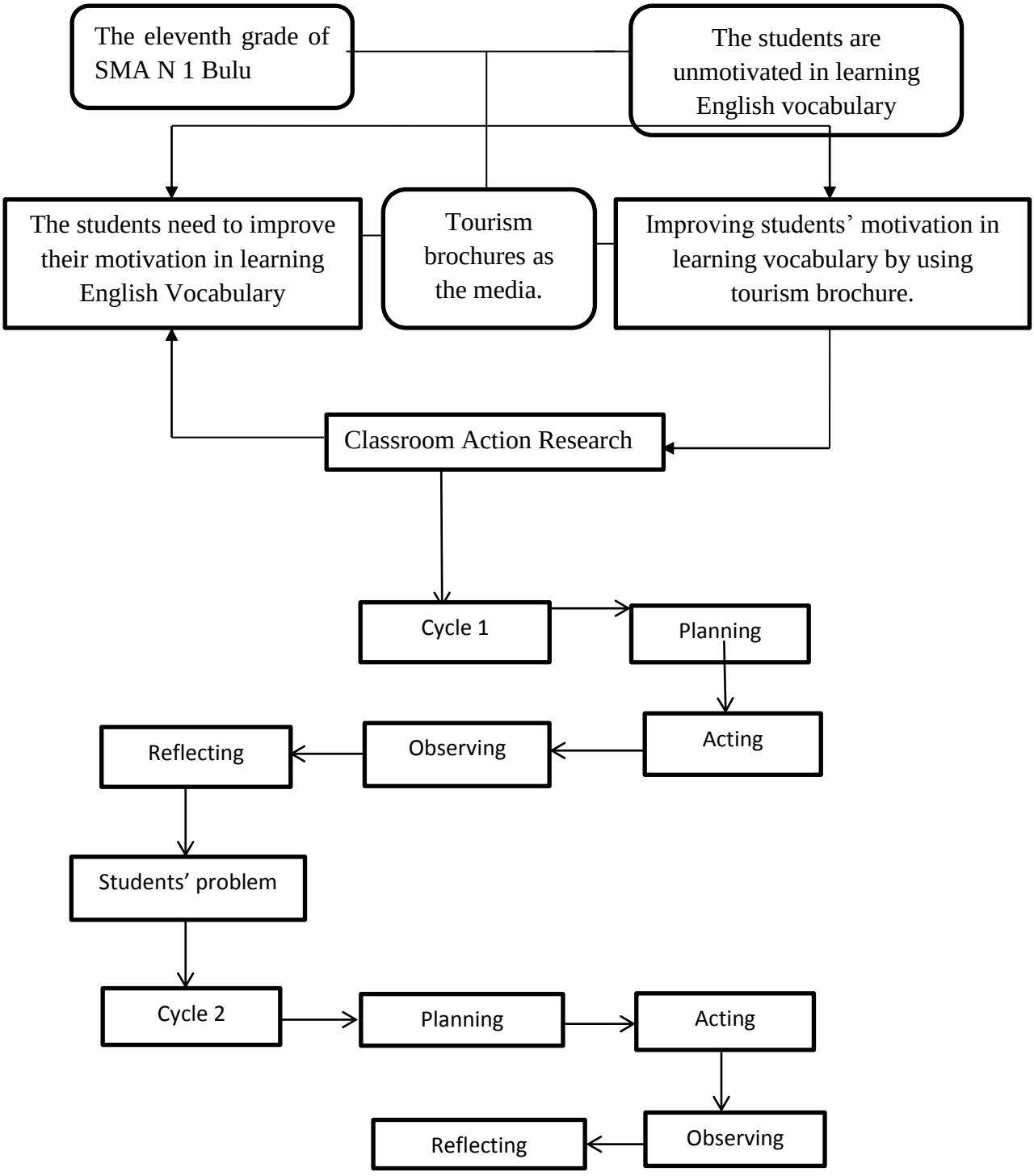
2.3 Theoretical Framework

In this study, interesting teaching media are brought for improving student's motivation in learning vocabulary by using tourism brochures conducted in SMA NEGERI 1 BULU. In this study, the students are not taught about how to make tourism brochure or describe about tourism places, yet the students will be taught vocabulary items which are available in the tourism brochures.

In this study, tourism brochures are expected to improve students' motivation in learning English vocabulary items. In order to analyze the improvement, the action research is used in conducting the study. The subject of this study is the science students of XI-2 of SMA N 1 Bulu. The analysis is from identifying the problem. Therefore, the steps which will be implemented in the action research are planning, acting, observing, and reflecting. The diagram of the theoretical framework will be showed below:

Figure 2.3

Framework of Thinking



CHAPTER III

METHODS OF INVESTIGATION

To carry out this research, action research was used as a part of qualitative and quantitative research. This point presents research design, subject of the study, object of the study, roles of the researcher, instruments for collecting the data, procedures of collecting the data, procedure of analyzing the data.

3.1 Research Design

In this study, action research was used as a part of qualitative and quantitative research. There are two cycles which were conducted in order to find out how the use of tourism brochures can improve students' motivation in learning vocabulary. The research design which was used based on the design of action research by Kemmis and Tagart. Kemmis and Tagart in Burns (2010:7) stated that in every cycle consist of four phases which are planning, acting, observation, and reflecting. The diagram below explained that in doing an action research used some cycles.

In this study, the four components of action research based on Kemis and McTaggart which were applied were planning, acting, observing, and reflecting in each cycle.

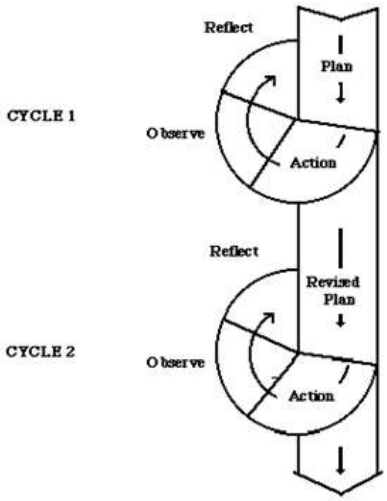


Figure 3.1: Cyclical action research by Kemmis and Taggart (cited in Burns, 2010: 9). Source from: physicsed.buffalostate.edu

The steps in cycle can be explained below:

1. Planning

   In every cycle, the students' problem was identified in English class. After knowing the students' problem, the planning was made to solve the problem.

2. Acting

   The plan was implemented in every cycle during the research.

3. Observation

   The third phase was observation. The reatment was analyzed to know whether the treatment that has been given was successful related to the students' motivation improvement in learning vocabulary.

4. Reflecting

   It was time to evaluate the students' score. Revision and corrections were made to be used to decide the next step if the treatment did not figure the problem out.

3.2 Subject of the Study

The subject of the study was the students XI IPA 2 of SMA N 1 Bulu. There were 30 students, consisting of 6 male students, and 24 female students.

3.3 Object of the Study

The object of this study was the improvement of students' motivation in learning vocabulary items.

3.4 Roles of the Researcher

According to O'brien (1998) there are many roles of the researcher to implement the action research, the roles are, planner leader, catalyser, teacher, listener, synthesizer, facilitator, designer, observer, and reporter. In this study, the role of the researcher can be explained below:

1. Researcher as the Teacher

   In this study, after the students were given a pre-test, the students were taught vocabulary items which were existed in tourism brochures. By doing so, it was expected the students could have more understanding in learning vocabulary.

2. Researcher as the Observer

   As the observer, the students' motivation was observed during the teaching and learning process by using instruments.

3. Researcher as Collector of the Data, Interviewer, and analyser.

   The data were collected by collecting students' worksheet, field note, students' score, questionnaires, and data of the motivation checklist. The data were evaluated in order to find out the improvement of students' motivation in learning vocabulary.

3.5 Instruments for Collecting the Data

Research instruments were used for collecting the data. They were used to answer the research questions. According to Saleh (2012:43) research instrument is used to refer to the data collection tools.

The research instruments that had been used were:

1. Test

   Saleh (2013:45) explains that "Types of tests may be multiple choice, matching, true-false, sentence completion, or essay".

2. Try-Out Test

   Try-out test was conducted to measure whether the test has validity and reliability. If the item is not valid or reliable, then, it has to be revised or replaced.

3. Checklist

According to Phillips and Carr (2010) checklist is a structured form of observation. It is perhaps the most efficient way for a busy classroom student teacher-researcher to collect observational data. The checklist records specific kinds of behaviour, attitudes, occurrences or responses.

The checklist will be combined with the rating scales, because a rating scale is a variation of a checklist, rating scales checklist can be used by the teacher-researcher or any other outside observer.

4. Field Note

McNiff (1997: 76) claimed that teacher needs to systematically keep notes of the class situation. It could be done while the lesson is in progress or immediately afterwards. During the class, the English teacher as the observer kept noting the situation of the teaching and learning process. Students' motivation and participation during the research were also included in the field note. They were noted in a note book.

5. Questionnaire

According to Arikunto (1998:140-141) a questionnaire can be categorized into three kinds. They are:

(1) From the answer of the questions, there are: (a) opened questionnaire, the respondent can answer the questions using their own sentences; (b) closed questionnaire, and the respondent can directly choose the appropriate answer.

(2) From the given answer, there are two types of questionnaire: (a) direct questionnaire, the respondents answer about themselves; (b) indirect questionnaire, the respondents answer the questions about other things.

(3) From the form of the questionnaire, there are: (a) multiple choice questionnaires, that are similar to a closed questionnaire, (b) an easy questionnaire, that is similar to an opened questionnaire, (c) checklist questionnaire, and the respondents just put a check (v) on the appropriate column.

3.6 Procedures of Collecting the Data

In conducting the research, the formulas were needed to calculate the data. The analysis will be shown in the chapter 4.

1. Test

In this study, there were three tests which were given to the students. The first test was pre-test. It was conducted before treating the students. The second test was cycle test. It was conducted after giving the treatment, and the last one was post-test was conducted in the end of the cycle two.

2. Try-Out Test

Try-out was conducted before giving the pre-test. Try-out has been done by the social students of XI-2 of SMA N 1 Bulu.

3. Checklist

Checklist was used as the instrument of the study. This instrument was used to know about the students' motivation improvement in learning vocabulary based on five aspects. According to some experts attitude affect the students' motivation toward language learning. As cited in Ellis (1997) dealing with motivation, good language learners are also very active, they show awareness of the learning process. Meanwhile, according to Dörnyei (1994) to motivate the students we promote learner autonomy about sharing responsibility with the students for organizing their time towards the project work. Moreover, according to Brophy and Good (1987) in the extrinsic and intrinsic motivational strategies mentioned about calling attention to the instrumental value of academic activities, opportunities for active response, and opportunities for students to interact with peers.

Therefore, the checklist in this study was about:

a. The students' enthusiasm during teaching and learning process.
b. The students' activeness during teaching and learning process.
c. The students' attention to the materials given.
d. The students' participation in the discussion
e. The students' responsibility towards the assignment.

The observers were the researcher and the teacher. The observation checklist was done during the cycles.

4. Field Note

Field note was used as the instrument of this study. The field note was filled by the teacher as the observer after conducting the meeting in each cycle. The field note had a purpose to identify the class situation while the observer was conducting the action research. The observer paid attention to the students' responses and students' attitude during the learning activities.

5. Questionnaires

Questionnaires have been used to measure students' motivation in various studies. Tuan, Chin, and Shieh (2005) developed a questionnaire that can be used to measure students' motivation. Moreover, de Vicente and Pain (1998) used questionnaires for collecting information about student's motivation. Meanwhile, Dörnyei (2003:2) says "the study of L2 motivation is very closely linked to the use of questionnaires".

Furthermore, Lightbown and Spada (2013) stated that "when researchers are interested in finding out whether an individual factor such as motivation affects second language learning, they usually select a group of learners and give them a questionnaire to measure the type and degree of their motivation." Dörnyei (2003:6) says "written, self-completed (or self-report) questionnaires are very similar to written tests, yet there is a basic difference between them". Thus, as described by van Barneveld, Pharand, Ruberto, and Haggarty (2009) in Simon, Ercikan and Rousseau (2013) the researchers have measured motivation using two approaches: self-report measures and observable student test-taking behaviors.

They explained that questionnaires are a type of self-report. Some researchers used self-report questionnaires as measures of student motivation.

Based on the theories above, in this study, the questionnaires were used in order to know students' motivation in learning vocabulary by using tourism brochures.

The students were asked to fill the questionnaires which contain statements that triggered the students' motivation. There were two questionnaires given to the students. The first questionnaire was given before conducting the treatment, and then the second one was given after conducting the post-test. The questionnaires used likert scale. There were four optional answers: strongly agree, agree, disagree, and strongly disagree. Based on the result of questionnaires, the students' motivation and response toward the tourism brochures in learning vocabulary were observed and interpreted

3.7 Procedures of Analyzing the Data

In this study, the procedure of analyzing data as stated as follows.

3.7.1 The Analysis of the Test

The maximum score of each test was 100. Pre-tests, cycle tests, and post-test were conducted. In every part of the tests, the percentage, the average, and the mean of the score were evaluated in order to know whether there was improvement or not. The formulas are showing below:

1. The Percentage

$$= \frac{\boldsymbol{The\ number\ of\ right\ answer}}{\boldsymbol{The\ number\ of\ item}}\ \boldsymbol{x}\ \mathbf{100\%;}$$

2. The Average of the score

$$= \frac{\textbf{\textit{The total of the precentage}}}{\textbf{\textit{The number of the students}}};$$

3. Mean Formula taken from Tuckman (1987:250)

$$\bar{X} = \frac{\sum X}{N};$$

Note:

$\bar{X}$: mean / average score,

$\sum X$: total score of X's or individual scores, and

N : number of scores

The students' score was graded as follows.

Table 3.1

Criteria of Success

Percentage	**Grade**	**Level of Achievement**
93-100	A	Outstanding
85-92	B	Strongly Good
74-84	C	Satisfactory
60-74	D	Strongly weak
Below 60	E	Fail

Table 3.1: Adapted from Tinambunan (1988:129)

3.7.2 The Analysis of the Try-Out

Some instruments were needed for collecting. But, before the instruments were being given to students, the try-tout was conducted to check its validity and reliability.

1. Validity of the Test

   Validity is important for ensuring the quality of the test. Test validity is defined as the degree to which a test measures what it claims to be measuring (Brown, 1988: 98-105). In measuring the validity of the test, this study used Pearson Product Moment Formula as the following:

$$\boldsymbol{r_{xy} = \frac{N\,(\sum xy) - (\sum x)\,(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)2\{N\sum y^2 - (\sum y)2\}}}};}$$

   where,

   r_{xy} : the validity of each test item,

   N : the number of students/ examinees/ subject participating in the test,

   $\sum x$: the sum of score in each item,

   $\sum y$: the sum of total score for each student,

   $\sum x^2$: the sum of the square score in each item,

   $\sum y^2$: the sum of the square score for each student, and

   $\sum xy$: the sum of multiple of score from each student with the total score in each item.

(Arikunto, 2006:146)

   The result was calculated with r Product Moment table, if $r_{xy} > r_{table}$, the test is valid.

2. Reliability of the Test

Harris (1969: 14) states that reliabilty is the stability of test scores. The test result must be taking care of the stability to make sure that the test is reliable. To

measure the reliability of the test, I used K-R20 formula. The formula is as follows.

$$\mathbf{r}_{11}=\left(\frac{k}{k-1}\right)\left(1-\frac{M(k-M)}{k\,V_t}\right);$$

Where,

r_{11} = the reliability of the instrument,
k = number of items,
M = the means of the scores, and
Vt = the total of variants.
Criteria:

The instrument is reliable if $r_{11} > r_{table}$. (Arikunto, 2002:83)

3.7.3 The Analysis of the Questionnaires

In this study, the questionnaires were divided into pre-questionnaire and post-questionnaire. The questionnaires were a close-ended type which had four options namely, strongly agree, agree, disagree, and strongly disagree. After the questionnaires data being tabulated, the percentage of the total answer for each item was calculated, the percentage was calculated with the formula as follows.

$$\text{Percentage} = \frac{\text{Total answer}}{\text{The number of the students}} \times 100\%$$

3.7.4 The Analysis of the Checklist

The students' motivation was observed by using checklist with rating scales. The rating scales adapted by Phillips and Carr (2010:194) in this study were designed into four scales. Each scale had given a score that range from 1 to 4.

Table 3.2 Grading the Checklist

Scale	Score
Always	4
Occasionally	3
Seldom	2
Never	1

After the checklist data being tabulated, the total scores for each aspect were calculated by using the formula bellow:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Maximum score}} \text{ x } 100\%$$

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of what have been discussed in the previous chapter and also the suggestions for language teaching.

5.1 Conclusions

Based on the result of this study that was presented in the previous chapter, the conclusion was summarized as the following.

5.1.1 The Students' Motivation before being taught by Using Tourism Brochures

The result of this study showed that the science students of XI-2 of SMA N 1 Bulu had low motivation and achievement in learning vocabulary. The result of the pre-questionnaire showed that they were unmotivated in learning English vocabulary items because, they had problem in recalling their memories about vocabulary items. Moreover, they only studied English when they will have test. They did not have the passion of learning English.

They also got bored in the learning process by using English text book. The pre-questionnaire result showed that the percentage of students' motivation was low because the learning process was not interesting for them before the tourism brochures applied as alternative media in teaching new vocabulary items. In other words, based on the result of pre-questionnaire the students wanted to get good score in learning English.

5.1.2 The Application of Tourism Brochures

In applying the tourism brochure in teaching vocabulary, two cycles were conducted. In conducting the cycles, in every acting phase the students were asked to make group consist of 5 persons to discuss the exercise group, the students had to come forward one by one to retell in Indonesia language what the tourism brochure told about, it was aimed to measure whether the students understood about the content in the tourism brochures.

After having discussion, the vocabulary items which were written in the tourism brochure were explained, the students were also given vocabulary drill, it was aimed to make the students remember the vocabulary so well.

5.1.3 Tourism Brochures Enhance the Students' Motivation

Based on the students' questionnaires, field note, observation checklist, and tests, it could be concluded that there was improvement in their motivation in learning vocabulary as well as achievement. In each meeting every aspect had significantly improved. The students became more active and enthusiastic in learning vocabulary by using tourism brochure. Another conclusion from the study is the respondents showed positive responses toward the use of tourism brochures as media to improve students' motivation in learning vocabulary items.

The students enjoyed learning process, and the activities in the classroom. They also gave more attention during learning process. The level of curiosity about new words was also believed could improve students' motivation to learn vocabulary items. Tourism brochure was not the only one of the interesting media

in teaching vocabulary. The English teachers could develop other media in teaching vocabulary items.

In conclusion, tourism brochures could improve students' motivation in learning vocabulary items.

5.2 Suggestions

From the conclusion above, some suggestions are presented as follows:

For the students, learning vocabulary is essential in learning a foreign language; they have to practice in learning vocabulary continually. In addition, this media can be used to build students' interest and students' motivation in learning vocabulary.

For the English teachers, tourism brochures are not only one of the alternative media in teaching vocabulary to improve students' motivation in learning vocabulary. So, the English teachers should give their students more interesting and creative media in teaching and learning vocabulary for the students to enjoy the learning process. However, the teacher could consider tourism brochures as good media which could facilitate the students to be active in learning process, and help them to learn vocabulary easily. Besides, this media has been proven could improve students' motivation in learning vocabulary items.

For other researchers, it is suggested to use this kind of study as one of the references to conduct further research dealing with vocabulary.

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APPENDICES

Appendix 1

Letter of Permission 1

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
Telp /Fax (024) 8508010, Email: fbs@unnes.ac.id
Laman: http://fbs.unnes.ac.id

Nomor : 906/UN37.1.2/LT/2015
Lamp. : -
Hal. : **Permohonan Izin Penelitian**

Yth. **Kepala SMA Negeri 1 Bulu**
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: **Giri Manik Iamawarningtyas**
nim	: 2201411068
jurusan	: Bahasa dan Sastra Inggris
program studi	: Pendidikan dan Sastra Bahasa Inggris
jenjang	: S1
tahun akademik	: 2014/2015
judul	: The Use of Tourism Brochure as a Medium to Improve Students Motivation in Learning Vocabulary.

akan mengadakan penelitian di **Lembaga/Instansi yang Saudara pimpin**, waktu pelaksanaan **Maret 2015 s.d. April 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 27 Februari 2015
Dekan,

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

FM-05-AKD-24

Appendix 2

Permission of Letter 2

PEMERINTAH KABUPATEN SUKOHARJO
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)
Jln Jenderal Sudirman 199 Telp/Fax (0271) 593182 Sukoharjo

SURAT IZIN PENELITIAN / SURVEY
NOMOR : 050 /124 / Litbang / III / 2015

T E N T A N G

THE USE OF TOURISM BROCHURE AS A MEDIUM TO IMPROVE STUDENTS' MOTIVATION IN LEARNING VOCABULARY (AN ACTION RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BULU IN THE ACADEMIC YEAR OF 2014/2015)

DASAR :
1. UU No 18 Tahun 2012 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi
2. Peraturan Bupati Sukoharjo Nomor 49 Tahun 2008 tentang Penjabaran Tugas Pokok, Fungsi, dan Uraian Tugas Jabatan Struktural pada Bappeda Kabupaten Sukoharjo Pasal 20 Ayat (3) i.
3. Surat Permohonan Izin Penelitian dari Dekan Fakultas Bahasa dan Seni Universitas Negeri Semarang Nomor: 906/UN37.1.2/LT/2015 Tanggal 27 Februari 2015.

M E N G I Z I N K A N

Kepada :

Nama	:	GIRI MANIK ISMAWARNINGTYAS
Pekerjaan	:	Mahasiswa (NIM. 2201411068)
Alamat	:	Wonoharjo RT 03 RW 05 Desa Kepatihan Kecamatan Selogiri Kabupaten Wonogiri.
Penanggung Jawab	:	Dr. DJOKO SUTOPO, M.Si.
Selaku	:	Pembimbing Skripsi
Alamat	:	Fakultas Bahasa dan Seni Universitas Negeri Semarang Kampus Sekaran, Gunungpati, Semarang
Untuk	:	Melakukan Penelitian/ Survey Untuk Penyusunan Proposal Skripsi tentang **"THE USE OF TOURISM BROCHURE AS A MEDIUM TO IMPROVE STUDENTS' MOTIVATION IN LEARNING VOCABULARY (An Action Research at the Eleventh Grade Students of SMA Negeri 1 Bulu in the Academic Year of 2014/2015)"**
Objek Lokasi	:	SMAN 1 Bulu

Surat Izin Penelitian / Survey ini berlaku dari : 9 Maret 2015 s.d 9 Mei 2015.

Dengan ketentuan-ketentuan, sebagai berikut :
1. Sebelum pelaksanaan kegiatan, terlebih dahulu melapor kepada Pejabat setempat/ lembaga swasta yang akan dijadikan objek lokasi untuk mendapatkan petunjuk seperlunya.
2. Penelitian/survey tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan keamanan masyarakat/pemerintah.
3. Surat izin ini dapat dicabut dan dinyatakan tidak berlaku jika pemegang surat ini tidak menaati/ mengindahkan peraturan yang berlaku/pertimbangan lain.
4. Setelah penelitian/survey selesai, supaya menyerahkan copy hasilnya kepada Badan Perencanaan Pembangunan Daerah Kabupaten Sukoharjo.

Ditetapkan di Sukoharjo
Pada tanggal 9 Maret 2015
A.n. KEPALA BAPPEDA
KABUPATEN SUKOHARJO
Kabid Penelitian & Pengembangan

Drs. SURATNOROTO
Pembina Tingkat I
NIP. 19600825 198803 1 011

TEMBUSAN Kepada Yth :
1. Kepala Badan Penelitian dan Pengembangan Provinsi Jawa Tengah.
2. Kapolres Sukoharjo
3. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Sukoharjo.
4. **Kepala Dinas Pendidikan Kabupaten Sukoharjo**
5. **Yang Bersangkutan**

Appendix 3

Permission of Letter 3

PEMERINTAH KABUPATEN SUKOHARJO
DINAS PENDIDIKAN
SMA NEGERI 1 BULU
Alamat : Jl. Raya Bulu Desa Bulu Kec. Bulu Kab. Sukoharjo
Telp. 0271-7881066

SURAT KETERANGAN
Nomor : 421.3 / 158 / 2015

Yang bertanda tangan di bawah ini :

Nama	:	Drs. SUKAMTO, MM
NIP	:	19640926 199003 1 006
Pangkat / Gol. Ruang	:	Pembina, IV/a
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Negeri 1 Bulu
Instansi	:	Dinas Pendidikan Kabupaten Sukoharjo

Dengan ini menerangkan bahwa :

Nama	:	GIRI MANIK ISMAWARNINGTYAS
NIM	:	2201411068
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Perguruan Tinggi	:	Universitas Negeri Semarang

Benar-benar telah mengadakan penelitian/survey untuk Penyusunan Skripsi tentang **" THE USE OF TOURISM BROCHURE AS A MEDIUM TO IMPROVE STUDENTS' MOTIVATION IN LEARNING VOCABULARY (AN ACTION RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BULU IN THE ACADEMIC YEAR OF 2014/2015 "**, yang dilaksanakan tanggal 09 Maret 2015 s.d 04 Mei 2015 di SMA Negeri 1 Bulu Kabupaten Sukoharjo.

Demikian Surat Keterangan ini buat, untuk dapat dipergunakan sebagaimana mestinya.

Bulu, 04 Mei 2015
Kepala Sekolah

DINAS PENDIDIKAN KABUPATEN SUKOHARJO
SMA NEGERI 1 BULU

Drs. SUKAMTO, MM
NIP. 19640926 199003 1 006

Appendix 4

Pre-Test

(Try-Out)

PRE-TEST

Name :

Number :

Class :

A. Fill in the blanks with the words in the box.

Located	Visitor(s)		Hospitality	Beauty
	Built	Diverse	Enchanting	
Renowned		Unrivaled		Beautiful
Created		Contain	Oldest	

1. The local people of Bali will always greet you with joy and full of **(_____).**
2. Borobudur was **(_____)** by King Samaratunggadewa, one of the kings of Ancient Mataram Kingdom, the descendant of Wangsa Syailendra.

3. Not only the charm of historical relics, the largest archipelago in Indonesia is also radiates the **(_____)** natural and cultural landscape.
4. After enjoying the **(_____)** beach and challenging activities of Karimunjawa, it is time the culinary adventures in the Karimunjawa.
5. The combination of friendly, hospitable people, and spectacular beaches with great surfing and diving have made Bali Indonesia's (_____) number one tourist destination.
6. Bandengan beach has white sand that it is (_____) in the village of Bandengan, 5 km from the city center of Jepara.
7. The region is (_____) for its outstanding natural beauty.
8. The (_____) can enjoy the panorama of Slamet Mountain, Gumiwang waterfall, three hot spring showers, seven hot spring showers that (_____) sulfur.
9. The great mosque of Demak is the (_____) mosque in Java functioning as the landmark of Demak regency.

B. Complete the word chart below.

Noun	**Verb**	**Adjective**	**Adverb**
			Beautifully
		Welcome	
	Challenge		
Approximation			

		Attractive	

C. Find the meaning in Indonesian language.

No.	Word	Meaning
1.	Hospitality	
2.	Visitors	
3.	Crafts	
4.	Island	
5.	Enchanting	
6.	Polite	
7.	Cultural	
8.	Renowned	
9.	Build	
10.	Wisdom	
11.	Friendliness	
12.	Interesting	
13.	District	
14.	Altitude	
15.	Equipped	
16.	Challenge	
17.	Offer	
18.	Preserve	

19.	Conserve	
20.	Diverse	

Appendix 5

LESSON PLAN CYCLE 1

School Identity : SMA NEGERI 1 BULU
Subject : English
Class/ Semester : XI/ II
Skills : Reading
Time Allotment : 2 x 45 minutes

A. STANDARD COMPETENCE

10. Understanding the meaning of short functional texts and very simple essay in the form of narrative, spoof, and hortatory exposition which is related to the daily life and to access the knowledge.

B. BASIC COMPETENCE

11.1. Responding the meaning of short functional text (such as: banner, poster, pamphlet, etc.) in the form of formal and informal by using a variety of written language accurately, fluently, and acceptable which is related to the daily life.

C. PURPOSE OF THE STUDY

By the end of the lesson:

- 75% of students are able to understand the vocabulary from the given materials.
- 70% of students are able to do some exercises based from vocabulary focus on the materials.

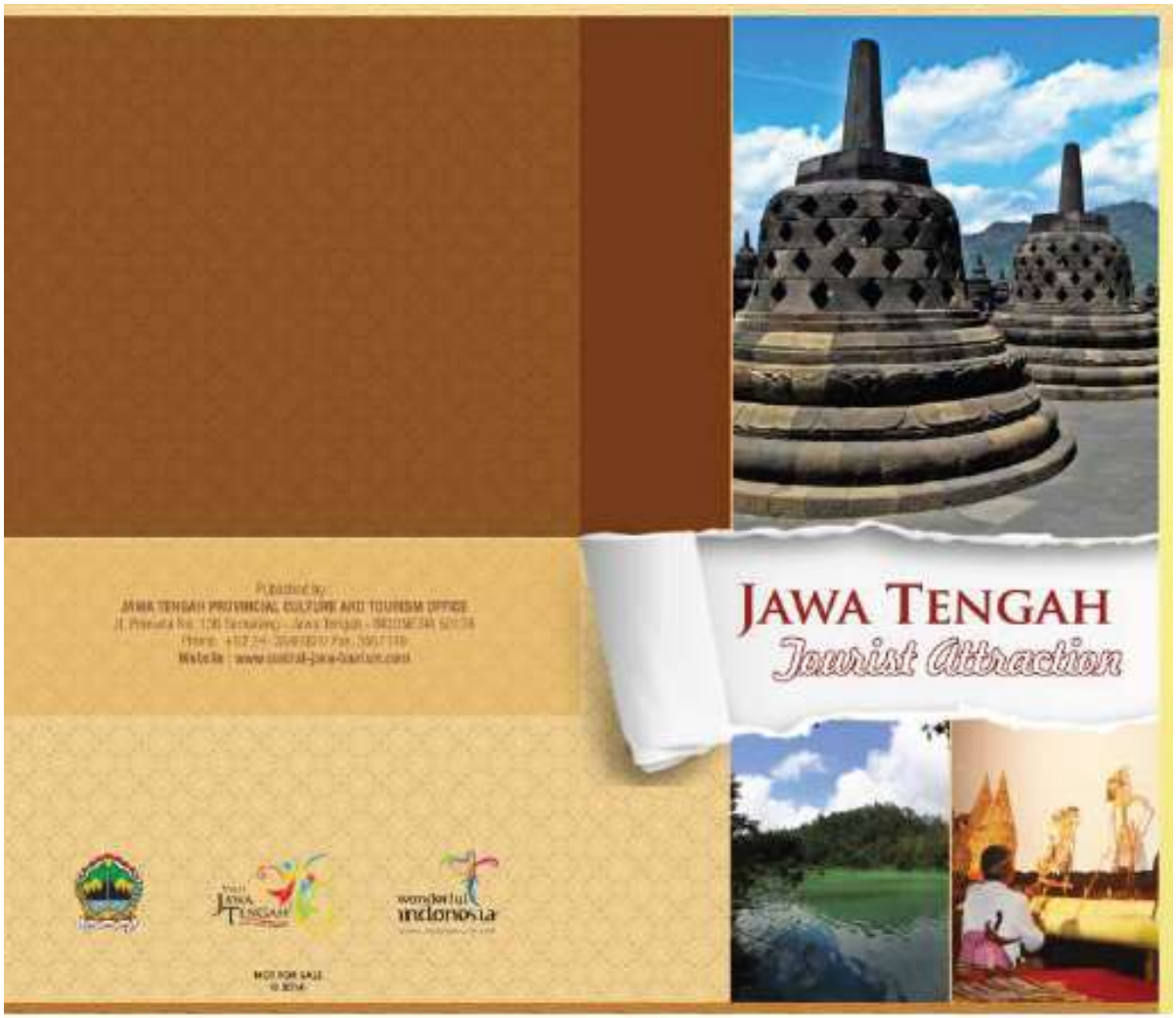
D. CHARACTER BUILDING

1. Cooperation

2. Active participation
3. Politely
4. Honestly
5. Attention
6. Responsibility
7. Discipline

E. LEARNING MATERIALS

1. Tourism Brochure



F. METHOD OF STUDY

a. Lecturing

b. Discussion

c. Group Work

d. Fun Activity

e. Question and answer.

G. STEP OF LEARNING ACTIVITY

- First Meeting (2x45 minutes)

a. Opening

Learning Activities	Time (minute)
1. Pray together	1′
2. Students respond the teacher's greeting and che attendance	4′
3. Teacher comes and give open questions to stimula students	

b. Main Activities

Teacher's Activities	Students' Activities	Character Building	Time (Minute)
Exploration			25'
Explains the materials, and the teaching and learning process they will do.	Listen carefully	Politely	
Asks the students to make a group consist	Focus, pay attention and start to make a	Active, Politely	

of 5 persons.	group consist of 5 persons.		
Distributes the tourism brochure for each group.	Focus; try to read the tourism brochure given.	Active, reponsibilty	
Elaboration			45’
Asks students to read the tourism brochure by heart in a group about “CULTURE”	Read the tourism brochure by heart	Responsibility , discipline	
Asks students to discuss the difficult words and find the meaning in group	Discuss and find the meaning of difficult words	Cooperation, active participation.	
Asks the delegation of each group to come forward and present the result of discussion.	Each delegation of each group come forward and present the result of the discussion	Politely, Responsibility , Discipline, Active	
Explains the tourism brochure tells about	Pay attention, take a note about the teacher explanation	Attention, Discipline, Politely	
Give the students a task about synonym, and vocabulary chart in group, they allow to discuss and use dictionary with their own group by using	Students do what the teacher explains.	Discipline, activeness, responsibility	
Discussing the result	Pay attention, take a note, the	Politely,	

of the group works	students may ask to the teacher	activeness	
Confirmation			
Asks some students about vocabulary related to the tourism brochure	Students answer it orally	Active	10’

c. Closing

Activities	**Time (Minute)**
1. Summarizing the materials (Class discussion of the meaning)	4’
2. Asks students’ opinion toward the activities	
3. Closing	
4. Pray together	1’

- Second Meeting (2x45 minutes)

a. Opening

Learning Activities	**Time (minute)**
Pray together	1′
Students respond the teacher’s greeting and checking attendance	4′
Teacher comes and give open questions to stimulate students	

b. Main Activities

Teacher’s Activities	**Students’ Activities**	**Character Building**	**Time (Minute)**
Exploration			
Explains the materials, and the teaching and learning process they	Listen carefully	Politely	25’

will do.			
Asks the students to make a group consist of 5 persons.	Focus, pay attention and start to make a group consist of 5 persons.	Active, Politely	
Distributes the tourism brochure for each group.	Focus; try to read the tourism brochure given.	Active, reponsibilty	
Elaboration			
Asks students to read the tourism brochure by heart in a group about "PILGRIMAGE"	Read the tourism brochure by heart	Responsibility, discipline	45'
Asks students to discuss the difficult words and find the meaning in group	Discuss and find the meaning of difficult words	Cooperation, active participation.	
Asks the delegation of each group to come forward and present the result of discussion.	Each delegation of each group come forward and present the result of the discussion	Politely, Responsibility, Discipline, Active	
Explains the tourism brochure tells about	Pay attention, take a note about the teacher explanation	Discipline, Politely	
Give the students a task about synonym, and vocabulary chart in group, they allow to discuss and use	Students do what the teacher explains.	Discipline, activeness, responsibility	

dictionary with their own group by using			
Discussing the result of the group works	Pay attention, take a note, the students may ask to the teacher	Politely, activeness	
Confirmation			
Asks some students about vocabulary related to the tourism brochure	Students answer it orally	Active	10’

c. Closing

Activities	**Time (Minute)**
Summarizing the materials (Class discussion of the words meaning)	4’
Asks students’ opinion toward the activities	
Closing	
Pray together	1’

- Third Meeting (2x45 minutes)

a. Opening

Learning Activities	**Time (minute)**
f. Pray together	1′
g. Students respond the teacher’s greeting and che attendance	4′
h. Teacher comes and give open questions to stimula students	

b. Main Activities

Teacher's Activities	Students' Activities	Character Building	Time (Minute)
Exploration			25'
Explains the materials, and the teaching and learning process they will do.	Listen carefully	Politely	
Asks the students to make a group consist of 5 persons.	Focus, pay attention and start to make a group consist of 5 persons.	Active, Politely	
Distributes the tourism brochure for each group.	Focus; try to read the tourism brochure given.	Active, reponsibilty	
Elaboration			45'
Asks students to read the tourism brochure by heart in a group about "MUSEUM"	Read the tourism brochure by heart	Responsibility, discipline	
Asks students to discuss the difficult words and find the meaning in group	Discuss and find the meaning of difficult words	Cooperation, active participation.	
Asks the delegation of each group to come forward and present the result of discussion.	Each delegation of each group come forward and present the result of the discussion	Politely, Responsibility, Discipline, Active	

Explains the tourism brochure tells about	Pay attention, take a note about the teacher explanation	Discipline, Politely	
Give the students a task about synonym, and vocabulary chart in group, they allow to discuss and use dictionary with their own group by using	Students do what the teacher explains.	Discipline, activeness, responsibility	
Discussing the result of the group works	Pay attention, take a note, the students may ask to the teacher	Politely, activeness	
Confirmation			
Asks some students about vocabulary related to the tourism brochure	Students answer it orally	Active	10’

c. Closing

Activities	**Time (Minute)**
Summarizing the materials (Class discussion of the words meaning)	4’
Asks students’ opinion toward the activities	
Closing	
Pray together	1’

H. SOURCE AND MEDIA OF STUDY

a. Teacher’s presentation

b. Book/ Dictionary

c. Tourism Brochures “Discover Bali” Bali Tourism Board.

I. Evaluation

Indicators	Technique	Instrument	Sample of Instrument
Explaining 75% vocabularies are available in the tourism brochure given.	Lecturing	Tourism Brochure "JAWA TENGAH TOURIST ATTRACTION"	"What do you know about tourism" (Oral) "What do you know about tourism brochure?" (Oral)
Answering >70% the meaning of the unknown words.	Vocabulary Guessing	Tourism Brochure "JAWA TENGAH TOURIST ATTRACTION"	Translate the English words into Indonesian meaning.

Appendix 6

LESSON PLAN CYCLE 2

School Identity : SMA NEGERI 1 BULU
Subject : English
Class/ Semester : XI/ II
Skills : Reading
Time Allotment : 2 x 45 minutes

A. STANDARD COMPETENCE

10. Understanding the meaning of short functional texts and very simple essay in the form of narrative, spoof, and hortatory exposition which is related to the daily life and to access the knowledge.

B. BASIC COMPETENCE

11.1. Responding the meaning of short functional text (such as: banner, poster, pamphlet, etc.) in the form of formal and informal by using a variety of written language accurately, fluently, and acceptable which is related to the daily life.

C. PURPOSE OF THE STUDY

By the end of the lesson:

- 75% of students are able to understand the vocabulary from the given materials.
- 70% of students are able to do some exercises based from vocabulary focus on the materials.

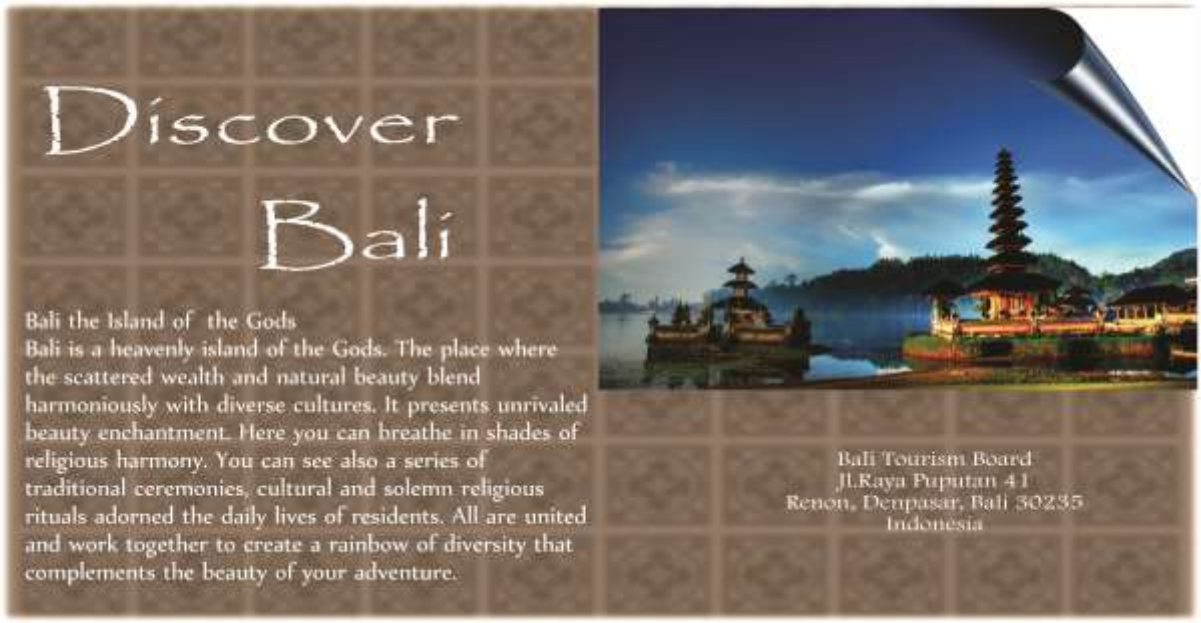
D. CHARACTER BUILDING

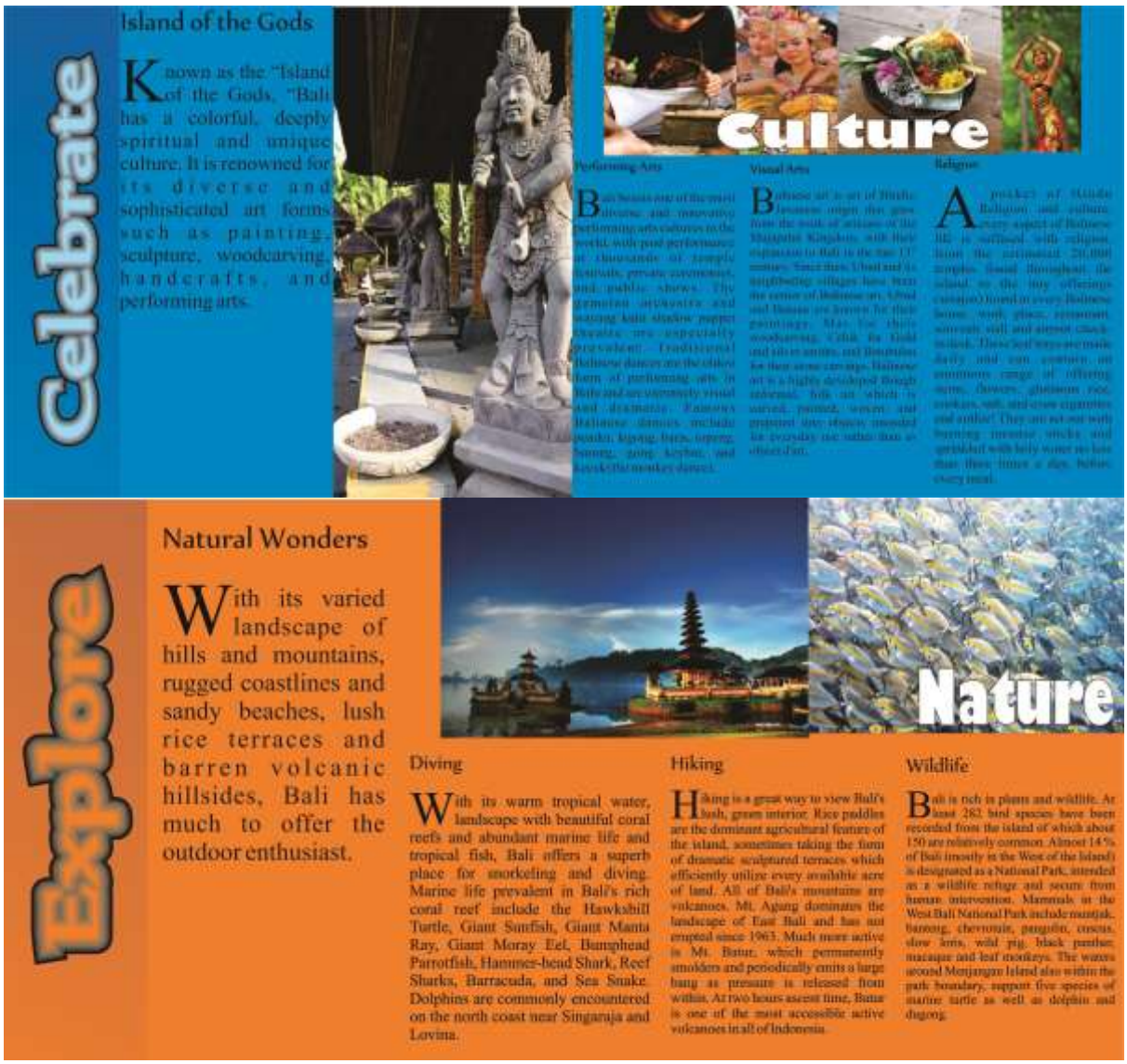
1. Cooperation

3. Active participation
4. Politely
5. Honestly
6. Attention
7. Responsibility
8. Discipline

E. LEARNING MATERIALS

1. Tourism Brochure




Celebrate
Island of the Gods
Known as the "Island of the Gods, "Bali has a colorful, deeply spiritual and unique culture. It is renowned for its diverse and sophisticated art forms such as painting, sculpture, woodcarving, handcrafts, and performing arts.
Culture
Performing Arts
Visual Arts
Religion
Explore
Natural Wonders
With its varied landscape of hills and mountains, rugged coastlines and sandy beaches, lush rice terraces and barren volcanic hillsides, Bali has much to offer the outdoor enthusiast.
Nature
Diving
With its warm tropical water, landscape with beautiful coral reefs and abundant marine life and tropical fish, Bali offers a superb place for snorkeling and diving. Marine life prevalent in Bali's rich coral reef include the Hawksbill Turtle, Giant Sunfish, Giant Manta Ray, Giant Moray Eel, Bumphead Parrotfish, Hammer-head Shark, Reef Sharks, Barracuda, and Sea Snake. Dolphins are commonly encountered on the north coast near Singaraja and Lovina.
Hiking
Hiking is a great way to view Bali's lush, green interior. Rice paddles are the dominant agricultural feature of the island, sometimes taking the form of dramatic sculptured terraces which efficiently utilize every available acre of land. All of Bali's mountains are volcanoes. Mt. Agung dominates the landscape of East Bali and has not erupted since 1963. Much more active is Mt. Batur, which permanently smolders and periodically emits a large bang as pressure is released from within. At two hours ascent time, Batur is one of the most accessible active volcanoes in all of Indonesia.
Wildlife
Bali is rich in plants and wildlife. At least 282 bird species have been recorded from the island of which about 150 are relatively common. Almost 14 % of Bali (mostly in the West of the Island) is designated as a National Park, intended as a wildlife refuge and secure from human intervention. Mammals in the West Bali National Park include muntjak, banteng, chevrotain, pangolin, coscus, slow loris, wild pig, black panther, macaque and leaf monkeys. The waters around Menjangan Island also within the park boundary, support five species of marine turtle as well as dolphin and dugong.

F. METHOD OF STUDY

1. Lecturing
2. Discussion
3. Group Work
4. Fun Activity
5. Question and answer.

G. STEP OF LEARNING ACTIVITY

- First Meeting (2x45 minutes)

a. Opening

Learning Activities	Time (minute)
4. Pray together	1′
5. Students respond the teacher's greeting and che attendance	4′

6. Teacher comes and give open questions to stimulat students	

b. Main Activities

Teacher's Activities	Students' Activities	Character Building	Time (Minute)
Exploration			25'
Explains the materials, and the teaching and learning process they will do.	Listen carefully	Politely	
Asks the students to make a group consist of 5 persons.	Focus, pay attention and start to make a group consist of 5 persons.	Active, Politely	
Distributes the tourism brochure for each group.	Focus; try to read the tourism brochure given.	Active, reponsibilty	
Elaboration			45'
Asks students to read the tourism brochure by heart in a group about "Discover Bali" Part 1 "CELEBRATE"	Read the tourism brochure by heart	Responsibility, discipline	
Asks students to discuss the difficult words and find the meaning in group	Discuss and find the meaning of difficult words	Cooperation, active participation.	
Asks the delegation of each group to come	Each delegation of each group come forward and	Politely, Responsibility	

forward and present the result of discussion.	present the result of the discussion	, Discipline, Active	
Explains the tourism brochure tells about	Pay attention, take a note about the teacher explanation	Discipline, Politely	
Give the students a task about synonym, and vocabulary chart in group, they allow to discuss and use dictionary with their own group by using	Students do what the teacher explains.	Discipline, activeness, responsibility	
Discussing the result of the group works	Pay attention, take a note, the students may ask to the teacher	Politely, activeness	
Confirmation			
Asks some students about vocabulary related to the tourism brochure	Students answer it orally	Active	10’

c. Closing

Activities	**Time (Minute)**
5. Summarizing the materials (Class discussion of the meaning)	4’
6. Asks students’ opinion toward the activities	
7. Closing	
8. Pray together	1’

- Second Meeting (2x45 minutes)

a. Opening

Learning Activities	**Time (minute)**

Pray together	1′
Students respond the teacher's greeting and checking attendance	4′
Teacher comes and give open questions to stimulate students	

b. Main Activities

Teacher's Activities	Students' Activities	Character Building	Time (Minute)
Exploration			25'
Explains the materials, and the teaching and learning process they will do.	Listen carefully	Politely	
Asks the students to make a group consist of 5 persons.	Focus, pay attention and start to make a group consist of 5 persons.	Active, Politely	
Distributes the tourism brochure for each group.	Focus; try to read the tourism brochure given.	Active, reponsibilty	
Elaboration			45'
Asks students to read the tourism brochure by heart in a group about "Discover Bali" Part 2 "EXPLORE"	Read the tourism brochure by heart	Responsibility, discipline	
Asks students to discuss the difficult words and find the	Discuss and find the meaning of difficult words	Cooperation, active participation.	

meaning in group			
Asks the delegation of each group to come forward and present the result of discussion.	Each delegation of each group come forward and present the result of the discussion	Politely, Responsibility , Discipline, Active	
Explains the tourism brochure tells about	Pay attention, take a note about the teacher explanation	Discipline, Politely	
Give the students a task about synonym, and vocabulary chart in group, they allow to discuss and use dictionary with their own group by using	Students do what the teacher explains.	Discipline, activeness, responsibility	
Discussing the result of the group works	Pay attention, take a note, the students may ask to the teacher	Politely, activeness	
Confirmation			
Asks some students about vocabulary related to the tourism brochure	Students answer it orally	Active	10’

c. Closing

Activities	**Time (Minute)**
Summarizing the materials (Class discussion of the words meaning)	4’
Asks students’ opinion toward the activities	
Closing	

Pray together	1’

- Third Meeting (2x45 minutes)

a. Opening

Learning Activities	Time (minute)
i. Pray together	1′
j. Students respond the teacher’s greeting and che attendance	4′
k. Teacher comes and give open questions to stimula students	

b. Main Activities

Teacher’s Activities	Students’ Activities	Character Building	Time (Minute)
Exploration			25’
Explains the materials, and the teaching and learning process they will do.	Listen carefully	Politely	
Asks the students to make a group consist of 5 persons.	Focus, pay attention and start to make a group consist of 5 persons.	Active, Politely	
Distributes the tourism brochure for each group.	Focus; try to read the tourism brochure given.	Active, reponsibilty	
Elaboration			45’

Asks students to read the tourism brochure by heart in a group about "Discover Bali" Part 3 "Relax Bali-Style"	Read the tourism brochure by heart	Responsibility, discipline	
Asks students to discuss the difficult words and find the meaning in group	Discuss and find the meaning of difficult words	Cooperation, active participation.	
Asks the delegation of each group to come forward and present the result of discussion.	Each delegation of each group come forward and present the result of the discussion	Politely, Responsibility, Discipline, Active	
Explains the tourism brochure tells about	Pay attention, take a note about the teacher explanation	Discipline, Politely	
Give the students a task about synonym, and vocabulary chart in group, they allow to discuss and use dictionary with their own group by using	Students do what the teacher explains.	Discipline, activeness, responsibility	
Discussing the result of the group works	Pay attention, take a note, the students may ask to the teacher	Politely, activeness	
Confirmation			
Asks some students about vocabulary related to the tourism	Students answer it orally	Active	10'

brochure			

c. Closing

Activities	Time (Minute)
Summarizing the materials (Class discussion of the words meaning)	4’
Asks students’ opinion toward the activities	
Closing	
Pray together	1’

H. SOURCE AND MEDIA OF STUDY

a. Teacher’s presentation

b. Book/ Dictionary

c. Tourism Brochures “Discover Bali” Bali Tourism Board.

I. Evaluation

Indicators	Technique	Instrument	Sample of Instrument
Explaining 75% vocabularies are available in the tourism brochure given.	Lecturing	Tourism Brochure “Discover Bali”	“What do you know about tourism” (Oral) “What do you know about tourism brochure?” (Oral)
Answering >70% the meaning of the unknown words.	Vocabulary Guessing	Tourism Brochure “Discover Bali”	Translate the English words into Indonesian meaning.

Appendix 7

PRE-TREATMENT QUESTIONNAIRE

Name :
Number :
Class :

Pilihlah jawaban dengan memberikan tanda centang (v) pada kolom Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju sesuai dengan pendapat Anda sendiri.

NO.	PERNYATAAN	SETUJU	SANGAT SETUJU	TIDAK SETUJU	SANGAT TIDAK SETUJU
1.	Bahasa Inggris adalah pelajaran yang sangat menarik.				
2.	Saya suka pelajaran bahasa Inggris.				
3.	Belajar kosa kata dengan cara menghafalkan seluruh kata dalam kamus sangat membosankan				
4.	Saya merasa puas dan senang bila dapat menyelesaikan soal bahasa Inggirs dan mengerti arti dari soal tersebut.				
5.	Bahasa Inggris merupakan pelajaran yang penting untuk diajarkan dalam setiap jenjang pendidikan.				

6.	Saya cepat bosan dalam mengerjakan soal bahasa Inggris karena saya tidak mengerti maksudnya.				
7.	Saya sering meluangkan waktu di rumah untuk belajar bahasa Inggris.				
8.	Saya sering mencatat kosa kata sukar yang saya temukan di dalam text berbahsa Inggris.				
9.	Saya akan memilih jurusan Bahasa dan sastra Inggris bila berkesempatan kuliah.				
10.	Kosa kata yang sulit di ucapkan membuat saya malas belajar bahasa Inggris.				
11.	Saya belajar bahasa Inggris hanya pada saat ulangan saja.				
12.	Saya mencotoh jawaban teman pada saat ulangan bahasa Inggris.				
13.	Saya lebih senang				

	mencotoh PR bahasa Inggris teman pada saat di kelas tanpa mengetahui cara penyelesaiannya.				
14.	Jika ada ulangan bahasa Inggris saya ingin mendapat nilai tertinggi di kelas.				
15.	Saya belajar bahasa Inggris hanya karena tuntutan ujian nasional.				

Appendix 8

No.	Students ' Code	Items Pre Questionnaire														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	S-1	4	3	4	4	2	4	3	3	3	4	4	3	4	4	2
2	S-2	3	2	2	3	2	3	2	4	1	3	4	2	3	3	2
3	S-3	2	2	2	2	4	2	2	2	3	3	3	2	3	4	4
4	S-4	2	3	2	4	2	3	2	2	2	3	2	1	2	3	4
5	S-5	2	2	3	3	4	2	3	4	1	4	2	3	4	3	2
6	S-6	2	3	2	3	3	2	2	4	4	1	3	3	3	1	3
7	S-7	3	3	3	2	3	3	2	2	3	2	2	2	3	3	2
8	S-8	2	2	3	3	2	3	2	3	1	2	2	1	3	4	2
9	S-9	2	4	1	4	2	3	3	1	3	4	2	1	2	4	2
10	S-10	2	3	2	4	4	2	2	2	2	2	4	3	1	3	4
11	S-11	4	3	4	3	2	2	2	2	1	4	3	3	3	2	3
12	S-12	2	2	3	3	2	3	3	2	2	3	2	2	1	4	2
13	S-13	2	2	3	4	3	2	2	2	2	1	2	3	4	3	2
14	S-14	3	2	3	3	3	3	2	3	2	3	2	1	4	4	1
15	S-15	2	2	2	3	2	3	3	3	3	4	3	1	4	3	2
16	S-16	2	3	3	3	2	2	2	2	1	4	4	2	2	4	3
17	S-17	2	3	3	4	4	3	2	2	1	3	2	3	3	4	2
18	S-18	2	2	2	4	2	3	3	3	2	1	3	2	1	3	2
19	S-19	4	2	3	4	3	3	3	2	2	3	3	3	2	4	2
20	S-20	2	4	3	4	2	2	3	3	2	1	2	1	1	4	2
21	S-21	2	3	1	3	4	2	2	2	3	2	1	3	2	4	4
22	S-22	2	3	1	3	2	4	3	3	1	2	2	1	4	3	2
23	S-23	2	2	4	4	2	2	2	2	2	2	3	2	3	4	2
24	S-24	4	2	3	3	4	3	2	2	2	3	2	3	2	3	2
25	S-25	4	2	2	4	2	3	1	3	2	2	3	1	3	4	3
26	S-26	2	2	3	4	2	3	3	2	2	2	2	2	3	4	2
27	S-27	2	4	3	3	2	2	3	2	2	2	2	1	4	3	2
28	S-28	2	2	2	4	1	3	2	3	2	2	2	1	4	4	2

29	S-29	3	2	3	4	2	2	3	2	1	2	2	2	1	3	1
30	S-30	2	3	4	4	3	3	2	3	2	3	3	3	1	4	3
Total "SA"		5	3	4	16	5	2	0	3	1	6	4	0	8	16	3
Percentage "SA"		16.67%	10%	13.33%	53.33%	16.67%	6.67%	0%	10%	3.33%	20%	13.33%	0%	26.67%	53.33%	10%
Total "A"		5	10	14	14	7	16	12	10	5	9	9	11	10	12	3
Percentage "A"		16.67%	33.33%	46.67%	46.67%	23.33%	50%	40%	33.33%	16.67%	30%	30%	36.67%	33.33%	40%	10%
Total "D"		20	17	9	0	17	13	17	16	16	11	16	9	6	1	22
Percentage "D"		66.67%	56.6%	30%	0	56.67%	43.33%	56.67%	53.33%	53.33%	36.67%	53.33%	30%	20%	3.33%	73.33%
Total "SD"		0	0	3	0	1	0	1	1	8	4	1	10	6	1	2
Percentage "SD"		0%	0%	10%	0%	3.33%	0%	3.33%	3.33%	26.67%	13.33%	3.33%	33.33%	20%	3.33%	6.67%

Appendix 9

POST- TREATMENT QUESTIONNAIRE

Name :
Number :
Class :

Setelah mengikuti mengikuti pembelajaran vocabulary bahasa Inggris dengan menggunakan media Tourism Brochure, saya berpendapat:

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai pelajaran bahasa Inggris.				
2.	Pembelajaran bahasa Inggris semakin menarik hati.				
3.	Saya tertarik untuk membaca ulang bacaan bahasa Inggris di rumah demi memperkaya kosa kata bahasa Inggris.				
4.	Saya tertarik untuk belajar kosa kata bahasa Inggris dengan menggunkan media Tourism Brochures. Hal ini membuat saya ingin tahu banyak membaca bacaan bahasa Inggris di rumah maupun di waktu luang.				
5.	Mempelajari kosa kata bahasa Inggris dengan media tourism brochures membuat saya ingin				

	mengetahui kosa kata dalam bahasa inggris secara lebih mendalam.				
6.	Belajar kosa kata dengan tourism brochure secara diskusi kelompok lebih menyenangkan daripada mempelajari kosa kata sendiri.				
7.	Dengan mengetahui arti dari suatu kata di dalam bacaan, informasi yang saya dapatkan jauh lebih banyak				
8.	Saya belajar bahasa Inggris hanya pada saat ulangan.				
9.	Saya cepat bosan dalam mengerjakan soal Bahasa Inggris.				
10.	Tourism brochure sebagai media belajar kosa kata bahasa Inggris menambah semangat belajar bahasa Inggris, karena di dalam tourism brochures terdapat banyak pengetahuan yang sebelumnya belum saya ketahui.				
11.	Saya sering menjumpai jenis kata-kata yang telah di ajarkan dengan tourism brochure dalam kehidupan sehari-hari.				
12.	Diperlukan media yang lebih				

	menarik untuk belajar kosa kata bahasa Inggris.				
13.	Saya merasa senang belajar kosa kata bahasa Inggris dengan menggunakan media tourism brochure				
14.	Penggunaan media tourism brochure perlu digunakan dalam kelas-kelas selanjutnya.				
15.	Motivasi belajar kosa kata bahasa inggris lebih meningkat dengan menggunakan tourism brochure.				

Appendix 10

No.	Students' Code	Items Post Questionnaire														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	S-1	3	4	4	3	4	4	3	4	2	4	4	4	4	3	2
2	S-2	4	3	3	4	3	3	4	2	2	3	2	4	3	2	3
3	S-3	4	3	3	3	4	3	4	2	1	3	3	4	3	3	3
4	S-4	3	3	2	3	2	2	4	1	1	3	3	3	3	4	3
5	S-5	2	3	4	2	3	4	3	1	4	3	3	2	3	3	3
6	S-6	3	3	3	3	3	3	3	1	2	4	4	3	3	3	4
7	S-7	3	3	3	3	2	4	4	4	2	3	3	3	4	3	3
8	S-8	4	3	2	4	3	3	4	2	3	3	2	3	3	3	3
9	S-9	4	2	4	3	3	2	3	3	2	2	3	4	3	4	3
10	S-10	3	3	3	4	4	3	4	2	2	3	3	4	2	3	2
11	S-11	3	3	4	3	2	4	4	2	1	4	4	4	3	3	3
12	S-12	4	3	3	2	3	3	4	4	1	3	2	2	3	4	4
13	S-13	3	3	4	3	4	3	3	2	2	3	3	3	3	3	3
14	S-14	2	3	3	4	3	4	4	3	3	3	4	3	4	2	3
15	S-15	4	4	2	3	4	4	4	1	2	2	3	4	2	2	3
16	S-16	3	3	4	3	3	4	4	2	2	3	4	4	3	3	3
17	S-17	3	2	3	4	2	4	4	2	1	4	2	3	2	3	2
18	S-18	4	3	3	3	3	2	3	1	1	4	3	4	3	3	3
19	S-19	4	3	2	2	4	4	4	1	2	4	3	4	4	3	4
20	S-20	4	3	4	3	3	3	4	1	2	3	4	2	3	4	3
21	S-21	4	2	4	4	3	3	4	2	2	2	3	3	3	3	3
22	S-22	3	3	2	4	2	2	3	2	1	3	4	3	3	3	2
23	S-23	2	3	4	3	3	3	4	2	1	4	3	4	2	2	3

24	S-24	4	3	3	3	4	4	3	1	1	3	3	3	4	3	4
25	S-25	4	3	3	4	3	3	3	1	2	3	3	3	3	4	3
26	S-26	3	3	2	3	4	4	3	1	2	4	2	2	3	3	3
27	S-27	2	3	3	4	3	3	4	1	1	3	3	3	2	3	3
28	S-28	3	3	4	3	3	3	4	1	1	3	3	4	3	3	4
29	S-29	4	3	3	4	4	4	4	1	1	3	3	4	3	3	3
30	S-30	2	3	4	4	4	4	3	2	2	4	2	2	3	3	3
Total "SA"		13	2	11	11	10	14	20	3	1	8	7	14	5	5	5
Percentage "SA"		43.3 %	6.67 %	36.67 %	36.67 %	33.33 %	46.67 %	66.67 %	10%	3.33 %	26.67 %	23.33 %	46.47 %	16.67 %	16.67 %	16.67 %
Total "A"		12	25	13	16	15	13	10	2	2	19	17	11	20	21	21
Percentage "A"		40%	83.33 %	43.33 %	53.33 %	50%	43.33 %	33.33 %	6.67 %	6.67 %	63.33 %	56.67 %	36.67 %	66.67 %	70%	70%
Total "D"		5	3	6	3	5	3	0	12	15	3	6	5	5	4	4
Percentage "D"		16.67 %	10%	20%	10%	16.67 %	10%	0%	40%	50%	10%	20%	16.67 %	16.67 %	13.33 %	13.33 %
Total "SD"		0	0	0	0	0	0	0	13	12	0	0	0	0	0	0
Percentage "SD"		0%	0%	0%	0%	0%	0%	0%	43.33 %	40%	0%	0%	0%	0%	0%	0%

Appendix 11

Obervation Checklist

S.N.	**Aspects**																			
	Enthusiasm				**Activeness**				**Attention**				**Participation**				**Responsibility**			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																				
2																				
3																				
4																				
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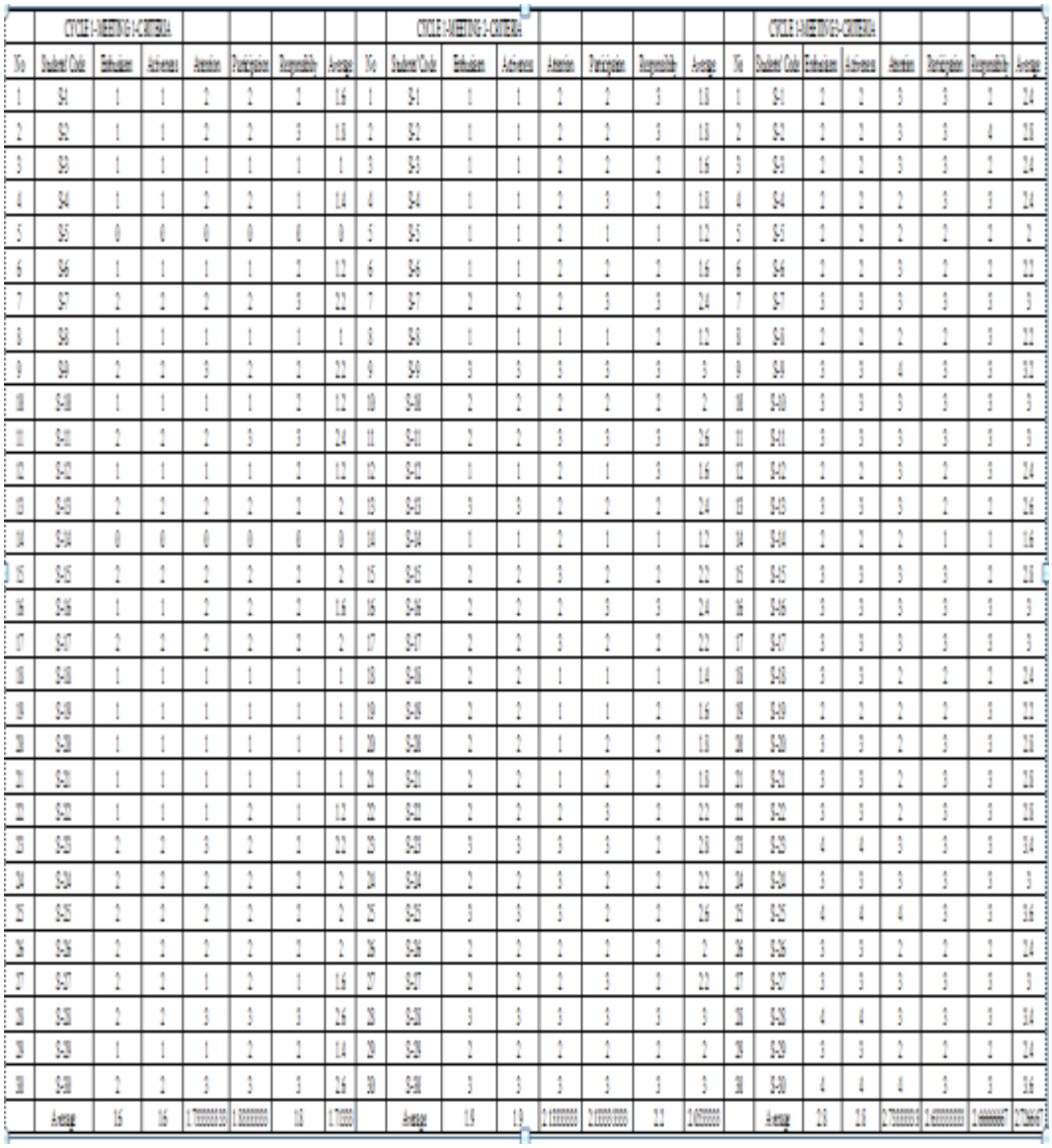
29																			
30																			

Appendix 12



	CYCLE 1-MEETING 1-CRITERIA								CYCLE 1-MEETING 2-CRITERIA								CYCLE 1-MEETING 3-CRITERIA						
No	Student Code	Enthusiasm	Activeness	Attention	Participation	Responsibility	Average	No	Student Code	Enthusiasm	Activeness	Attention	Participation	Responsibility	Average	No	Student Code	Enthusiasm	Activeness	Attention	Participation	Responsibility	Average
1	S-1	1	1	2	2	2	1.6	1	S-1	1	1	2	2	2	1.8	1	S-1	2	2	3	3	3	2.6
2	S-2	1	1	2	2	3	1.8	2	S-2	1	1	2	2	2	1.8	2	S-2	2	2	3	3	4	2.8
3	S-3	1	1	1	1	1	1	3	S-3	1	1	2	2	2	1.6	3	S-3	2	2	3	3	3	2.6
4	S-4	1	1	2	2	1	1.4	4	S-4	1	1	2	3	2	1.8	4	S-4	2	2	2	3	3	2.4
5	S-5	0	0	0	0	0	0	5	S-5	1	1	2	1	1	1.2	5	S-5	2	2	2	2	2	2
6	S-6	1	1	1	1	2	1.2	6	S-6	1	1	2	2	2	1.6	6	S-6	2	2	3	2	2	2.2
7	S-7	2	2	2	2	3	2.2	7	S-7	2	2	2	3	3	2.4	7	S-7	3	3	3	3	3	3
8	S-8	1	1	1	1	1	1	8	S-8	1	1	1	1	2	1.2	8	S-8	2	2	2	2	3	2.2
9	S-9	2	2	3	2	2	2.2	9	S-9	3	3	3	3	3	3	9	S-9	3	3	4	3	3	3.2
10	S-10	1	1	1	1	2	1.2	10	S-10	2	2	2	2	2	2	10	S-10	3	3	3	3	3	3
11	S-11	2	2	2	3	3	2.4	11	S-11	2	2	3	3	3	2.6	11	S-11	3	3	3	3	3	3
12	S-12	1	1	1	1	2	1.2	12	S-12	1	1	2	1	3	1.6	12	S-12	2	2	3	2	3	2.4
13	S-13	2	2	2	2	2	2	13	S-13	3	3	2	2	2	2.4	13	S-13	3	3	3	2	2	2.6
14	S-14	0	0	0	0	0	0	14	S-14	1	1	2	1	1	1.2	14	S-14	2	2	2	1	1	1.6
15	S-15	2	2	2	2	2	2	15	S-15	2	2	3	2	2	2.2	15	S-15	3	3	3	3	2	2.8
16	S-16	1	1	2	2	2	1.6	16	S-16	2	2	2	3	3	2.4	16	S-16	3	3	3	3	3	3
17	S-17	2	2	2	2	2	2	17	S-17	2	2	3	2	2	2.2	17	S-17	3	3	3	3	3	3
18	S-18	1	1	1	1	1	1	18	S-18	2	2	1	1	1	1.4	18	S-18	3	3	2	2	2	2.4
19	S-19	1	1	1	1	1	1	19	S-19	2	2	1	1	2	1.6	19	S-19	2	2	2	2	3	2.2
20	S-20	1	1	1	1	1	1	20	S-20	2	2	1	2	2	1.8	20	S-20	3	3	2	3	3	2.8
21	S-21	1	1	1	1	1	1	21	S-21	2	2	1	2	2	1.8	21	S-21	3	3	2	3	3	2.8
22	S-22	1	1	1	2	1	1.2	22	S-22	2	2	2	3	2	2.2	22	S-22	3	3	2	3	3	2.8
23	S-23	2	2	3	2	2	2.2	23	S-23	3	3	3	3	2	2.8	23	S-23	4	4	3	3	3	3.4
24	S-24	2	2	2	2	2	2	24	S-24	2	2	3	2	2	2.2	24	S-24	3	3	3	3	3	3
25	S-25	2	2	2	2	2	2	25	S-25	3	3	3	2	2	2.6	25	S-25	4	4	4	3	3	3.6
26	S-26	2	2	2	2	2	2	26	S-26	2	2	2	2	2	2	26	S-26	3	3	2	2	2	2.4
27	S-27	2	2	1	2	1	1.6	27	S-27	2	2	2	3	2	2.2	27	S-27	3	3	3	3	3	3
28	S-28	2	2	3	3	3	2.6	28	S-28	3	3	3	3	3	3	28	S-28	4	4	3	3	3	3.4
29	S-29	1	1	1	2	2	1.4	29	S-29	2	2	2	2	2	2	29	S-29	3	3	2	2	2	2.4
30	S-30	2	2	3	3	3	2.6	30	S-30	3	3	3	3	3	3	30	S-30	4	4	4	3	3	3.6
	Average	1.5	1.6	1.7666666	1.8666666	2.1	1.7666		Average	1.9	1.9	2.1666666	2.2333333	2.3	2.0766666		Average	2.5	2.6	2.7666666	2.8666666	2.9666666	2.7866667

Appendix 13

	CYCLE 1-MEETING 1-CRITERIA								CYCLE 1-MEETING 2-CRITERIA								CYCLE 2-MEETING 1-CRITERIA						
No	Student Code	Enthusiasm	Activeness	Attentive	Participation	Responsibility	Average	No	Student Code	Enthusiasm	Activeness	Attentive	Participation	Responsibility	Average	No	Student Code	Enthusiasm	Activeness	Attentive	Participation	Responsibility	Average
1	S-1	3	3	3	3	1	2.8	1	S-1	3	3	3	3	3	3	1	S-1	4	4	4	3	3	3.6
2	S-2	2	1	3	3	4	2.8	2	S-2	3	3	3	4	4	3.4	2	S-2	4	4	3	4	4	3.8
3	S-3	2	1	3	3	3	2.6	3	S-3	3	3	3	3	3	3	3	S-3	4	4	3	3	3	3.4
4	S-4	2	1	3	3	3	2.6	4	S-4	3	3	3	3	3	3	4	S-4	4	4	3	4	4	3.8
5	S-5	3	3	3	3	3	3	5	S-5	3	3	3	3	4	3.2	5	S-5	4	4	4	3	4	3.8
6	S-6	3	3	3	3	1	2.8	6	S-6	3	3	3	3	3	3	6	S-6	4	4	4	3	3	3.6
7	S-7	3	3	3	3	3	3	7	S-7	4	4	4	3	3	3.6	7	S-7	4	4	4	4	3	3.8
8	S-8	3	3	3	2	3	2.8	8	S-8	3	3	4	3	4	3.4	8	S-8	4	4	4	4	4	4
9	S-9	3	3	4	3	3	3.2	9	S-9	4	4	4	4	3	3.8	9	S-9	4	4	4	4	4	4
10	S-10	3	3	3	3	3	3	10	S-10	3	3	3	3	4	3.2	10	S-10	4	4	3	3	4	3.6
11	S-11	3	3	4	3	3	3.2	11	S-11	4	4	4	3	3	3.6	11	S-11	4	4	4	4	3	3.8
12	S-12	3	3	3	3	4	3.2	12	S-12	4	4	3	3	3	3.4	12	S-12	4	4	4	3	3	3.6
13	S-13	3	3	3	3	3	2.8	13	S-13	4	4	3	3	3	3.4	13	S-13	4	4	4	3	3	3.6
14	S-14	3	3	2	2	3	2.4	14	S-14	3	3	3	3	2	2.8	14	S-14	4	4	3	3	3	3.4
15	S-15	4	4	3	3	3	3.4	15	S-15	4	4	4	3	3	3.6	15	S-15	4	4	4	4	3	3.8
16	S-16	3	3	3	3	3	3	16	S-16	4	4	3	3	3	3.4	16	S-16	4	4	4	3	3	3.6
17	S-17	4	4	3	3	3	3.4	17	S-17	4	4	3	4	3	3.6	17	S-17	4	4	3	4	4	3.8
18	S-18	3	3	3	2	3	2.6	18	S-18	3	3	3	3	3	3	18	S-18	4	4	3	3	3	3.4
19	S-19	3	3	2	3	3	2.8	19	S-19	3	3	3	4	4	3.4	19	S-19	4	4	3	4	4	3.8
20	S-20	4	4	3	3	3	3.4	20	S-20	4	4	4	3	3	3.6	20	S-20	4	4	4	4	3	3.8
21	S-21	4	4	3	3	3	3.4	21	S-21	4	4	4	3	3	3.6	21	S-21	4	4	4	4	3	3.8
22	S-22	3	3	3	3	3	3	22	S-22	4	4	3	3	3	3.4	22	S-22	4	4	4	3	3	3.6
23	S-23	4	4	3	3	4	3.6	23	S-23	4	4	4	3	4	3.8	23	S-23	4	4	4	4	4	4
24	S-24	3	3	3	4	4	3.4	24	S-24	3	3	3	4	4	3.4	24	S-24	4	4	3	4	4	3.8
25	S-25	4	4	4	3	3	3.6	25	S-25	4	4	4	4	3	3.8	25	S-25	4	4	4	4	4	4
26	S-26	3	3	3	3	3	3.2	26	S-26	4	4	3	3	2	3.2	26	S-26	4	4	4	4	3	3.8
27	S-27	4	4	3	3	3	3.4	27	S-27	4	4	4	3	3	3.6	27	S-27	4	4	4	4	3	3.8
28	S-28	4	4	4	3	3	3.6	28	S-28	4	4	4	4	3	3.8	28	S-28	4	4	4	4	4	4
29	S-29	3	3	2	2	3	2.4	29	S-29	3	3	3	2	2	2.6	29	S-29	3	3	3	3	2	2.8
30	S-30	4	4	4	4	3	3.8	30	S-30	4	4	4	4	3	3.8	30	S-30	4	4	4	4	4	4
	Average	3.2	3.2	3.066666667	2.933333333	2.9	3.06		Average	3.566666667	3.566666667	3.4	3.233333333	3.133333333	3.33		Average	3.966666667	3.966666667	3.666667	3.6	3.4	3.72

Appendix 14

Field Note

OBSERVATION FIELD NOTE

Meeting :
Date :

NO.	THE SCORING ITEMS	Comments
1.	The students pay attention to the material given.	
2.	The students are active in answering the questions given.	
3.	The students are active in asking the questions to the teacher related to the material given.	
4.	The students are passive while joining English classroom.	
5.	The students sleep in the class during teaching and learning process.	
6.	The students are chatting with others during the teaching and learning process.	
7.	The students cheat during the test.	
8.	The students have good responses to the material given.	
9.	The students collect the assignments given on time.	
10	English class is being attractive, and interesting.	

Appendix 15

Field Note Cycle 1-Meeting 1

OBSERVATION FIELD NOTE and CHEKLIST

Meeting : 1st

Date : 6 April 2015

NO.	THE SCORING ITEMS	1	2	3	4	Comments
					①	Some students paid attention to the lesson
1.	The students pay attention to the material given.			✓	②	Some students were active in answer the question given
2.	The students are active in answering the questions given.		✓			
3.	The students are active in asking the questions to the teacher related to the material given.		✓			Some students were active in asking the questions
4.	The students are passive while joining English classroom.		✓			Just few of student was passive while joining English classroom.
5.	The students sleep in the class during teaching and learning process.		✓			The students some-time sleep in the class during teaching and learning process.

6.	The students are chatting with others during the teaching and learning process.			✓		Many Students were chatting while doing teaching and learning process.
7.	The students cheat during the test.				✓	Many Students who sat at the back row cheated during the test
8.	The students have good responses to the material given.			✓		Some Students have good Responses to the material given
9.	The students collect the assignments given on time.			✓		Many Students collect the assignment given on time but some were not able to collect in given time
10	English class is being attractive, and interesting.		✓			English is more attractive and interesting.

Observer,

Rustani, S.Pd

NIP:

Researcher,

GirjManik I.

NIM:

Appendix 16

Field Note Cycle 1-Meeting 2

OBSERVATION FIELD NOTE and CHEKLIST

Meeting : 2nd

Date : 18-4-2015

NO.	THE SCORING ITEMS	1	2	3	4	Comments
1.	The students pay attention to the material given.			✓		Some students pay attention to the material given
2.	The students are active in answering the questions given.		✓			In this second meeting only few the students are actively in answering the question given
3.	The students are active in asking the questions to the teacher related to the material given.		✓			Only few student are actively in asking the question
4.	The students are passive while joining English classroom.		✓			The students haven't been active yet while joining the English Class
5.	The students sleep in the class during teaching and learning process.	✓				No one sleep in the class during teaching and learning process

6.	The students are chatting with others during the teaching and learning process.		✓			Only few of Student chat with others
7.	The students cheat during the test.		✓			Some Student cheat during the test, they still have low confident
8.	The students have good responses to the material given.			✓		Some students have good responses to the material given
9.	The students collect the assignments given on time.			✓		Some students collect the assignment in given time
10	English class is being attractive, and interesting.			✓		By using tourism brochure English class is being attractive and interesting

Observer,

Rustani, S.Pd

NIP:

Researcher,

GiriManik I.

NIM:

Appendix 17

Field Note Cycle 1-Meeting 3

OBSERVATION FIELD NOTE and CHEKLIST

Meeting : 3rd

Date : 20-4-16

NO.	THE SCORING ITEMS	1	2	3	4	Comments
1.	The students pay attention to the material given.			✓		The Students paid attention to the material given
2.	The students are active in answering the questions given.			✓		Some of Students actively in answering the questions given
3.	The students are active in asking the questions to the teacher related to the material given.			✓		Some Students are actively in asking the question Class.
4.	The students are passive while joining English classroom.		✓			Only few Students were passive while joining class to the material given.
5.	The students sleep in the class during teaching and learning process.	✓				No one sleep in the Class, they were pays on the material given.

6.	The students are chatting with others during the teaching and learning process.		✓			While teaching and learning process only few Students chatted with ~~abd~~ others during the teaching and learning process
7.	The students cheat during the test.		✓			During the test only few Students cheated during the test
8.	The students have good responses to the material given.			✓		many Students have good Response to the material given
9.	The students collect the assignments given on time.			✓		Some Students collect the assignment on time
10	English class is being attractive, and interesting.			✓		Yes English class is being attractive and interesting

Observer,

Rustani, S.Pd

NIP:

Researcher,

GiriManik I.

NIM:

Appendix 18

Field Note Cycle 2-Meeting 1

OBSERVATION FIELD NOTE and CHEKLIST

Meeting : 1st cl

Date : 25-4-2015

NO.	THE SCORING ITEMS	1	2	3	4	Comments
1.	The students pay attention to the material given.				✓	almost Students paid attention to the material given.
2.	The students are active in answering the questions given.			✓		Some Students - actively answer the questions given
3.	The students are active in asking the questions to the teacher related to the material given.			✓		Students actively in asking the questions to the - teacher.
4.	The students are passive while joining English classroom.		✓			only few of Students were positive - While joining - English Classroom
5.	The students sleep in the class during teaching and learning process.	✓				no one sleep - in the class.

6.	The students are chatting with others during the teaching and learning process.					Some of Students Were chatting with others during the class.
7.	The students cheat during the test.					only Students in the back row cheated during the test
8.	The students have good responses to the material given.					in the teaching and learning process. the Students have good Responses.
9.	The students collect the assignments given on time.					almost Students collect the assignment in given time
10	English class is being attractive, and interesting.					Teaching and learning process by using. Tourism brochures have made English class is being attractive

Observer,

Rustani, S.Pd

NIP:

Researcher,

GiriManik I.

NIM:

Appendix 19

Field Note Cycle 2-Meeting 2

OBSERVATION FIELD NOTE and CHEKLIST

Meeting : 2nd

Date : 27-4-2015

NO.	THE SCORING ITEMS	1	2	3	4	Comments
1.	The students pay attention to the material given.				✓	In the second meeting almost the students paid attention to the material given
2.	The students are active in answering the questions given.			✓		many students were active in answering the question given.
3.	The students are active in asking the questions to the teacher related to the material given.			✓		Some of them were active in asking the questions to the teacher related to the material given.
4.	The students are passive while joining English classroom.	✓				only few of students were passive while joining English classroom. they need to be paid attention by the teacher.
5.	The students sleep in the class during teaching and learning process.	✓				no one sleep in the during teaching and learning process

6.	The students are chatting with others during the teaching and learning process.		✓			The Students lep talk in the teaching and learning process
7.	The students cheat during the test.		✓			during the test just few of Students - Cheated, they sat in the back Row.
8.	The students have good responses to the material given.			✓		in the Second meeting the Students have good responses to the material given.
9.	The students collect the assignments given on time.			✓		They Collected the assignments on - time
10	English class is being attractive, and interesting.			✓		Day by day English class is getting attrative and - interesting

Observer,

Rustani, S.Pd

NIP: 19730912 200604 1012

Researcher,

GiriManik I.

NIM:

Appendix 20

Field Note Cycle 2-Meeting 3

OBSERVATION FIELD NOTE and CHEKLIST

Meeting : 3rd

Date : 2-5-2015

NO.	THE SCORING ITEMS	1	2	3	4	Comments
1.	The students pay attention to the material given.				✓	They pay attention to the material given
2.	The students are active in answering the questions given.				✓	They are more active in answering the questions given.
3.	The students are active in asking the questions to the teacher related to the material given.				✓	They are more active in asking the questions to the teacher related to the material given
4.	The students are passive while joining English classroom.	✓				Most of few students are still passive while joining English classroom
5.	The students sleep in the class during teaching and learning process.	✓				No one sleep in the class during teaching and learning process

6.	The students are chatting with others during the teaching and learning process.	✓				just of few students chat with others during the teaching and learning process.
7.	The students cheat during the test.	✓				They are very confident during the test
8.	The students have good responses to the material given.				✓	They have good Responses to the material given.
9.	The students collect the assignments given on time.			✓		The collect the assignments on time
10	English class is being attractive, and interesting.				✓	English class is very attractive and interesting

Observer,

Rustani, S.Pd

NIP: 19780912 200604 1012

Researcher,

GitiManik I.

NIM:

Appendix 21

Pre-Test

Name :

Number :

Class :

A. Fill in the blanks with the words in the box.

Located	Visitor(s)	Hospitality	Beauty
Built	Diverse	Enchanting	
Renowned	Unrivaled		Beautiful
Created	Contain	Oldest	

1. The local people of Bali will always greet you with joy and full of **(_____).**
2. Borobudur was **(_____)** by King Samaratunggadewa, one of the kings of Ancient Mataram Kingdom, the descendant of Wangsa Syailendra.
3. Not only the charm of historical relics, the largest archipelago in Indonesia is also radiates the **(_____)** natural and cultural landscape.

4. The combination of friendly, hospitable people, and spectacular beaches with great surfing and diving have made Bali Indonesia's (_____) number one tourist destination.
5. The (_____) can enjoy the panorama of Slamet mountain, Gumiwang waterfall, three hot spring showers, seven hot spring showers.
6. The great mosque of Demak is the (_____) mosque in Java functioning as the landmark of Demak regency.

B. Find the meaning in Indonesian language.

No.	Word	Meaning
7.	Hospitality	
8.	Visitors	
9.	Crafts	
10.	Island	
11.	Enchanting	
12.	Renowned	
13.	Build	
14.	Wisdom	
15.	Friendliness	
16.	Interesting	
17.	Challenge	
18.	Offer	
19.	Preserve	
20.	Swimming	

21.	Sculptured	
22.	Woodcarving	
23.	Heritage	
24.	Attraction	
25.	Church	
26.	Massage	

Appendix 22

$\frac{7}{26} \times 100 = 26,92$

PRE-TEST

Name : Devi Ajeng W.
Number : 08
Class : XI IPA 2.

A. Fill in the blanks with the words in the box.

Located	Visitor(s)	Hospitality	Beauty
Built	Diverse	Enchanting	
Renowned	Unrivaled		Beautiful
Created	Contain	Oldest	

1. The local people of Bali will always greet you with joy and full of (Beauty).
2. Borobudur was (Located) by King Samaratunggadewa, one of the kings of Ancient Mataram Kingdom, the descendant of Wangsa Syailendra.
3. Not only the charm of historical relics, the largest archipelago in Indonesia is also radiates the (Diverse) natural and cultural landscape.
4. The combination of friendly, hospitable people, and spectacular beaches with great surfing and diving have made Bali Indonesia's (Oldest) number one tourist destination.
5. The (Visitor (s)) can enjoy the panorama of Slamet mountain, Gumiwang waterfall, three hot spring showers, seven hot spring showers.

6. The great mosque of Demak is the (Beautiful) mosque in Java functioning as the landmark of Demak regency.

B. Find the meaning in Indonesian language.

No.	Word	Meaning
1.	Hospitality	Rumah Sakit
2.	Visitors	Pengunjung
3.	Crafts	Kerajinan (seni)
4.	Island	Pulau
5.	Enchanting	
6.	Renowned	
7.	Build	Tubuh
8.	Wisdom	Kerajaan
9.	Friendliness	Menggagumkan
10.	Interesting	Kemampuan
11.	Challenge	Tantangan
12.	Offer	Kebanyakan
13.	Preserve	
14.	Swimming	Renang
15.	Sculptured	Kebudayaan
16.	Woodcarving	
17.	Heritage	
18.	Attraction	Pertunjukan
19.	Church	
20.	Massage	Pesan

Appendix 23

Cycle Test 1

CYCLE 1 TEST

Date: **Name :**
Number :
Class :

1. Culture :
2. Pilgrimage :
3. Largest :
4. Dome :
5. Valuable :
6. Defensive :
7. Journey :
8. Voyage :
9. Lush :
10. Consist :
11. Railway :
12. Transport :
13. Attractive :
14. Ancient :
15. Municipality :
16. Culinary :
17. Occupy :
18. Equipped :
19. Chamber :
20. Exist :

Appendix 24

$\frac{14}{20} \times 100 = 70$

CYCLE 1 TEST

Date: 20-4-2015

Name : Devi Ayeng W
Number : 08
Class : XI IPA 2.

1. Culture : Budaya
2. Pilgrimage : Ziarah
3. Largest : Terbesar
4. Dome : Kubah
5. Valuable :
6. Defensive :
7. Journey : Perjalanan
8. Voyage : Perjalanan
9. Lush : Subur
10. Consist : Konsisten
11. Railway : Rel kereta api
12. Transport : Kendaraan
13. Attractive : menarik
14. Ancient : kuno
15. Municipality : kota madya
16. Culinary : makanan
17. Occupy : menempati
18. Equipped : memperlengkapi
19. Chamber : kamar
20. Exist : adalah

Appendix 25

Cycle Test 2

CYCLE 2 TEST

Date:

Name :
Number :
Class :

1. Temple :
2. Massage :
3. Adorn :
4. Sophisticated :
5. Sprinkle :
6. Retreat :
7. Expansion :
8. Wealth :
9. Renowned :
10. Unrivaled :
11. Tray :
12. Sculptured :
13. Woodcarving :
14. Diving :
15. Snorkeling :
16. Landscape :
17. Accessible :
18. Hospitable :
19. Involve :
20. Coastline :

Appendix 26

$\frac{17}{20} \times 100 = 85$

CYCLE 2 TEST

Date: 2-5-2015

Name : Devi Ajeng Wahyuni
Number : 08
Class : XI IPA 2.

1. Temple : Candi
2. Massage : Pesan
3. Adorn : Menghiasi
4. Sophisticated : Canggih
5. Sprinkle : Menaburkan
6. Retreat : Mundur/jaga
7. Expansion : Perluasan
8. Wealth : Kaya
9. Renowned : Terkenal
10. Unrivaled : Tak
11. Tray : Nampan
12. Sculptured : Ukir batu pahat
13. Woodcarving : Seni ukiran kayu
14. Diving : menyelam
15. Snorkeling : berenang dengan alat.
16. Landscape : pemandangan
17. Accessible : Dapat ~~diperoleh~~/diperoleh
18. Hospitable : Ramah
19. Involve : Terlibat
20. Coastline : Garis pantai

Appendix 27

Post Test

Name :
Number :
Class :

A. Fill in the blanks with the words in the box.

Located	Visitor(s)		Hospitality	Beauty
	Built	Diverse	Enchanting	
Renowned		Unrivaled		Beautiful
Created		Contain	Oldest	

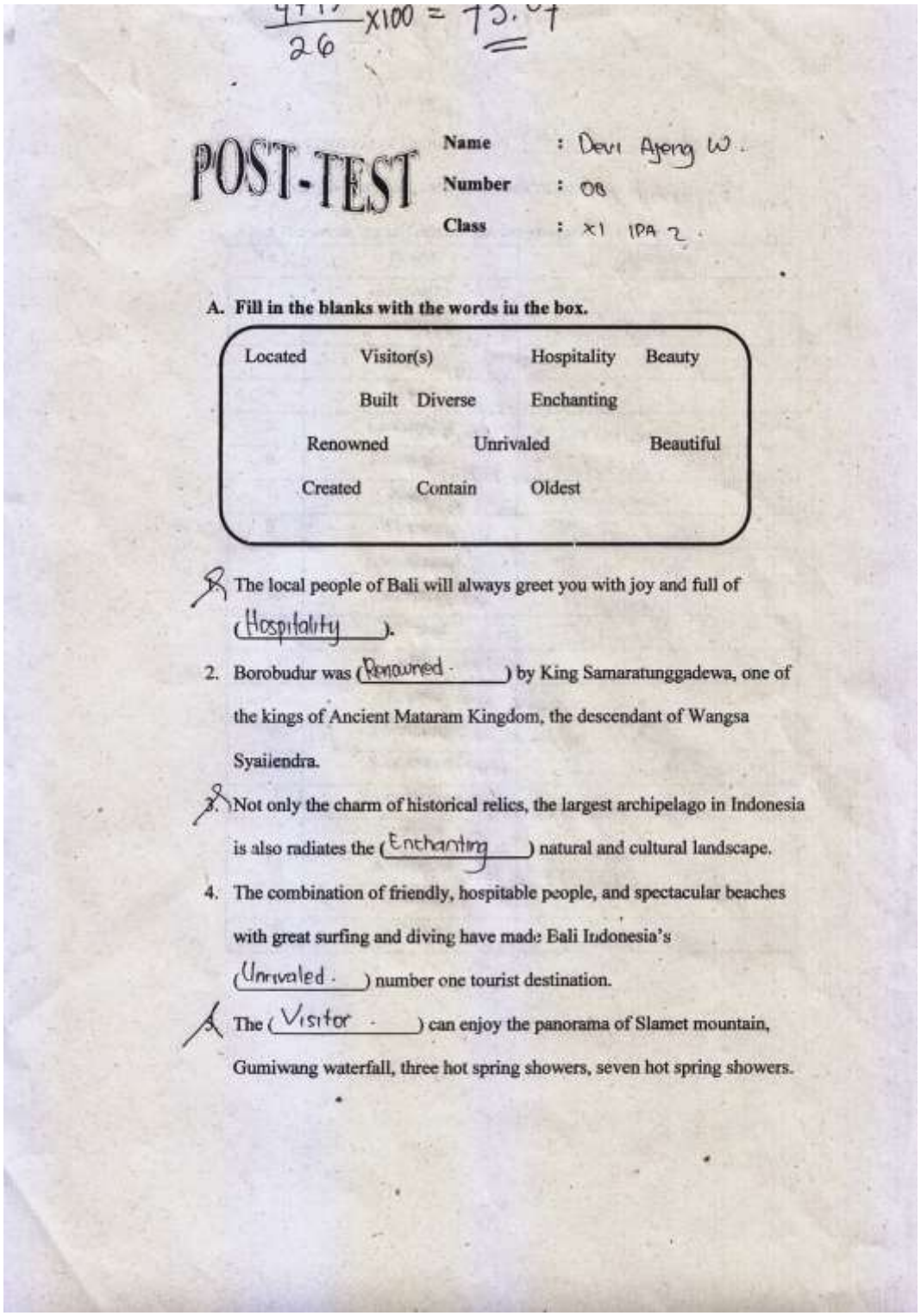
1. The local people of Bali will always greet you with joy and full of **(_____).**
2. Borobudur was **(_____)** by King Samaratunggadewa, one of the kings of Ancient Mataram Kingdom, the descendant of Wangsa Syailendra.
3. Not only the charm of historical relics, the largest archipelago in Indonesia is also radiates the **(_____)** natural and cultural landscape.
4. The combination of friendly, hospitable people, and spectacular beaches with great surfing and diving have made Bali Indonesia's (_____) number one tourist destination.
5. The (_____) can enjoy the panorama of Slamet mountain, Gumiwang waterfall, three hot spring showers, seven hot spring showers.

6. The great mosque of Demak is the (_____) mosque in Java functioning as the landmark of Demak regency.

B. Find the meaning in Indonesian language.

No.	Word	Meaning
1.	Hospitality	
2.	Visitors	
3.	Crafts	
4.	Island	
5.	Enchanting	
6.	Renowned	
7.	Build	
8.	Wisdom	
9.	Friendliness	
10.	Interesting	
11.	Challenge	
12.	Offer	
13.	Preserve	
14.	Swimming	
15.	Sculptured	
16.	Woodcarving	
17.	Heritage	
18.	Attraction	
19.	Church	
20.	Massage	

Appendix 28



$\frac{}{26} \times 100 = 73.07$

POST-TEST

Name : Devi Ayong W.
Number : 08
Class : XI IPA 2

A. Fill in the blanks with the words iu the box.

Located	Visitor(s)		Hospitality	Beauty
	Built	Diverse	Enchanting	
Renowned		Unrivaled		Beautiful
Created	Contain		Oldest	

1. The local people of Bali will always greet you with joy and full of (Hospitality).
2. Borobudur was (Renowned) by King Samaratunggadewa, one of the kings of Ancient Mataram Kingdom, the descendant of Wangsa Syailendra.
3. Not only the charm of historical relics, the largest archipelago in Indonesia is also radiates the (Enchanting) natural and cultural landscape.
4. The combination of friendly, hospitable people, and spectacular beaches with great surfing and diving have made Bali Indonesia's (Unrivaled) number one tourist destination.
5. The (Visitor) can enjoy the panorama of Slamet mountain, Gumiwang waterfall, three hot spring showers, seven hot spring showers.

Appendix 29

EXERCISE GROUP

Date/Meeting: 06 April 2015

Group Members:
1. Argatha Merida.P.
2. Lisa Ayu Wardani
3. Nurul Wulandari
4. Oen Ninda Tria Pongky
5. Ummul Khdhiyanti Y

I. Write down the unfamiliar words

1. Scattered
2. Enchantment
3. Solemn
4. Sophisticated
5. Adorned
6. Boasts
7. Artisans
8. grew
9. Sprinkled
10. Glutinous
11. Incense

II. Find the meaning of the words below.

1. Heavenly (Adj) surgawi
2. Scattered ~~(V)~~ (adj) Menyebar
3. Adorn (V) Menghiasi
4. Rainbow (N) pelangi
5. Shades (N) naungan
6. Sophisticated (Adj) dibuat - buat
7. Extremely (Adv) menantang
8. Throughout (Adv) sepanjang - hari
9. Sprinkle (V) Penetasan
10. Prepare (V) persiapan

III. Complete the word chart below.

Present Verb	Past Verb	Participle Verb
know	Knew	known
Grow	Growed	Grow
suffuse	~~suffat~~ suffused	Suffused
Work	Worked	wrought
Burn	Burned	Burned
Develop	Developed	Developed

IV. Find the synonym of the words below.

1. Renowned (adj) famous
2. Beautiful (adj) fine
3. Wealth (N) rich
4. Suffuse (V) folded
5. Boast (V) conceited.

V. Re-write the new words and their correct meaning in the following table.

No.	Unfamiliar Word(s)	Meaning
1.	Scattered	Berserak / menyebar
2.	Enchantment	Mempesona
3.	Solemn	khusuk
4.	Sophisticated.	
5	Adorned	Menghiasi
6	Boasts	Membanggakan
7	Artisans	Pekerja keras
8	grew	
9	Sprinkled	Penetesan
10	glutinous	Melekat
11	Incense	kemenyan / dupa
12		
13		
14		
15.		

Appendix 30

The Computation of Whole Score

No	Students' Code	Pre Test	%	Cycle 1	%	Cycle 2	%	Post Test	%
1	S-1	10	38.4615	17	85	20	100	23	88.46154
2	S-2	8	30.7692	16	80	16	80	22	84.61538
3	S-3	10	38.4615	15	75	16	80	21	80.76923
4	S-4	5	19.2308	14	70	15	75	23	88.46154
5	S-5	8	30.7692	17	85	20	100	22	84.61538
6	S-6	9	34.6154	16	80	20	100	24	92.30769
7	S-7	11	42.3077	17	85	18	90	22	84.61538
8	S-8	7	26.9231	14	70	17	85	19	73.07692
9	S-9	11	42.3077	16	80	17	85	23	88.46154
10	S-10	7	26.9231	16	80	18	90	21	80.76923
11	S-11	7	26.9231	18	90	16	80	22	84.61538
12	S-12	8	30.7692	14	70	16	80	22	84.61538
13	S-13	6	23.0769	16	80	19	95	22	84.61538
14	S-14	11	42.3077	16	80	18	90	22	84.61538
15	S-15	11	42.3077	17	85	14	70	23	88.46154
16	S-16	9	34.6154	15	75	15	75	19	73.07692
17	S-17	5	19.2308	17	85	15	75	21	80.76923
18	S-18	7	26.9231	15	75	17	85	22	84.61538
19	S-19	7	26.9231	15	75	18	90	22	84.61538
20	S-20	4	15.3846	14	70	14	70	22	84.61538
21	S-21	11	42.3077	14	70	14	70	22	84.61538
22	S-22	7	26.9231	15	75	19	95	24	92.30769
23	S-23	11	42.3077	18	90	20	100	23	88.46154
24	S-24	6	23.0769	17	85	17	85	19	73.07692
25	S-25	3	11.5385	16	80	13	65	23	88.46154
26	S-26	5	19.2308	18	90	12	60	22	84.61538
27	S-27	9	34.6154	17	85	20	100	21	80.76923
28	S-28	9	34.6154	18	90	16	80	21	80.76923
29	S-29	10	38.4615	16	80	20	100	23	88.46154
30	S-30	14	53.8462	18	90	20	100	23	88.46154
	Total		946.154		2410		2550		2530.769
The Average			31.5385		80.3333		85		84.35897

Appendix 31

Documentations
Photos of Classroom Action Research