



**THE USE OF PICTURE DICTIONARY TO IMPROVE
ELEMENTARY SCHOOL STUDENTS' READING
SKILL**

**(An Action Research of the Fifth Grade Students of SD N 2 Gempolsewu
in the Academic Year of 2010/2011)**

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

by

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THE USE OF PICTURE DICTIONARY TO IMPROVE ELEMENTARY SCHOOL STUDENTS' READING SKILL

(An Action Research of the Fifth Grade Students of SD N 2 Gempolsewu in the Academic Year of 2010/2011)

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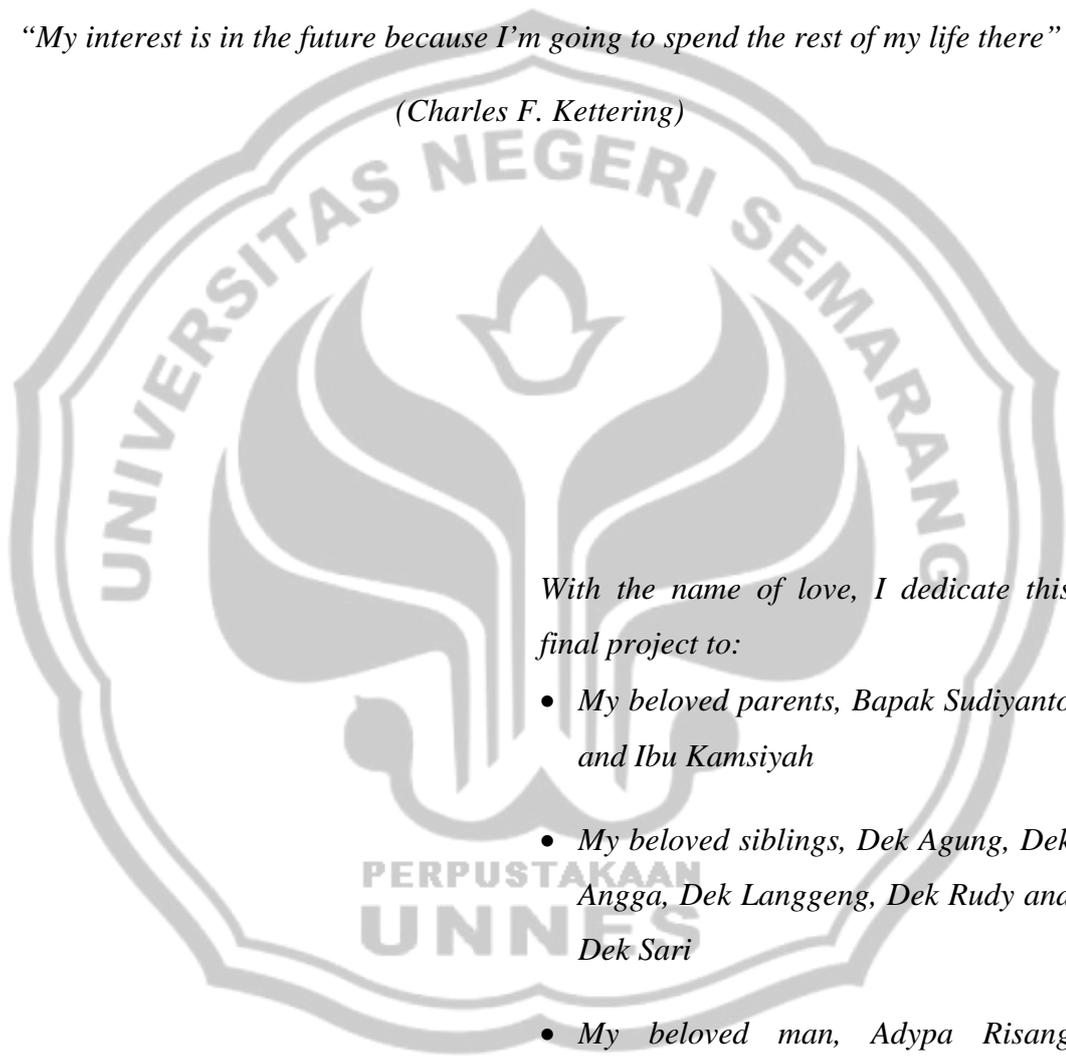
Motto and Dedication

“Genius is the capacity to see ten things where the ordinary man sees one.”

(Ezra Pound)

“My interest is in the future because I’m going to spend the rest of my life there”

(Charles F. Kettering)



With the name of love, I dedicate this final project to:

- *My beloved parents, Bapak Sudyanto and Ibu Kamsiyah*
- *My beloved siblings, Dek Agung, Dek Angga, Dek Langgeng, Dek Rudy and Dek Sari*
- *My beloved man, Adypa Risang Kurniawan, S.H and his family*

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ABSTRACT

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Keywords: Picture Dictionary, Elementary School Students, Reading Skill.

This study was aimed to find out how well picture dictionary gave contribution in teaching reading for the fifth grade of elementary school students and to find out how the students' improvement after using picture dictionary. An action research was conducted to achieve the objectives of the study.

The subject of the study was the 40 fifth graders of SD N 2 Gempolsewu, Kab. Kendal, in the academic year of 2010/2011. Two cycles were conducted in this action research and each cycle consisted of three meetings. Thus, there were six meetings during the action research. Pre-test was conducted in the first meeting. Picture dictionary was applied in the second and fourth meeting as the treatments with the different topic. The assessment was given at the end of each treatment, while the post-test was conducted in the last meeting. In addition, the writer used questionnaires filled by the students to get their responses in using picture dictionary media in learning reading.

The result of this study shows that picture dictionary gives a good contribution in teaching reading. Moreover, the students' understanding of learning reading are improve after they were given the treatments. In details, the result of the pre-test (58.725), assessment in cycle 1 (64.25), assessment in cycle 2 (77.25) and post-test (83). Then, Based on the questionnaire result, the students' responses during the lesson are very good. It means that the students are easily motivated in learning reading using picture dictionary.

Based on the result of the study, the writer concluded that the use of picture dictionary in teaching reading gave a good contribution to the students' ability in reading. Knowing the result, the writer suggested that picture dictionary can be an alternative media for teachers in teaching reading.

TABLE OF CONTENTS

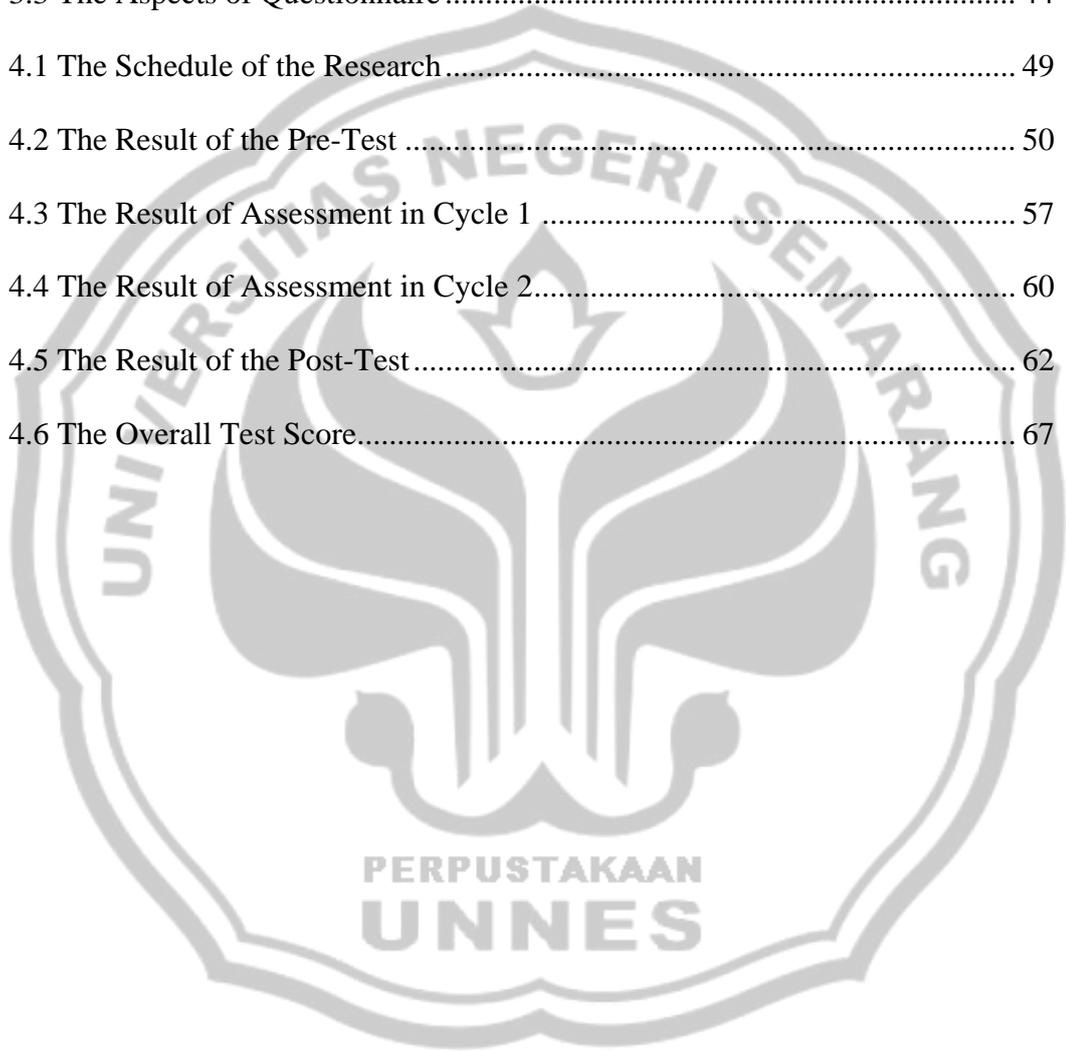
	Page
Acknowledgements	v
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures	xii
List of Diagrams.....	xiii
List of Appendices	xiv
Chapter	
1. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reason for Choosing the Topic	5
1.3 Statements of the Problem	6
1.4 Objectives of the Study.....	7
1.5 Significance of the Study.....	7
1.6 Outline of the Study.....	8
2. REVIEW OF RELATED LITERATURE.....	10
2.1 Review of the Previous Study	10
2.2 General Concept of Media.....	12
2.2.1 Definition of media.....	12
2.2.2 Clasification of Media	14
2.2.3.The Function of Media	16

2.3	General Concept of Picture Dictionary	18
2.3.1	Definition of Picture Dictionary	18
2.3.2	The Function of Picture Dictionary in Language Teaching	19
2.4	General Concept of Reading.....	21
2.4.1	Definition of Reading	21
2.5	English at Elementary School.....	22
2.6	Children as Language Learners	24
2.7	Action Research.....	26
2.7.1	Definitions of Action Research	27
2.7.2	Aims of Conducting Action Research	28
2.7.3	Characteristics of Action Research	29
2.7.4	Benefits of Conducting Action Research	29
2.7.5	The Steps of Action Research	30
3.	METHODS OF INVESTIGATION.....	33
3.1	Subject of the Study	33
3.2	Research Design	34
3.2.1	Cycle 1	35
3.2.2	Cycle 2	38
3.3	Instrument of the Study	41
3.3.1	Tests	41
3.3.2	Questionnaire	42
3.3.3	Observation Sheets	45
3.4	Method of Analyzing Data	45

3.5	Criterion of the Assessment	47
4.	DATA ANALYSIS	48
4.1	Result of the Research.....	48
4.1.1	Analysis of cycle 1 & 2	49
4.1.1.1	<i>Analysis of Pre-Test</i>	49
4.1.1.2	<i>Analysis of Treatments</i>	52
4.1.1.3	<i>Analysis of Assessments</i>	57
4.1.1.4	<i>Analysis of post-test</i>	62
4.1.2	Analysis of Questionnaire.....	65
4.2	Improvement of the Students' Reading Skill	67
5.	CONCLUSIONS AND SUGGESTIONS	71
5.1	Conclusions	71
5.2	Suggestions	72
	Bibliography	74
	Appendices	76

LIST OF TABLES

Table	Page
3.1 The Score Range	43
3.2 Classification of Questionnaire Result.....	44
3.3 The Aspects of Questionnaire	44
4.1 The Schedule of the Research.....	49
4.2 The Result of the Pre-Test	50
4.3 The Result of Assessment in Cycle 1	57
4.4 The Result of Assessment in Cycle 2.....	60
4.5 The Result of the Post-Test.....	62
4.6 The Overall Test Score.....	67



LIST OF FIGURES

Figure	Page
2.1 The steps of action research by Kemmis as quoted by McNiff (1988:27)....	31



LIST OF DIAGRAMS

Diagram	Page
4.1 Improvement of Students' Reading Skill	68



LIST OF APPENDICES

Appendix	Page
1. The Names of the Subject of Study	77
2. Pre-Test and Post-Test	78
3. Answer Key of Pre-Test and Post-Test	82
4. Lesson Plan of Cycle 1	83
5. Assesment 1	88
6. Answer Key of Assesment 1	89
7. Lesson Plan of Cycle 2	90
8. Assesment 2	95
9. Answer Key of Assesment 2	96
10. Questionnaire	97
11. The Score Analysis of First Questionnaire	98
12. The Score Analysis of Second Questionnaire	100
13. Observation Sheets	102

PERPUSTAKAAN
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CHAPTER I

INTRODUCTION

This chapter describes background of the study, reasons for choosing the topics, statements of the problem, objectives of the study, significance of the study, and outline of the study. In details, they will be explained as follows:

1.1 Background of the Study

English is an international language which is used by a lot of people all over the world to communicate among nations either in spoken or written interaction. As English is very important as a means of communication, the interest in learning English grows very rapidly from time to time. A lot of people learn English because they have their own motivation that depends on their needs, interest and sense values.

Seeing that English is an international language, our government has stipulated English becomes the first foreign language in Indonesia. Now days, we can see that English is not only taught in Junior High School, Senior High School and University but also in Elementary School as a local content.

According to the School Based Curriculum of Elementary School 2006, the purposes of teaching English in elementary school are: (1) to improve students' communicative competence in oral communication accompanying action in the context of school; (2) to grow the awareness of the reality and important of

English: (3) to improve the nation competition in global society. Usually, English has been taught in grade IV to VI, but some elementary schools hold it from grade I to VI.

Teaching the fifth grade students of elementary school means teaching children whose ages are generally between 10 to 11 years old. They are categorized as beginners or young learners. Teaching English to elementary school students means that teacher introduces English as a new lesson. The aim of teaching English in elementary school is to motivate them to be ready in learning English at the next level of education.

Teaching English to young learners is not the same as teaching English to adults. It is more difficult. They have different characteristics and attention. Children can not concentrate too long to something that requires knowledge of language. Their worlds are games. The way they behave, the way they think and learn. It is in line with Harmer's statement:

Young children especially those up to the ages of nine / ten learn differently from older children, adolescent and adult. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (2001 : 38).

According to the statement above, the writer concludes that teaching young children should be different from adults. Young children are easily get bored, playing more than paying attention to the lesson. In order to make English teaching successful, teachers must have interesting technique and method in teaching, so the children will enjoy in learning English.

Based on the School-based Curriculum of Elementary School 2006, the four English aspects such as listening, speaking, reading and writing must be taught in elementary school. In reality, the elementary school students especially the fifth grade students get some problems in those aspects, specially in reading. Teaching reading to the students of elementary school is not an easy job for the teacher. The students tend to use their own ways of reading. They read sentence by sentence to understand the meaning of a text. They also have to memorize the English roles and a lot of vocabulary items. However, reading in English as a foreign language is not the same as reading in the students' mother tongue, either Javanese or Indonesian. It makes the students encounter difficulties in vocabulary, structure, pronunciation, etc. Those difficulties sometimes bored them to read. Therefore, reading should be enjoyable; otherwise, the exercise would not be worth teaching. The teacher, furthermore, also rarely use teaching media. Therefore, some students did not have great interest in reading. By seeing these problems, we should find other strategies in teaching reading. We can use game, media, or other new methods. In this case, the writer thinks that using media is a good idea to help the teachers in teaching reading.

It is no doubt that the important factor in teaching learning process is teacher, besides students' interest, motivation, and the book used. Teachers have big responsibility to transfer their knowledge and skill to the student, guide them in developing their mind, and educate them on how to absorb, to analyze, and to expand their individual knowledge and skill. They are expected to be able to make the students motivated to learn English happily. Teachers have to modify the way

they teach. They can use a method in conducting materials by using the media in order to attract students' attention and interest.

In order to make the teaching successful, teachers must have enjoyable technique and method in teaching. It is very common to sense that an enjoyable activity will be memorable for the students. They will have a sense of achievement that will develop motivation for further learning.

There are many methods and techniques to make English learning process enjoyable and interesting. One of them is using media such as game, picture, cards, song, video, film, etc.

One of the media functions is to increase students' motivation. By using teaching media during the teaching-learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material the teacher presents.

Webster (1993: 664) states that "teaching aids are many varieties of devices and materials, which rely on the sense of sight to inform". Without method or technique appropriate to the students' level, they may feel bored and not interested in following the lesson and the result will not be satisfactory.

The writer strongly agrees that teaching media plays an important role in teaching English, especially in teaching reading. In this research, as there are many aids offered, the writer focuses on the use picture dictionary to improve elementary school students' reading skill. Picture dictionary is one of the visual aids that can be used in teaching learning. Harmer (2001:134) states that "teachers have always used pictures or graphics, whether drawn, taken from books, newspaper and magazine or photograph to facilitate their teaching and learning

process.” The writer assumes that picture dictionary is a wonderful teaching aid. In teaching reading, picture dictionary is intended to help the teacher to gain the students’ interest and involve them in learning process.

For the reasons of practicality and ease in production, the writer wants to conduct an action research on the use of picture dictionary to improve the participants’ reading skill. The writer’s consideration is supported by the statement of Finochiaro and Bonomo which says “ the students understand and retain the meaning of word better when they have been show or have touched some objects associated with it (Finochiaro and Bonomo, 1973 : 163).

Based on the explanation above, the writer thinks that picture dictionary media can be used to improve reading skill because it is representative, playful, helpful, fun, and imaginative enough to teach reading. Through picture dictionary students can be shown places, people, and things. Children in the class will be more interested and enthusiastic to give attention in the teaching learning process. It is easier for them to understand, memorize and remember the lesson because the students see the object drawn directly.

1.2 Reasons for Choosing the Topics

There are two reasons why the writer chooses the topic picture dictionary to improve elementary school students’ reading skill are:

- (1) Children’s world is enjoyable-activity-oriented. If English is taught interestingly, it will arouse their motivation in learning English.

- (2) Teaching English to young learners is not an easy job for the teacher. Students usually get bored in learning foreign language because of the conventional method used by the teacher. The teachers need to use some techniques and method in order to make an interesting teaching-learning activity. One of them is using picture dictionary.
- (3) Many teachers may think that using media in teaching reading is not widely available, expensive, and waste much time.
- (4) The writer wants to make Elementary School students interested in studying reading by using picture dictionary.

This research is expected to make the teaching-learning process more effective and efficient by using picture dictionary.

1.3 Statements of the Problem

Selecting research problem is one important consideration for any researcher should take. In order to get the expected result, the writer limits the discussion of this final project in the form of question as follows:

- (1) How well does picture dictionary give contribution in teaching reading for the fifth grade students of SD N 2 Gempolsewu in the academic year of 2010/ 2011?
- (2) How does picture dictionary improve the reading skill for fifth grade students of SD N 2 Gempolsewu in the academic year of 2010/ 2011?

1.4 Objectives of the Study

The objectives of this study is stated as follows:

- (1) To find out how well picture dictionary give contribution in teaching reading for the fifth grade students of SD N 2 Gempolsek in the academic year of 2010/ 2011.
- (3) To describe picture dictionary improve the fifth grade students of SD N 2 Gempolsek in the academic year of 2010/ 2011 in reading skill.

1.5 Significance of the Study

The result of the research is expected to give contribution toward the process of teaching and learning English in elementary school students.

a) The students

Learning English by using picture dictionary can improve their understanding in English words. The students can be motivated in learning English especially in reading because they get interesting material. They will not feel bored in learning reading and it is easy to understand.

b) The teacher

It will give the teacher better insight that using picture dictionary is also worth effort in teaching reading. Hopefully, this research will help the teachers to improve their methods in teaching learning process in the classroom, so the problems which students and teachers find in teaching learning process can be minimalized. Teachers can use the picture

dictionary as an alternative media in teaching English reading of the fifth grade of Elementary School Students.

c) The writer

It is expected that the result of the research will be useful input for the writer to improve the knowledge about how to teach English particularly reading attractively.

1.6 Outline of the Study

This final project consists of five chapters. Each chapter explains different matters in line with the discussed topic.

Chapter one presents the introduction which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the report.

Chapter two explains review of related literature which consists of review of the previous study, the general concept of media, definition of media, classification of media, the function of media, the general concept of picture dictionary, definition of picture dictionary, the function of picture dictionary in language teaching, general concept of reading, definition of reading, reading purpose, English at elementary school, children as language learners, and the action research.

Chapter three discusses the method of investigation which consists of subject of the study, research design, instrument of the study, method of analyzing data and criterion of the assessment.

Chapter four deals with data analysis which consists of result of the research, analyzing of cycle 1, cycle 2, analysis of questionnaire, and last the improvement of the students' reading skill.

In chapter five, the last chapter, the writer ends the study with the conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some theories that support this study. The writer took some of theories related to the topic from many sources. This chapter includes review of the previous study, general concept of media, general concept of picture dictionary, general concept of reading, English at elementary school, children as language learners and action research.

2.1 Review of the Previous Study

There have been number of studies conducted similar topic. One of them was conducted by Istiana (2010). She entitled her research with; The Effectiveness of Using a Picture Dictionary CD Based on Context Clues to Improve Students' Vocabulary (The Case of the Fifth Graders of SD N Bendan 01 Semarang in the Academic Year of 2010/2011). This research focused on how to improve students' vocabulary of the fifth grade students. It was aimed at finding out the extent of the students' achievement in vocabulary mastery at SDN Bendan 01 Semarang by the use of a Picture Dictionary CD. It was expected that the result of the study can give contributions to teachers in enriching the teachers' strategy in teaching vocabulary. Moreover, this study may give an experience for the students in learning English vocabulary using a Picture Dictionary CD.

The research method was an experimental research. The population of the study was the fifth grade students of SD Negeri Bendan 01 Semarang in the academic year of 2010/2011. The number of population was 38 students for the experimental group who taught by using a Picture Dictionary CD and 38 students for the control group who were taught by using Grammar Translation Method (without picture dictionary). The students' vocabulary improvement was measured by pre-test and post-test. The treatment which was applied by using picture dictionary CD was only for experimental group.

The results showed that there was a significant difference of students' improvement in vocabulary between the students who were taught by using picture dictionary CD and those who were taught by using Grammar-Translation Method.

Another previous study was conducted by Kardinah (2008) entitled; The Use of Picture Dictionary in Teaching Vocabulary to Elementary School (The Case of the Fifth Graders of SD N 01 Sekaran Gunungpati Semarang in the Academic Year of 2007/2008). The objective of her study was to find out whether there was any significant difference between the students who were taught by using visual dictionary and those who were taught by using conventional technique. Conventional technique is the way a teacher gave the materials by reading and then students listened to the teacher carefully. The population of the study was the fifth grade students of SD N 01 Sekaran Gunungpati Semarang in the academic year of 2007/2008. The number of the population was 44 students classified into two classes, 22 students in the experimental group were taught by

using visual dictionary, and 22 students in the control group were taught by using conventional way (without visual dictionary). In conducting her research, she used profession and transportation as the topic of her research.

The research design used was the true-experimental design using pre test-post test technique. The hypothesis for the problem was that the use of visual dictionary improved students' vocabulary of the fifth grade students of elementary school students was tested with t-test.

The results showed that there was a significant difference of students' achievement in vocabulary between those who were taught by using visual dictionary and those who were taught by using conventional method.

2.2 General Concept of Media

Media is very important in teaching and learning process to help students understand the lesson efficiently. It can attract the students' attention and interest in attending the class. The use of media can facilitate the teachers and the students to reach the goals of the study. Teachers will make their teaching more attractive and successful if they use it in explaining the materials.

2.2.1 Definition of Media

Media can be interpreted as any substances which play an important role in teaching and learning process. They help students master the material more interestingly, through media students can see things, people, and places that are

far from their own experiences. They can support and explain the presentation of the materials. They can also motivate the students in joining the class. In addition, teaching learning process will not be monotonous, inactive, bored because of the using of media.

Media are tools or physical things used by the teacher to facilitate the instructions stated by Brown (1983: 23). The use of many kinds of media is needed to achieve the purpose of teaching and learning process. According to Harmer (2001: 134) as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity. Hence, teacher should provide various aids to support the material given.

Another definition defined by Murcia (2001:461), “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.” Media is important in teaching and learning English. On the one hand, media help the teacher to deliver the material being taught easier and more expressive. On the other hand, the students can understand the material easily. Moreover, media is a good way to engage the students in learning English. Pictures, photo, games, songs and films are the most popular visual aids being used since those media are easy to be found.

Based on the statements above, the writer assumes that media are materials that are relevant with the lesson used by the teacher as facilitators to deliver knowledge and support the presentation of material so the students will get the purpose of the study easily.

2.2.2 Classification of Media

In teaching learning process, media is very important. Media helps teacher in delivering and explaining materials easier and clearer. Besides, the media helps the teacher in establishing a good atmosphere in the classroom. So, it is not enough if the teachers only explain the material in old ways method without using media. They can make the media by themselves, buy in the bookstore or use materials surrounding that are relevant to the lesson.

The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process, according to Gerlach and Ely (1980: 247-249) in Megayanti (2010), there are six types of media, they are:

(1) Still Picture

A still picture is a record or a copy of a real object or event which may be larger or smaller than the object or event it represents.

(2) Audio recording

Recording is made on magnetic tape, on discs, or on motion picture sound tracks. Sounds are genuine and are presented in the sequence in which they actually happened unless the recording is edited. Obviously, one of the most

important types of audio recording is verbal material. Audio recording may be used by individuals or played directly to an audience or over radio or a central sound system.

(3) Motion picture/ video tape recording

A motion picture or video tape recording is a moving image in color or black and white produced from live action or from graphic representation. Objects or events may be in normal motion, in slow motion, time-elapse or stop motion.

(4) Television

Television can be originate from a variety sources and can be distributed in many ways, but the signal eventually is displayed by a television receiver.

(5) Real things, simulation, and models

Real things, as contrasted with other media are not substitutes for the actual object or event. Simulation is the replication of real situation which has been designed to be as near the actual event or process as possible. A model is a replica or representation of reality.

(6) Programmed and computer-assisted instruction

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

Adding the classification, Harmer (2001:134-145) explains that “there are six categories of teaching media.” They are: (1) pictures and images, pictures can be in the form of flashcards, large wall pictures, photographs, or illustrations; (2) the

overhead projectors (OHPs), OHPs allow the teacher to prepare visual or demonstration material; (3) the board, white board can be used as a note pad, explanation aid, picture frame, public workbook, game board, and notice board; (4) bits and pieces, bits and pieces deals with realia, language cards, and cuisenaire rods; (5) the language laboratory; (6) computers, computers can be used as reference and teaching program.

Media are very useful for teacher to achieve instructional goals of the teaching learning process. Not all of media can be applied in the classroom, the teacher has to select for choosing the appropriate media that related to the learning process.

Based on the description above, in choosing and using media for language teaching, the writer has to consider some reasons such as; the age of the students, the types of media, the cost and the function of the material. For the reason above the writer will use one of the media that is picture, in this case is picture dictionary.

2.2.3 The Function of Media

There are many functions of media in the learning and teaching process. Based on Murcia's statement (2001: 461), media help teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context.

Murcia (2001: 461) also states that the rationale for using media in the language classroom, they are: (1) media serve as an important motivator in the language teaching process; (2) media create a contextualized situation within which language items are presented and practiced; (3) media materials can lend authenticity to the classroom situation, reinforcing for the students the direct relation between the language classroom and the outside world; (4) media provide us with a way of addressing the needs of both visual and auditory learners; (5) by bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences; (6) media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process; (7) media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses.

Media provide not only a density of information but also richness the cultural input in the classroom. They can help students' to gain the information and free the teacher from excessive explanation. It can provide contextualization and make solid point classroom activities of some functions of media such as engage the student's motivation, recall earlier learning and provide a visualization or auditory sample to the students.

2.3 General Concept of Picture Dictionary

2.3.1 Definition of Picture Dictionary

A dictionary, also referred to as a lexicon, wordbook, or vocabulary, is a collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information; or a book of words in one language with their equivalents in another, also known as a lexicon (Wikipedia, <http://www.thefreencyclopedia>).

There are several kinds of dictionary. One of them is picture dictionary. It is one of the picture aids which can be used as a teaching aid. Actually, there is no exact definition of picture dictionary; here the writer will give more explanation about picture and dictionary.

Picture is a photo or drawing to illustrate place, thing or person and dictionary is a reference book containing an alphabetical list of words, with information given for each word usually including meaning, pronunciation, and etymology (<http://www.thefreedictionary.com>).

While according to Webster (2004: 937, 347) Picture is a design or representation made by various means (as painting, drawing, or photography) and dictionary is a reference book listing alphabetically terms or important to a particular subject or activity a language with discussion of their meaning and application.

Picture dictionaries are useful in a variety of teaching environments, such as teaching a young child about Authentic Pictorial Lexicon. Picture dictionaries are often organized by topic instead of being in their native language, and in foreign

language instruction for children and adults such as the Culturally alphabetic list of words. Picture dictionaries are almost always minimizing dictionary, minimizing dictionarie, and only include a small corpus of words (wikipedia, <http://www.thefreencyclopedia>).

The primary aim of picture dictionary usage is basically similar to the aim of dictionary, to explain the meanings (denotation) of the forms entried and to give information as spelling, syllabification, pronunciation, synonyms, facts of usage, and derived forms. As a bilingual dictionary, picture dictionary entries forms in one language and defines them or more often their explanation, etymologies, and other information concerning them, which is perceptible by the sight.

From the definition above of picture and dictionary, the writer concludes that picture dictionary is a book giving information on particular things and subjects usually arranged in alphabetic order with their explanation of their meaning, pronunciation, etymologies, and other information about them, which is perceptible by the drawing.

2.3.2 The Function of Picture Dictionary in Language Teaching

The use of media such as picture dictionary will be very useful to achieve the objective of teaching and learning process. Scott and Ytreberg (1990: 5) said that in teaching English for children, the teacher will need to have plenty of objects and pictures to work with and to make full use of the school and surroundings.

Objects or pictures can be used to explain the meaning or concept in a simple way. It is just the same with picture dictionary which presents meaning of the words completed by picture. Picture dictionary can help the students to memorize the meaning of the words which are illustrated. Memorizing activity is needed at the point of learning words for the first time.

As quoted by kardinah (2008), Gove (1967: 5-6), a dictionary, including picture dictionary, has some functions that can be summarized as follows: (1) to serve the person who consult it. People who open a dictionary could be motivated by different stimuli; (2) to be one in which a genuine consulter can find out spelling, pronunciation, etymology, meaning, function, or status; (3) to enable a reader to find out what a word means so that a passage can be understood; (4) to let a writer know what meaning his readers are likely to put on a particular word in a particular context; (5) to vigorously avoid such broadening the range of meaning derivatives.

From the explanation above, the function of picture dictionary in language teaching is to help students understand ideas and also to overcome the limitation of time, size, and place. Teacher may use picture dictionary as the media in teaching reading to help students understand the material well. Students can get the illustration of places, people, and things through picture dictionary. Picture dictionary can be represented image from ancient time to the future.

2.4 General Concept of Reading

2.4.1 Definition of Reading

There are four language skills that the students have to master, they are listening, speaking, reading, and writing. The skill which has the greatest using at the end of language study is reading. Reading is defined and described in a variety of ways. Some linguists gave some definitions of reading that may help us to get clearer definition. According to Anthony and Richards (1976: 144-145) “reading is not a single skill but a process comprising a complex set of inter-related skills”. These involve: (1) word recognition and the mastery of basic vocabulary and such technical or specialized vocabulary as may from time to time be required; (2) the intelligence necessary to follow the thought sentences, paragraphs, and longer passages that constitute the thought units; (3) the intelligence necessary to follow the thought development thus presented and make any relevant deductions, inferences, or critical assessments; (4) the ability to concentrate on the reading task. Grabe and Stoller (2002:4) also stated that reading is one important way to improve the general language skills in English.

Therefore, reading is one of the skills in learning a language, and it needs the mastery of some elements as stated by Linse below,

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read we must be able to decode (sound out) the printed words and also comprehend what we read. For second language learners there are three different elements which impact reading: the child’s background knowledge, the child’s linguistic knowledge of the target language, and the strategies or techniques the child uses to tackle the text (2006: 69).

As there are many definitions of reading, the writer tries to summarize them as follows; first, the object of reading activity is graphic symbols. Second, reading is interpreting graphic symbols, which involves an interaction between the writer and the reader. Third, in reading process, there are two essential things involved, i.e.: word recognition and comprehension. The first one refers to the ability to give meaning to a printed symbol. The second refers to the ability to understand and apply the material.

Reading has some advantages: (1) reading helps to learn and think in the new language; (2) reading helps to build a better vocabulary; (3) reading makes learners comfort with the written English; (4) reading may be the only way to use English if you live in a non-English-speaking country; (5) reading can help you if you plan to study in an English-speaking country.

2.5 English at Elementary School

Nowadays, English has been taught at elementary school as a local subject. Generally, English has been taught in grade IV to VI, but some elementary schools hold it from grade I to VI.

Teaching English in Elementary School is a good start to continue learning English to further level. The function of teaching English at elementary school is to introduce simple English as the first foreign language to the students. The teachers have to introduce the new language which is different from students'

mother tongue by giving clear explanation about the meaning of the new language.

The teacher is called a facilitator, it means the teacher could be placed in field with a group of students and transmits his/her knowledge of English to students. To avoid difficulties that might be found in teaching, teacher has to make students interest with the subject especially English. Besides that, the teacher has to describe how to learn English easily so increase their enthusiasm. The teacher also has to plan the lesson carefully, evaluate students' progress periodically and make every effort to sustain motivation of students by praising them and having friendly relationship with them.

According to School-based Curriculum 2006, English subject in the elementary school includes the ability of limited verbal communication in the context of school. Four English aspects such as listening, speaking, reading and writing must be taught in elementary school. It is stated that the teaching scope of the local content subject of English at Elementary School consists of simple expression and sentences about: (1) give respond to every instruction with action or verbally; (2) make transactional and intrrpersonal conversation; (3) read short functional text (announcement, invitation letter, etc); (4) write words or simple expression (thanking, greeting, etc).

Learning English can not be separated from learning reading of that language and reading is the first step of learning the language. As English has many words, the mastery of the vocabulary in reading helps the students in mastering four skills.

2.6 Children as Language Learners

Young learners are defined as children between the ages of 5-12 (Linse 2006:2). Young learners have different characteristics with adult. According to Cameron (2001:1), Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult.

In other words, they do not have same access as older learners to metalanguage that teachers can use to explain about grammar or discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native.

As learners, children have their own characters. Based on Slattery and Willis (2001:4), the children's characters as learners are, they develop quickly as individuals and learn language faster than adult do. It is supported by Steven Pinker's statement, as quoted by Harmer, that 'acquisition...is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter' (Harmer 2001:37). Harmer added that this applies not only to the first language acquisition but also to second and foreign language acquisition. Children also learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things. They are not able to understand grammatical rules and explanations about language. Cameron (2001:1) said that children do not have same access as older learners to metalanguage that teachers

can use to explain about grammar or discourse. Phillips also says "...The focus should continue to be on language as a vehicle of communication and not on the grammar..." (Phillips 1993:6). Children are using to try to make sense of situations by making use of non-verbal clues. They talk in their mother tongue about what they understand and do. Moreover, they can generally imitate the sounds they hear quite accurately and copy the way adults speak. Children are naturally curious. Harmer (2001: 38) states that children generally display an enthusiasm for learning and a curiosity about the world around them. They love to play and use their imagination. Children have quite a short attention span and so need variety. It is supported by Harmer's statement "they have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so" (Harmer 2001:38).

Phillips (1993:5) says that young learners have the advantage of being great mimics, are often unselfconscious, and are usually prepared to enjoy the activities the teacher has prepared for them. It means that it is easy to maintain a high degree of motivation and to make the English class an enjoyable, stimulating experience for the children.

According to Phillips (1993:5), the activities given to the children should be simple, so they will understand what it is about. They should also be within children abilities; it means that the activities are not only achievable but also sufficiently stimulating for children to feel satisfied with their work. Besides, the activities should be largely oral-based because children listening activities will take up a large proportion of class time. While, written activities for children

should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language.

In order to make the teaching-learning process success, teachers should use an enjoyable technique and method in teaching English to children. It is common that if an activity is enjoyable, it will be memorable. The language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning.

In teaching young learners, the teacher must be aware of children's basic physical and psychological need. The way children learn a foreign language, and therefore the way to teach it, obviously depends on their developmental stage.

Based on the explanation above, it can be concluded that children as young learners have different characters with adult, so the teacher should have a special technique and method in teaching young learner. One of the methods is conducting enjoyable activities.

2.7 Action Research

In this study, the writer attempts to use an action research in teaching reading to young learners particularly to the fifth graders. The teacher and the students take part in this research. Mills (2000:V) underlines that action research has the potential to be powerful agent of educational change and it helps to develop teacher and administrator with professional attitudes that embrace action, progress, and reform rather than stability than mediatory.

2.7.1 Definitions of Action Research

According to Wallace (1998:4), action research is a process which is done systematically by collecting data on teacher's everyday practice and analyzing it to decide what next action should be taken in the future. The research begins with problems that arose in teaching cycle and finds the strategy to overcome them. This research also involves a continual test to measure the improvement of the students' learning and to know whether the problems were successfully overcome or not.

Burns, in her book *Collaborative Action Research for Language Teacher* (2005:30), action research is (1) contextual, small scale and localized- it identifies and investigates problems within a specific situation, (2) evaluative and reflective as it aims to bring about change and improvement in practice, (3) participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers and, (4) changes in practice are based on the collection of information or data which provides the impetus for change.

Meanwhile, Mills (2000:6) argues that "action research is any systematic inquiry conducted by teacher researcher, principle, school counselor, or other stakeholder in the teaching/learning environment, to gather information about the ways that their particular school operates how they teach, and how well their students learn." Furthermore, Harmer (2001:344) adds that "action research is a series of procedures teachers can engage in, either because they wish to evaluate the success or appropriate of certain activity and procedures."

Based on the explanations above, action research can be defined as a research which is structurally done by a teacher in her/his own classroom to solve the problems faced in teaching-learning process, and at the same time, to increase the teaching-learning process in the future.

2.7.2 Aims of Conducting Action Research

In regard to the new curriculum, the teachers are demanded to improve the ability in teaching. One way of becoming professional teachers is the willingness to continue examining their teaching effectiveness. The teachers are always far from ideal but they are striving toward it anyway. To solve the problem they should conduct an appropriate step such as action research.

Mills notes that “action research is done with the goal of gaining insight, developing reflective practice, effecting positive change in the school environment (and on educational practices in general), and improving students outcomes (2000:6).

In other words, it can be said that by doing an action research, teachers may develop their skill and practice in giving the materials to the students. The teachers as researchers can look objectively at their teaching process. Then, they can improve or enhance their teaching strategies which will encourage them to examine the dynamic of their classroom, ponder the action, and the interactions of the students.

2.7.3 Characteristics of Action Research

Action research is different from another research. It has its own characteristics. Discussing the characteristics of action research Kemmis and Mc. Taggart (in Nunan, 1992: 18) acknowledge that, “Action is group of activity”. They also argue that, “the three defining characteristic of action research are that it is carried out by practitioners (for our purposes, classroom teacher) rather than outside researchers; secondly, that it is collaborative, and thirdly, that is aimed at changing things. Meanwhile Sukardi (2003:211-212) in Kartikawati (2009), write that there are four characteristics of action research. First, the problem of action research is the daily problems faced by teacher in every day. Second, the researcher gives a planning treatment solving the problem, in the same time, to improve the educational quality of the subject of the study. Third, the steps of the research are the cycle form, which give a chance to work intensively in group or individual. The last, there is a reflective thinking of researcher before and after doing the research. The reflective thinking is very important to retrospect the research and its implication to the subject of the research.

2.7.4 Benefits of Conducting Action Research

Action research is largely about developing the professional disposition of teachers that encourage teacher to be continuous learners in their classroom and their practice. Hook (in Richard and Nunan, 1992:76) asserts that there are some advantages for the teachers who conduct action research. They are: (1) the ability to monitor and describe both their own and their student’s activities and response;

(2) an understanding of teaching methods and materials and their application; (3) an awareness of the relationship between classroom and students' development; and (4) the ability to modify or change their behavior on the basis of their understanding in the classroom settings.

Feoyo & Koorland (inMills, 2000: 11) also speak that when the teachers gain new understanding about their own and their tudents' behaviors through action research, they are empowered to: (1) make informed decisions about what to change and not to change; (2) link prior knowledge to new information; (3) learn from experience (even failures); and (4) ask questions and systematically find answers.

Based on the benefits of conducting an action research, the writer comes to a conclusion that the teachers who conduct an action research will be able to administer their class well because they have an ability to monitor the students' behavior and achievement. It will enable the teacher to understand the students' problem and try to decide what action which they should do to solve the problem.

2.7.5 The Steps of Action Research

A classroom action research is conducted cin cycles. Based on Kemmis as quoted by McNiff (1988:27), a cycle consists of four steps, they arr as planning, action, observation, and reflection. The step can be seen in the following figure

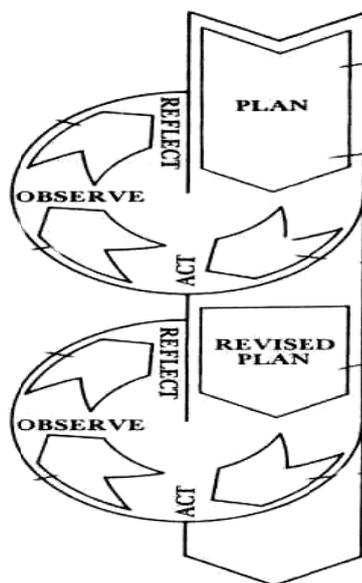


Figure 2.1 the steps of action research by Kemmis as quoted by McNiff (1988:27)

The steps above are presented below:

(1) Planning

The first step of the research procedure is planning. This is the activity when teacher or researcher designs every step that will be taken. As stated in Burns (2005:37) this phase involves developing a viable plan of action for gathering data, and considering and selecting a range of appropriate research method. The plan is aimed at trialing a particular course of action and collecting data on the outcomes of this action. In this step, the researcher expects to find out the problem solution and to improve students' ability.

(2) Action

Doing the action is the main phase of action research. The action is the implementation of the plan that the researcher should do carefully. The action must be practiced and based on the rational-measured planning. The action should

achieve (1) the improvement of practice; (2) the improvement of understanding both individually and collaboratively; (3) the improvement of situation in where the action takes place.

(3) Observation

This is an activity of observing the data that have been collected during action step. The purpose is to find out whether the improvement or the change has reached or not. Burns (2005: 40) said that this phase involves observing the outcomes of the intervention and reflecting on its effectiveness. This involves a new set of teaching strategies and activities and a recycling back into a period of further data collection. In this step, data will be collected and analyzed. The data collected in this research were qualitative-descriptive data and quantitative data in the form of students' scores.

(4) Reflection

Reflection is an activity of evaluating the improvement or the change of the subject of the study. In reflecting activity, researcher analyses either the positive or negative of the study improvement. Based on the reflection, the researcher revises the previous plan to go for the next cycle.

Based on the explanation above, it can be concluded that an action research is done to solve the problems faced in teaching-learning process, and at the same time, to increase the teaching-learning process in the future. Therefore, the process should be done systematically. By doing action research, the teacher may give contribution to himself/ herself or else other teachers.

CHAPTER III

METHOD OF INVESTIGATION

In this research the writer used an action research study to explore a practical problem in learning reading and to develop a problem solution by using picture dictionary as a media of teaching. For more details about it, the chapter will describe about: subject of the study, research design, instrument of the study, method of analyzing data and the criterion of the assessment.

3.1 Subject of the Study

In this research, the writer conducted a classroom action research at SD N 2 Gempolsewu. It is located in Gempolsewu, Rowosari, Kendal. The writer used the fifth grade students of SD N 2 Gempolsewu in the academic year of 2010/2011 as the subject of the study. There were forty students. It consists of 23 boys and 17 girls. The English materials as stated in syllabus are shapes, transportation, health and hospital, profession, library, and weather and seasons.

The difference between cycle 1 and cycle 2 is on the topic of material given based on the curriculum. In the cycle 1, the topic was profession, so the vocabularies used were words relate to profession such as teacher, doctor, nurse, farmer, etc. While in the cycle 2, the topic was transportation, so the vocabularies used were words relate to transportation such as car, motorcycle, train, plane, etc.

The research's subject was based on the following considerations: (1) the students had been taught English since they were in the fourth grade; (2) the students had not learned using picture dictionary yet, so it would be a challenge for the students; (3) the students mostly find difficulties in reading process; it was hard for them to know the meaning of the new words; (4) the students needed a new way in learning English in general and reading in particular.

3.2 Research Design

The writer used action research in this research. Action Research means the researcher does his or her research by teaching real students in the real class. Besides, one of the characteristic of action research is problem-solving-oriented. Then, Wallace (1998) said that action research is different from this in that it nearly always arises from some specific problem or issue arising out of our professional practiced, but it is very problem-focused in its approach and very practical in its intended outcomes.

In this action research there were four phases in one cycle for doing classroom, there were planning, action, observation, and reflection (McNiff 1988:27). The research will be conducted in cycles and each cycle consists of three meetings. Each meeting consists of four activities; planning, action, observation, and reflection as McNiff said above. It means that if the target is not achieved yet in cycle 1, the next cycle must be conducted after revising the plan.

The four steps of classroom action research cycle were held by integrating each of them based on the previous step and the next one. It means that

the activities in action research are based on the planning, action, observation, and reflection. The explanation of the steps are explained briefly as follows:

3.2.1 Cycle 1

a) Planning

In doing this research, the first step was finding an institution where the research would be conducted. In this case, the writer chose SD Negeri 2 Gempolsewu as the institution and the fifth grade students as the subject. After finding the school, the writer met and discussed about problems that the teacher found in teaching English. After the discussion, the teacher and the writer decided to focus on the students' reading skill problem. Teaching reading to the students of elementary school was not an easy job for the teacher. The students had to memorize the English roles and a lot of vocabulary items. The teacher also rarely used teaching media. Therefore, some students did not have great interest in reading, therefore the writer tried to solve the reading skill problem by using picture dictionary. After that, the writer made a research outline and the schedule for guiding her conducted the research. The teaching materials and a picture dictionary media.

The last thing which the writer prepared for her research planning was lesson plan. The lesson plan can be seen in Appendix 4. It was used to guide her in delivering the lesson. The writer planned to teach the students using some treatments to pass at least passing grade criterion. In cycle 1, the theme was

profession. The writer also prepared a pre-test, assessment in cycle 1 and first questionnaire.

b) Action

The action is the implementation of the planning above. This is the step where teacher or researcher conducts the plan that has been prepared. Here, teacher or researcher will do an effort to make an improvement or a change related to the topic. About three activities the writer conducted. The elaboration of the activities is as follows:

(1) First Meeting (Pre-test)

The pre-test was conducted in the beginning of the lesson before the treatments using picture dictionary. The purpose of the pre-test was to measure the students' ability in reading mastery. The writer would like to know whether or not the students were familiar with the words in the text that would be presented in the pre-test. This stage was intended to know the students' weaknesses before having some treatments. The result of this pre-test would be compared with the result of the test after treatments. The aim of this comparison was to determine the improvement of students' reading skill by using picture dictionary. The form of the pre-test was thirty item of multiple choice. It consisted of fifteen items about profession and another fifteen about transportation. They had to do the pre- test by choosing the correct answer. The time allotment given was 35 minutes.

(2) Second Meeting (treatment in cycle 1)

In this meeting, a picture dictionary profession theme was introduced to the students. Before the writer started the lesson, the writer showed a picture related

to the theme (profession) to the students, gave questions about the pictures to the students, such as “what picture is it?” After distributed the media, the writer asked the students to open picture dictionary related to the theme (profession) and they prepared masks from paper to close the meaning in picture dictionary. She explained the use of mask in picture dictionary. She asked the students to look at the picture dictionary, and they covered the meaning of the picture dictionary with the mask. They removed the mask to check their answer. After that, the writer asked the students to pay attention to the picture, the words, and the meaning of the object. She read the words aloud and asked the students to repeat after her. She asked the students to look at other pictures and did the same technique. Then she gave examples of simple texts about profession to the students and she read the text aloud and followed by the students. She asked the students to pay attention to the new vocabulary in the text and identified the meaning through picture dictionary.

(3) Third Meeting (assessment in cycle 1 and questionnaire)

In this meeting, the writer opened the lesson by reviewing the previous lesson to refresh their memory. And then, the writer gave the assessment to check the students' reading improvement. The students had to complete the dialogues with the names of professions (3 items), fill in the blanks (3 items), and rearrange the words into good sentence (4 items). They had to do the test in 20 minutes. Through this test, the writer was able to know students' progress in reading text by using picture dictionary as teaching media. After the assessment, the subjects of the study should fill the questionnaire provided by the researcher.

c) Observation

The students' activities and their cooperation during learning process were observed in this activity. First, the writer observed score aspect from the assessment. Second, she determined what aspect that should be improved and what extent the result of the test reaches the objective.

d) Reflection

In this activity, the writer took a note of the weakness from the result of the observation to be improved in next cycle and then evaluated the results of pre-test and assessment in cycle 1. If the result of cycle 1 was not achieved, the writer conducted the cycle 2 after revising the lesson plan.

3.2.2 Cycle 2

a) Planning

The teaching and learning process in the first cycle ran well but the students had not reach the maximum score yet. Therefore, the writer decided to make a well-prepared plan to improve students' achievement in reading in cycle 2. Again, the writer made a research outline and the schedule for guiding her conducted the research. The material that would be taught in this cycle was different with the previous material on the cycle 1. It was transportation.

A new lesson plan was made as seen in Appendix 7. It was used to guide her in delivering the lesson. The writer planned to teach the students by adding some treatments to increase better achievement in score than the result of pre-test and assessment in cycle 1. The writer also prepared an assessment in cycle 2, post-test

and second questionnaire. The purpose of this preparation was to collect the data from the activities in the cycle 2.

b) Action

(4) Fourth Meeting (treatment in cycle 2)

In this meeting, picture dictionary transportation theme was introduced to the students. The writer started the lesson by asking the students to open picture dictionary related to the theme (transportation) and they prepared masks from paper to close the meaning in picture dictionary. She gave explanation about the use of mask in picture dictionary clearly and loudly twice. The writer went around the class from one student to another student to make sure that every student understood how to use of mask in picture dictionary. She asked the students to look at the picture dictionary and covered the meaning of the picture dictionary with the mask. They removed the mask to check their answer. After that, the writer asked the students to pay attention to the picture, the words, and the meaning of the object. She read the words aloud and asked the students to repeat after her. She asked the students to look at other pictures and did the same technique. Then she gave examples of simple texts about transportation to the students and firstly she read the text by herself loudly and clearly and the students listened seriously. After that, she read the text again then followed by the students. They read the text aloud by themselves. She asked the students to pay attention to the new vocabulary in the text and identified the meaning of the new words in picture dictionary. Specifically, the writer paid more attention to the students who still got score less than 65 in the pre-test and cycle 1 test before.

(5) Fifth Meeting (assessment in cycle 2)

In this meeting the writer opened the lesson by reviewing the previous lesson to refresh their memory. And then, the writer gave the assessment in to check the students' reading improvement. The students had to match the vehicles group into the right column (5 items) and filled in the blanks (5 items). They had to do the test in 20 minutes. Through this test, the writer was able to know students' progress in reading text in cycle 2.

(6) Sixth Meeting (Post test and Questionnaire)

Post-test was conducted in the last meeting. The type of the test was multiple choice. Thirty five minutes were provided for them to finish thirty items. The materials were taken from all materials which had been given on the first and second cycle. There were fifteen items about profession and fifteen items about transportation. They had to do the post- test by choosing the correct answer. The post-test was intended to know the students' achievement in the final teaching and learning process. After finishing the post-test, they filled second questionnaire.

c) Observation

The students' activities and their cooperation during learning process were observed. Based on the result of assessment in cycle 2, the writer observed the score and found out how well the result of the test reached the objective.

d) Reflection

In this section, the writer compared the students' reading ability in cycle 1 and cycle 2 to find out the significant improvement of reading ability and considered the observation sheets and the questionnaire to be analyzed.

To support the research, the writer used questionnaire and test to gather the data. Hopefully, this research would be conducted well and would achieve the objective of this research.

3.3 Instrument of the Study

Research instrument is used in the process of collecting the data to get the complete and systematic result. The instruments are tests, questionnaire and observation sheets. The aims of using these techniques were: to know the students' progress before and after conducting the action; to know the students' responses during the activities and to see the students' abilities in reading.

3.3.1 Tests

A well-constructed test is an instrument that provides an accurate measure of test-takers ability within a particular domain. To assess the development achieved by the students, a series of tests were carried out. The tests that will be conducted are pre-test, test in each cycle and post-test. The purposes of giving these tests are to measure the students' achievement in learning reading using picture dictionary media.

(1) Pre-test

Pre-test was given to the students for collecting the data. Pre-test was used to identify the students' ability in reading before the treatment was given. In other words, it showed the early condition of the students' ability in reading.

(2) Formative test (assessment)

Formative test is a test to evaluate students in the process of forming their competencies and skills with the goal of helping them to continue that growth process (Brown, 2003:6). In this research, the writer conducted the formative tests (assessment) in the end of cycle 1 and cycle 2.

(3) Post-test

Post-test was conducted to measure the students' achievement after the treatments. The purpose of the post-test was to check the students' ability in reading after they had been taught using picture dictionary. The test was the same as the pre-test. Result of the post-test was analyzed to see to what extent picture dictionary develop the students' ability in reading.

3.3.2 Questionnaire

The respondents of the questionnaire were the fifth grade students of SD N 2 Gempolsewu. The questionnaire was given to get information from the students about the needs, interest, like and dislike about teaching-learning process. This questionnaire was aimed to get information about students' opinion in the reading class using picture dictionary media. Through questionnaire, the writer wanted to know whether the use of picture dictionary as media in teaching reading was acceptable and easily understood by the students or not. The writer distributed the questionnaire twice. First questionnaire was given in the end of assessment in cycle 1 and second questionnaire was given after the students did the post-test. Data from questionnaire was used to know the effect of the action research

activities to the students. There were five multiple choice items, each items had three options that were named as a, b, and c. Then, each option was given a score that shows the quality of each indicator. The score range is as mentioned below:

Table 3.1 The Score Range

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

(Arikunto, 1998: 215 in Ratnasari, 2005)

The explanations of the range from 1-3 are:

- a) If the students choose (a) the score is 1. It means low.
- b) If the students choose (b) the score is 2. It means medium.
- c) If the students choose (c) the score is 3. It means high.

The content of the questionnaire were:

- a) The students interest in some activities in “picture dictionary” given by the teacher during the research.
- b) The advantages that the students gained after the teacher introduced them to the English vocabularies of profession and transportation through “picture dictionary”.
- c) Students’ motivation in learning English vocabularies of profession and transportation through “picture dictionary”.
- d) The relevant between the vocabularies used in the research and the vocabularies that were often seen in their surroundings.

e) Sustainability of the programs conducted during the research.

According to Heaton (1975: 172), the result of the questionnaire of data analysis of each issue could be classified into a range of mean, as followed below:

Table 3.2 Classification of Questionnaire Result

Range of mean	Students' interest	The advantage	Students' motivation	The relevancy	Sustainability
0.00-1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01-2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01-3.00	High	Very helpful	High	Very helpful	Very necessary

The aspects of the questionnaire were as follows:

Table 3.3 The Aspects of Questionnaire

Aspects	Number of question
Students' interest	1
The advantage of using picture dictionary	1
Students' motivation	1
The relevancy of using picture dictionary	1
Sustainability	1

3.3.3 Observation sheets

In this action research, the writer used observation sheets as one of the instruments both during the class and after. The aim of observation sheets was to have the document about the class situation where the writer conducting the action research. Therefore, the writer paid attention to the students' responses and students' behavior during the teaching learning activities.

The observation sheets had 8 items, they were as follows: (1) the number of students attending the class; (2) the number of students asking questions; (3) students' participants in answering the questions from the teacher; (4) students' attention to the teacher; (5) students' cooperation; (6) the number of students who have problems in the program; (7) the speed of the students in doing the assessment; and (8) the number of students who enjoyed the activity.

3.4 Method of Analyzing Data

To find out the degree of the students' achievement in the pre-test and post-test, the score of each student was counted individually by using the following formula:

$$\text{The students' score} = \frac{\text{the number of the correct answer}}{\text{the number of item}} \times 100$$

While the average of the students' score in both pre-test and post-test was counted by using the following formula:

$$\text{The average of the students' score} = \frac{\text{the total of the students' score}}{\text{the number of the Students}}$$

It means that the point of each item in both pre-test and post-test was 1 for the correct answer and 0 for the wrong answer.

The formula bellow used to find out the each students score in the formative test:

$$\text{The students' score} = \frac{\text{the number of the correct answer}}{\text{the number of item}} \times 100$$

While the average of the formative test was counted by the following formula:

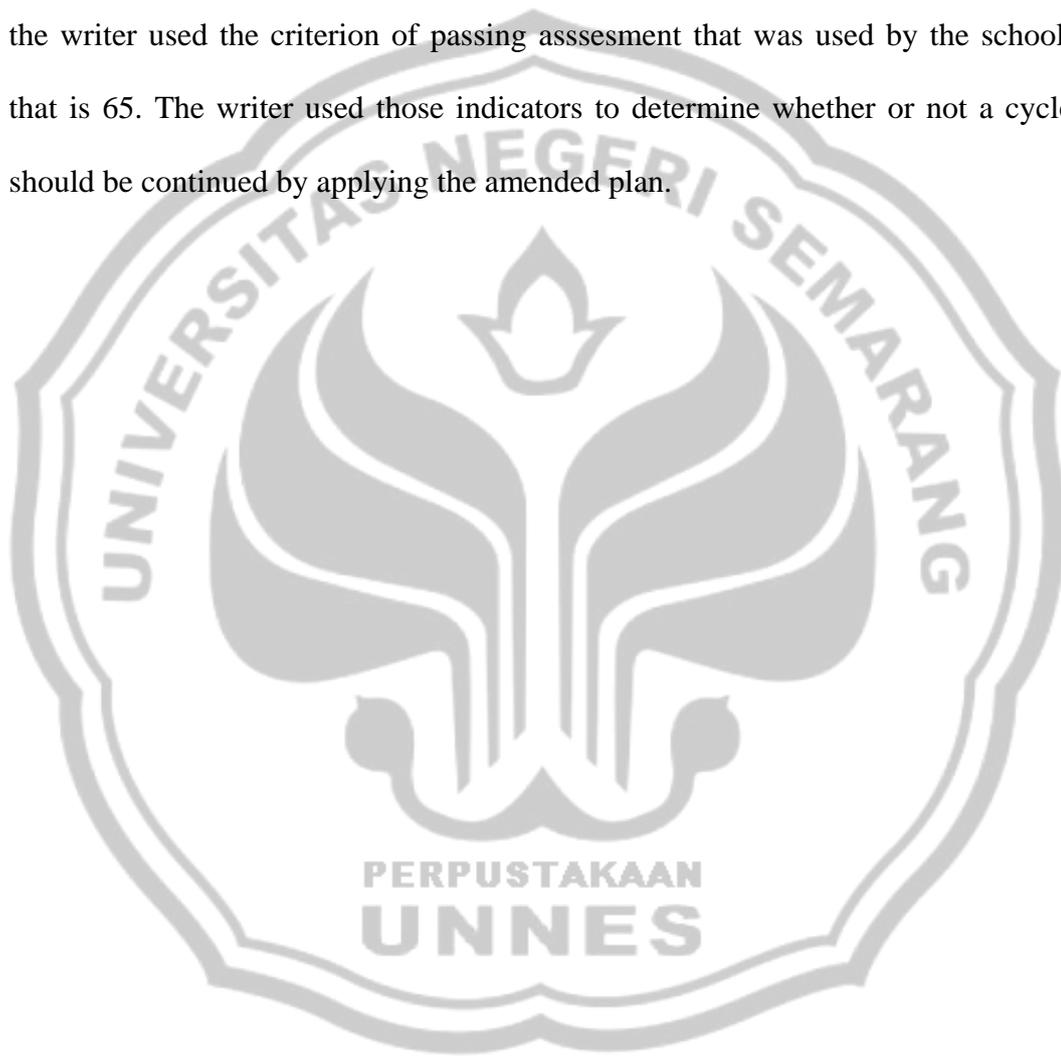
$$\text{The average of the students' score} = \frac{\text{the total of the students' score}}{\text{the number of the Students}}$$

The point of each item for the correct answer in the formative test was 1 while the wrong answer was 0.

All data collected of this study were analyzed. It will compare the students score in pre-test, assessment in cycle 1, assessment in cycle 2 and post-test. The result of the comparison was used to answer the statement of the problem of this research, whether teaching reading using picture dictionary is effective to improve the students' achievement in learning reading.

3.5 Criterion of the Assessment

The writer would know the students' achievement and failure in doing the activities by referring to the KKM (Kriteria Ketuntasan Belajar Minimal) of SD N 2 Gempolsewu which is related to the School Based Curriculum. In this research, the writer used the criterion of passing assesment that was used by the school, that is 65. The writer used those indicators to determine whether or not a cycle should be continued by applying the amended plan.



CHAPTER IV

DATA ANALYSIS

In this chapter, the writer would like to analyze data found in the research. The analysis started from result of the research, analyzing of cycle 1 and 2, analysis of questionnaire, and the improvement of the students' reading skill.

4.1 Result of the Research

The result of teaching reading to the fifth grade students of SD Negeri 2 Gempolsewu in the academic year of 2010/2011 by using picture dictionary is described here. The data showed an improvement of students' achievement in reading by using picture dictionary media.

This action research was held in two cycles with different material. They were profession on the first cycle and transportation on the second cycle. There were four steps in each cycle. The steps were planning, action, observation, and reflection. Before giving some treatments for students using picture dictionary, pre-test was given to measure the students' ability in reading mastery. The result of this pre-test would be useful to know the students' weaknesses before having some treatments. As soon as the writer got the result of pre-test, the treatment was given. The writer needed three meetings for cycle 1; they were pre-test, treatment 1, and assessment 1 and first questionnaire. Afterward, treatment in cycle 2 was done. This cycle also consisted of three meetings; they were treatment 2,

assessment 2, and post-test and second questionnaire. The implementation of cycle 2 was according to the result of assessment in cycle 1. This cycle concerned with repairing students' lack of reading mastery and optimizing the use of picture dictionary as teaching media. The activities in this research were conducted for six meetings. The schedule of the research can be seen as follows:

Table 4.1 The Schedule of the Research

Activity	Date
Cycle 1	
Pre-test	March 19, 2011
Treatment 1	March 26, 2011
Assessment 1 and first questionnaire	April 2, 2011
Cycle 2	
Treatment 2	April 7, 2011
Assessment 2	April 14, 2011
Post-test and second questionnaire	April 21, 2011

4.1.1 Analysis of Cycle 1 & 2

4.1.1.1 Analysis of Pre-Test

The research was started on March 19, 2011 from 09.00 a.m until 09.35 a.m. Before the treatment using picture dictionary was given, the writer conducted a pre-test. The purpose of the pre-test was to measure the students' ability in reading mastery. The writer would like to know whether or not the students were familiar with the words in the text that would be presented in the pre-test. This

stage was intended to know the students' weaknesses before having some treatments. The result of this pre-test would be compared with the result of the test after the students were given treatments.

The result of the pre-test can be seen in the table below:

Table 4.2 The Result of the Pre-Test

No.	Students' code	Total point collected	Score achieved
1.	S-01	13	43
2.	S-02	19	63
3.	S-03	19	63
4.	S-04	17	57
5.	S-05	6	20
6.	S-06	19	63
7.	S-07	25	83
8.	S-08	22	73
9.	S-09	21	70
10.	S-10	21	70
11.	S-11	19	63
12.	S-12	10	33
13.	S-13	12	40
14.	S-14	16	53
15.	S-15	23	77
16.	S-16	23	77
17.	S-17	21	70
18.	S-18	16	53
19.	S-19	21	70
20.	S-20	13	43
21.	S-21	14	47
22.	S-22	15	50
23.	S-23	16	53
24.	S-24	14	47
25.	S-25	16	53
26.	S-26	22	73
27.	S-27	25	83
28.	S-28	14	47
29.	S-29	16	53
30.	S-30	14	47
31.	S-31	21	70
32.	S-32	24	80
33.	S-33	13	43

34.	S-34	22	73
35.	S-35	16	53
36.	S-36	23	77
37.	S-37	17	57
38.	S-38	13	43
39.	S-39	13	43
40.	S-40	22	73
Total	40	-	2349
Average of Students' Score			58.725

the total of the students' score

The average of the students' score = $\frac{\text{the total of the students' score}}{\text{the number of the students}}$

$$= \frac{2349}{40}$$

$$= 58.725$$

From the computation above, the average score of the pre-test was 58.725. It was lower than the criterion of the passing assessment (KKM) of the SD Negeri 2 Gempolsewu that is 65. There were twenty five students failed the test. They got mark under 65. The highest score was 83 and only 2 students who got it . The lowest score of the pre test was 20 and only 1 student who got it.

From the data above, it can be concluded that their reading ability was still relatively low. The writer thought that the teaching and learning process was not optimal yet.

4.1.1.2 Analysis of Treatments

The treatment in cycle 1 was conducted on March 26, 2011 from 09.00 a.m until 09.35 a.m. There were forty students attending the teaching and learning process.

In this treatment, the writer began the lesson by asking whether the pre-test was difficult enough or not. The students said that the pre-test was very difficult for them because they did not know the meaning of the new words in the text. Then, the writer asked whether or not they have learned how to remember the meaning of the new words before. The students replied that they have learned how to remember the meaning of the new words but was still very difficult for them. The writer asked again, whether the students wanted to remember the meaning of the new words easily. All of the students answered certainly. Then, the writer showed pictures about profession to the students and she gave questions about the pictures but there were only some of them who answered the questions. After that the writer introduced the picture dictionary. The writer showed a picture dictionary and how to use in front of the class. The students looked interested and wanted to know how to use it.

After explaining how to use the picture dictionary, the writer asked the students to look at the picture dictionary, then the writer asked the students to cover the meaning of the picture dictionary with the mask and gave questions about the picture in the dictionary, then she asked the students to answer her questions but there were only some of them who answered her questions. And then she asked the students to remove the mask to check their answer. After that she asked the students to pay attention to the picture, the words, and the meaning

of the object, read the words aloud and asked the students to repeat after her. She asked the students to look at other pictures and did the same technique.

Before ending the treatment, the writer gave examples of simple texts about profession to make sure students' mastery in reading using picture dictionary. She read the text aloud then followed by the students. Then, the students found a new words in the text and she asked the students about those words. After that, they identified the meaning of the new words in picture dictionary.

At the end of the lesson at this first treatment of cycle one, the writer saw that the students paid enough attention during teaching learning process. In the beginning, some students were very noisy and could not follow the lesson quietly because they were confused about the material given. After the writer explained and gave some examples continuously, they understood and looked so fun during the class. They seemed to get new situation in learning reading by using picture dictionary as media. They looked so happy and enthusiastic. The writer, who acted as the teacher here thought that it was a good start in the first treatment because at least the students did not feel bored in joining the lesson.

Overall, most of the students were very enthusiastic to join learning process because it was their first time learning how to remember the meaning of the new words using picture dictionary. They had never been taught using this technique before by their English teacher.

Based on the observation of the treatment in cycle 1, the writer found that there were some weaknesses in the implementation of picture dictionary. They are:

- 1) Some of the students especially boys were busy with themselves in the class, they did not pay attention to the writer when the instructions of how to use picture dictionary was explained. As a result, they were not able to practice it.
- 2) They are elementary school students, so they looked loved to play and enjoyed themselves, it was very difficult for them to listen the writer's explanation.
- 3) The writer explained the materials fastly, so the students got confused to get the point of the material.

There are some improvement to do in cycle 2:

- 1) The writer should explain the material loudly and clearly. It is expected to make the students easy to understand the writer's explanation about the use of mask in picture dictionary.
- 2) The writer should pay more attention to the students who still get score less than 65 in pre test and cycle 1 test before.
- 3) The writer should go around the class from one student to another student, to make sure that every student understand how the use of mask in picture dictionary.

The treatment in cycle 2 was conducted on April 7, 2011 from 09.00 a.m until 09.35 a.m. There were forty students attending the teaching and learning process.

In this treatment, the writer began the lesson by asking whether the cycle 1 test was difficult enough or not. Some of the students said that the cycle 1 test was easy but the other students said that the cycle 1 test was difficult for them because

they did not know the meaning of the new words in the questions. Then, the writer asked whether they had understood how to remember the meaning of the new words using picture dictionary or not. The students replied that they had understood how to remember the meaning of the new words using picture dictionary but it was still very difficult for them. Then, the writer showed pictures about transportation to the students and gave questions about the pictures. There were many of them who answered her questions. After that the writer introduced the picture dictionary and showed a picture dictionary in front of the class clearly and loudly.

After explaining how to use the picture dictionary, the writer asked the students to look at the picture dictionary, cover the meaning of the picture dictionary with the mask and gave questions about the picture in the dictionary. The writer paid more attention to the students who got score less than 65 in the pre-test and cycle 1 test before. And then she asked the students to remove the mask to check their answer. Next, the writer asked the students to pay attention to the picture, the words, and the meaning of the object. She read the words aloud and asked the students to repeat after her. She asked the students to look at other pictures and did the same technique.

Before ending this treatment, the writer gave examples of simple texts about transportation to the students to make sure students' mastery in reading using picture dictionary. Firstly she read the text by herself loudly and clearly and the students listened seriously. After that, she read the text again then followed by the students. Then, the students found a new words in the text and she asked the

students about those words. After that, the students identified the meaning of the new words in picture dictionary.

The writer could explore the use of picture dictionary as media optimally. The students seemed very attracted with the use of this media in teaching and learning process. They could join the question and answer session. Then, they also seemed enjoyed the media used by the teacher.

The students paid good attention during the teaching learning process. There were only some of students who sometimes made little noise. However the learning process seemed manageable and fun. They looked interested during the lesson and always asked the teacher whenever they did not understand.

The implementation of picture dictionary in this cycle 2 treatment was better than before. The students understood how to use picture dictionary clearly and were able to use it easily. The picture dictionary helped students to remember the meaning of the new words well.

The interaction between the writer as teacher and the students during the teaching learning process was good. It was an active interaction. The writer did personal interaction in the second treatment. The writer went around the class while explaining about the use of mask in picture dictionary. She went from one student to another student to make sure that every student understood how the use of mask in picture dictionary and tried to solve each student's problem while remembering a new words.

Generally the teaching learning situation ran well. Both the writer and the students enjoyed the teaching and learning process. The students showed a great

interest in learning English by using picture dictionary. The picture dictionary was eye-catching, so the students were very interested. They said that they understood and enjoyed using picture dictionary in remembering the new words.

4.1.1.3 Analysis of Assessments

The third meeting was held on April 2, 2011 from 09.00 a.m until 09.35 a.m. forty students joined the lesson. The writer opened the lesson by reviewing the previous lesson to refresh their memory. And then, the writer gave the assessment to check the students' reading improvement. Actually they had to do the test in 20 minutes but less than 20 minutes there were five of students had done the test. Through this test, the writer was able to know students' progress in reading text by using picture dictionary as teaching media.

The result of the assessment in cycle 1 can be seen in the table below:

Table 4.3 The Result of Assessment in Cycle 1

No.	Students' code	Total point collected	Score achieved
1.	S-01	5	50
2.	S-02	6	60
3.	S-03	7	70
4.	S-04	6	60
5.	S-05	4	40
6.	S-06	5	50
7.	S-07	5	50
8.	S-08	4	40
9.	S-09	10	100
10.	S-10	9	90
11.	S-11	7	70
12.	S-12	5	50
13.	S-13	7	70
14.	S-14	5	50
15.	S-15	8	80

16.	S-16	9	90
17.	S-17	8	80
18.	S-18	6	60
19.	S-19	8	80
20.	S-20	5	50
21.	S-21	6	60
22.	S-22	6	60
23.	S-23	6	60
24.	S-24	6	50
25.	S-25	6	60
26.	S-26	9	90
27.	S-27	8	80
28.	S-28	5	50
29.	S-29	6	60
30.	S-30	6	60
31.	S-31	8	80
32.	S-32	9	90
33.	S-33	3	30
34.	S-34	6	60
35.	S-35	7	70
36.	S-36	9	90
37.	S-37	5	50
38.	S-38	6	60
39.	S-39	5	50
40.	S-40	7	70
Total	40	-	2570
Average of Students' Score			64.25

the total of the students' score

The average of the students' score = $\frac{\text{the total of the students' score}}{\text{the number of the Students}}$

the number of the Students

2570

= $\frac{2570}{40}$

40

= 64.25

After doing the assessment in cycle 1, the writer got the result of the test. Based on the counted mean above, it can be seen that the average of the students test result in assessment in cycle 1 was 64.25. It only increased 5.525 point from the pre-test and it was still lower than the criterion of the passing assessment (KKM) of the SD Negeri 2 Gempolsewu that is 65. There were twenty four students failed the test. They got mark under 65. The highest score was 100 and only 1 student who got it. The lowest score of the pre test was 30 and only 1 student who got it. There were only 16 students got more than 65. However, there were 31 students who increased their score from pre-test before.

Since the assessment in cycle 1 was higher than pre test, it can be concluded that the treatment in the cycle 1 was quite succeed and the technique was effective. Although it increased but, the average score was still lower than the criterion of the passing assessment (KKM) of the SD Negeri 2 Gempolsewu. Therefore, the writer planned to develop the teaching and learning process for the next cycle to get a better achievement by constructing lesson plan which addresses students' weaknesses.

The fifth meeting was done on April 14, 2011 from 09.00 a.m until 09.35 a.m. There were forty students who joined this activity. The writer opened the lesson by reviewing the previous lesson to refresh their memory. And then, The writer gave the assessment to check the students' reading improvement. In the cycle 2 assessment, almost all of students did the test in less than 20 minutes. Through this test, the writer was able to know students' progress in reading text by using picture dictionary as teaching media.

The result of the assessment in cycle 2 can be seen in the table below:

Table 4.4 The Result of Assessment in Cycle 2

No.	Students' code	Total point collected	Score achieved
1.	S-01	7	70
2.	S-02	6	60
3.	S-03	8	80
4.	S-04	7	70
5.	S-05	6	60
6.	S-06	6	60
7.	S-07	7	70
8.	S-08	7	70
9.	S-09	10	100
10.	S-10	9	90
11.	S-11	7	70
12.	S-12	7	70
13.	S-13	7	70
14.	S-14	8	80
15.	S-15	8	80
16.	S-16	10	100
17.	S-17	9	90
18.	S-18	7	70
19.	S-19	9	90
20.	S-20	7	70
21.	S-21	8	80
22.	S-22	8	80
23.	S-23	9	90
24.	S-24	7	70
25.	S-25	8	80
26.	S-26	9	90
27.	S-27	10	100
28.	S-28	7	70
29.	S-29	7	70
30.	S-30	7	70
31.	S-31	9	90
32.	S-32	10	100
33.	S-33	6	60
34.	S-34	6	60
35.	S-35	8	80
36.	S-36	10	100
37.	S-37	7	70
38.	S-38	7	70
39.	S-39	7	70

40.	S-40	7	70
Total	40	-	3090
Average of Students' Score			77.25

the total of the students' score

The average of the students' score = $\frac{\text{the total of the students' score}}{\text{the number of the Students}}$

$$\begin{aligned}
 &= \frac{3090}{40} \\
 &= 64.25
 \end{aligned}$$

After doing the assessment in cycle 2, the writer got the result of the test. Based on the counted mean above, it can be analyzed that the average of the students' assessment in cycle 2 was 77.25. From the result of the test, it was known that there was an improvement in students' ability in reading using picture dictionary. It developed 18.525 point from the result of pre-test. It was also higher enough than the criterion of the passing assessment (KKM) of the SD Negeri 2 Gempolsek. The number of students who failed in the test was also decreased. However, there were still five students who had not passed the test. It can be seen that there were still some students had problems in the program. They got mark under 65. The highest score was 100 and there were 5 students who got it. The lowest score of the pre test was 60 and there were 5 student who got it. There were 35 students get more than 65.

According to the analysis above, the students' achievement of reading skill was increased and got better than the pre-test and assessment in cycle 1. Based on

these facts, it can be concluded that the writer was successful in applying her media in this cycle.

4.1.1.4 Analysis of Post-Test

After conducting the pre-test, assessment in cycle 1 and assessment in cycle 2, the writer saw that the students had improved their reading skill using picture dictionary. Yet, they were evaluated again through the post-test. The post-test was conducted on April 21, 2011 from 09.00 a.m until 09.35 a.m. Before doing the post-test, the writer told the students that they showed great improvement. There were forty students who took the test. The type of the test was multiple choices. Thirty five minutes were provided for them to finish the thirty items. The materials were taken from the pre-test. The post-test was intended to know the students' achievement in the final teaching and learning process.

The result of the post-test can be seen in the table below:

Table 4.5 The Result of the Post-Test

No.	Students' code	Total point collected	Score achieved
1.	S-01	25	83
2.	S-02	22	73
3.	S-03	25	83
4.	S-04	22	73
5.	S-05	23	77
6.	S-06	23	77
7.	S-07	25	83
8.	S-08	22	73
9.	S-09	30	100
10.	S-10	30	100
11.	S-11	23	77
12.	S-12	22	73
13.	S-13	24	80
14.	S-14	25	83

15.	S-15	26	87
16.	S-16	23	100
17.	S-17	28	93
18.	S-18	22	73
19.	S-19	28	93
20.	S-20	22	73
21.	S-21	25	83
22.	S-22	26	87
23.	S-23	28	93
24.	S-24	23	77
25.	S-25	25	83
26.	S-26	27	90
27.	S-27	30	100
28.	S-28	21	70
29.	S-29	23	77
30.	S-30	21	70
31.	S-31	27	90
32.	S-32	30	100
33.	S-33	23	77
34.	S-34	23	77
35.	S-35	25	83
36.	S-36	30	100
37.	S-37	21	70
38.	S-38	22	73
39.	S-39	25	83
40.	S-40	25	83
Total	40	-	3320
Average of Students' Score			83

the total of the students' score

The average of the students' score = $\frac{\text{the total of the students' score}}{\text{the number of the students}}$

$$= \frac{3320}{40}$$

$$= 83$$

Based on the counted mean above, it can be analyzed that the average of students' post-test was 83. Surprisingly, it was higher 24.275 point than the result of the pre-test. It was also higher than the criterion of passing assessment (KKM) that is 65. The mean of post-test showed that there was an improvement in students' ability in reading after given the treatment by using picture dictionary. The students' score improved significantly. All of the students got mark more than the KKM. It showed that the students' ability in reading by using picture dictionary was increased. The highest score of the post-test was 100 and there were 6 students who got it. The lowest score of the post-test was 70 and there were 3 students who got it. The students had improved their achievement in reading by using picture dictionary. They could remember and understood the meaning of the new words well. So, it can be concluded that the media used by the writer was effective to enhance the mastery of English reading to elementary school students.

According to the meetings in cycle 2, there were improvements both on score and students' responses during the learning activity. The students' score improved significantly. It showed that there was an improvement in students' ability in reading after given the treatment by using picture dictionary. The writer saw that students' attention was increased. It could be seen from their ways in following the lesson. They looked so enjoyed when the writer used the picture dictionary as teaching media and they also showed good cooperation. That improvement indicated that the use of picture dictionary awakened their willingness to develop their reading skill.

4.1.2 The Analysis of Questionnaire

First questionnaire was firstly held in the end of cycle 1 test. It was intended to know the students' attitude toward reading process after given the treatment by using picture dictionary. After conducting the post-test, the writer gave a second questionnaire to the students. The purpose of five-item-questionnaire was to know the students' attitude toward reading process after given the treatment in cycle 2 and to support the primary data.

The first question was about the students' interest in the use of picture dictionary as media in learning reading. The question was whether or not the students liked learning reading using picture dictionary, the result of this question was increased from 2 to 2.75. It showed that students' interest in learning reading using picture dictionary was increased from medium became high.

The second question was about the advantage of using picture dictionary in learning reading. The question was whether the students were more understood learning reading using picture dictionary or not. The result increased from 1.9 to 2.475. It meant that teaching reading to the students using picture dictionary as media was increased from helpful became very helpful. It could help the students in mastering English reading.

The third question was about the students' motivation. The question was whether learning reading using picture dictionary can improve the students' motivation. The answer for this number was increased from 1.975 to 2.65. This result showed that students' motivation was increased from medium became high.

The next question was about the relation between the vocabularies. The question was whether there was relation between the vocabulary that given in the action research and the vocabulary that the students often practiced in their daily activities or not, and the answer was increased from 2 to 2.1 . It meant that the use of picture dictionary as media was increased from relevant became very relevant.

The last question was about the sustainability of picture dictionary. It questioned whether the use of these media should have been continued or not in learning English. The result was increased from 1.9 to 2.225. It showed that the continuity of using picture dictionary as media was increased from necessary became very necessary and that it could be given continually.

From the result of first questionnaire, the writer concluded that students' attitude toward learning English, especially reading using picture dictionary was quite good. Nevertheless, the students' interest still needed to be increased in order to increase their motivation in reading using picture dictionary. One of the solutions was by using the picture dictionary media in the reading process.

From the result of second questionnaire, the writer concluded that students' attitude toward learning English, especially reading using picture dictionary was better than before. Moreover, the students joined the lesson happily and the students also showed a great interest and motivation in learning English by using picture dictionary.

4.2 Improvement of the Students' Reading Skill

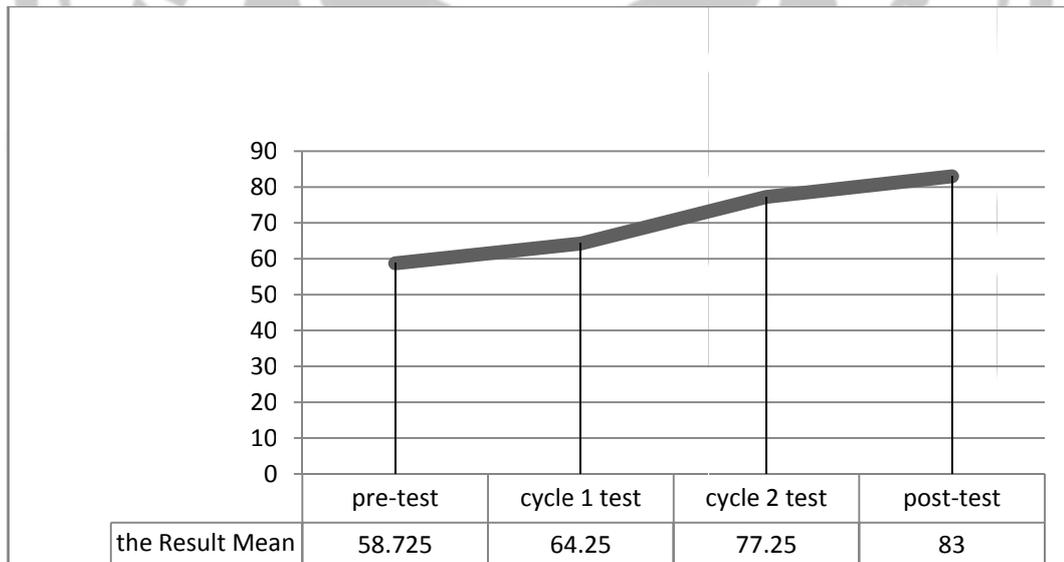
The writer had conducted the action research by using picture dictionary as media in teaching reading. In conducting this action research, the four tests were distributed in order to know the students' ability in reading mastery. The result of each test showed that there was a good improvements of the students' ability in reading mastery. Then, the improvement of them could be seen in the table and diagram below:

Table 4.6 The Overall Test Score

No.	Students' code	Pre-test	Cycle 1 test	Cycle 2 test	Post-test
1.	S-01	43	50	70	83
2.	S-02	63	60	60	73
3.	S-03	63	70	80	83
4.	S-04	57	60	70	73
5.	S-05	20	40	60	77
6.	S-06	63	50	60	77
7.	S-07	83	50	70	83
8.	S-08	73	40	70	73
9.	S-09	70	100	100	100
10.	S-10	70	90	90	100
11.	S-11	63	70	70	77
12.	S-12	33	50	70	73
13.	S-13	40	70	70	80
14.	S-14	53	50	80	83
15.	S-15	77	80	80	87
16.	S-16	77	90	100	100
17.	S-17	70	80	90	93
18.	S-18	53	60	70	73
19.	S-19	70	80	90	93
20.	S-20	43	50	70	73
21.	S-21	47	60	80	83
22.	S-22	50	60	80	87
23.	S-23	53	60	90	93
24.	S-24	47	50	70	77
25.	S-25	53	60	80	83
26.	S-26	73	90	90	90
27.	S-27	83	80	100	100

28.	S-28	47	50	70	70
29.	S-29	53	60	70	77
30.	S-30	47	60	70	70
31.	S-31	70	80	90	90
32.	S-32	80	90	100	100
33.	S-33	43	30	60	77
34.	S-34	73	60	60	77
35.	S-35	53	70	80	83
36.	S-36	77	90	100	100
37.	S-37	57	50	70	70
38.	S-38	43	60	70	73
39.	S-39	43	50	70	83
40.	S-40	73	70	70	83
	Sum	2349	2570	3090	3320
	Mean	58.725	64.25	77.25	83

Diagram 4.1 Improvement of Students' Reading Skill



The average of pre-test was lower than the criterion of passing assessment. When the test was conducted, some students were still confused with the material. They had problem in doing the test.

In the first cycle, the improvement of the result was not significantly increased. It was only increased at 5.525 point (from 58.725 to 64.25) in

assessment in cycle 1. Although the average was lower than the criterion of passing assessment, at least it showed an improvement from the pre-test.

In the second cycle, the improvement of the result can be seen clearly. The students' average score had increased better, from 64.25 to 77.25 in assessment in cycle 2. The result of the post-test also showed a good improvement. It increased surprisingly until 83. It was more than the criterion of passing assessment. Then, the result of the post-test showed that using picture dictionary in teaching reading gave many good impacts. English reading class became attractive, interesting, fun, and not boring. The students always looked so interested and active in teaching learning process. Their understanding of the media improved where they applied it correctly. The media really helped them to remember the new words easily. It was because in the cycle 2, the writer paid more attention to the students who still got score less than 65 in pre-test and assessment in cycle 1 before.

By comparing the mean of each test, it can be concluded whether the result was improving or not by checking the effectiveness of the media used. In this case, the writer found that there was an improvement started from the pre-test until the post-test, indicated by the result of the test.

The observation sheets filled by the students were also proved that using picture dictionary gave a good contribution in teaching reading. It means that there was a high positive impact of using picture dictionary in teaching reading where the students fully showed their activeness in teaching learning process. The students' response and comprehension to the material showed better even best result. Their interest, motivation, and confidence were high. The students' desire

in learning reading using picture dictionary showed a good increase and improvement; besides, the students were so active and creative in joining the teaching learning process.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter would present some points as the conclusions of the data analysis in the previous chapter and some suggestions as the contribution to support the teaching learning process.

5.1. Conclusions

After conducting this research, the writer concluded that the use of picture dictionary gave a very good contribution in teaching reading. Besides, the students' improvement in reading was improved.

The conclusions above were proved by the average score; the average increased at 5.525 point (from 58.725 to 64.25) in assessment in cycle 1. Although the average was lower than the criterion of passing assessment, it showed an improvement from the pre-test. In the second cycle, the improvement of the result can be seen clearly. The students' average score had increased a lot, from 64.25 became 77.25 in assessment in cycle 2. The result of the post-test also showed a good improvement. It increased surprisingly until 83. It was more than criterion of the passing assessment, 65. Besides, the result of the observation sheets showed a good improvement as well. In details, the English reading class was interesting, fun, and not boring. It was proved by the students' behavior when they joined in teaching learning process. Next, the students fully showed their

interest in teaching learning process. Then, the students' response and comprehension to the material showed the better even best result. Moreover, the students' motivation and confidence were in a very high level of scoring that meant the students' desire in learning reading using picture dictionary showed a good increase and improvement. In addition, the students were so active and creative in joining the teaching learning process that showed by the level of it was in the very high level. Finally, questionnaire also showed students' interest in learning reading using picture dictionary. It benefits the students in improving reading skill.

5.2. Suggestions

Based on the conclusions above, the writer would like to give some suggestion as followed:

For the students, they should improve their motivation and ability in learning English.

For the English teachers, the writer suggests that the selection of teaching way and method are very important. Picture dictionary is one of teaching media that the writer recommends to use. Through this media, teachers are able to improve students' interest and motivation in learning English.

For future researchers who are especially going to conduct a research of using picture dictionary, some suggestions are offered. First, the researcher should maximize the use of media in the teaching and learning process. Realizing that media can work better with the help of any techniques, the future researcher

should apply the interesting techniques in using picture dictionary as media. Moreover, the researcher should prepare the picture dictionary well. Therefore, it is easy for the students to remember the meaning of the new words in reading.

Last but not least, hopefully the result of this research gives valuable experience in teaching for the writer as the candidate of English teacher.



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APPENDICES

APPENDIX 1

THE NAMES OF THE SUBJECT OF STUDY

No.	Students' code	Students' name
1.	S-01	Devin Andriyanto
2.	S-02	Bagas Saputra
3.	S-03	M.Fatkhur Rohman
4.	S-04	Aji Warseno
5.	S-05	Ahmad Fitrotul Bahri
6.	S-06	Agus Haryono
7.	S-07	Ahmad Gunawan
8.	S-08	Avika Dewantari Sifaul Nada
9.	S-09	Ananda Nuru Nabila
10.	S-10	Dimas Adi Prayogo
11.	S-11	Dani Fahri Husada
12.	S-12	Dewi Kristianti
13.	S-13	Eva Koziana
14.	S-14	Elsa Tatik Musdalifah
15.	S-15	Edi Puji Astuti
16.	S-16	Erik Megan Sukma
17.	S-17	Heri Junianto
18.	S-18	Hanum Gunawan
19.	S-19	Hesti Ayu Pangestutik
20.	S-20	Hana Firliana
21.	S-21	Iken Mahardika
22.	S-22	Ihtiar Basuki
23.	S-23	Lutfiana Zuhrotul Janah
24.	S-24	Langgeng Mukti Raharjo
25.	S-25	Muhammad Azizi
26.	S-26	Muh. Firdaus
27.	S-27	Mia Arsita Pratiwi
28.	S-28	Meidhika Gilang Ardianto
29.	S-29	Nilla Mugiarti
30.	S-30	Nurhayati Nufus
31.	S-31	Nabila Dinar Furokhidah
32.	S-32	Nita Vindy Listiani
33.	S-33	Roy Setiawan
34.	S-34	Suntono Majazi
35.	S-35	Siti Anisa
36.	S-36	Ulul Hidayah
37.	S-37	Wahyu Prayogo
38.	S-38	Wawan Gunawan
39.	S-39	Yosi Saputra
40.	S-40	Farurohman

APPENDIX 2

PRE-TEST AND POST-TEST

Mata Pelajaran : Bahasa Inggris
 Pokok Bahasan : Profession and Transportation
 Kelas : V
 Waktu : 35 minutes

Choose the correct answer by crossing (x) A, B, C or D!

Text for number 1 to 5

My name is Andika. I am a student. I have a brother and a sister. My brother's name is Angga and my sister's name is Anggi. Angga works in a workshop. He repairs the broken cars. He is a mechanic. My sister works at school. She teaches the students. She is a teacher.

1. Andika is a . . .
 A. pilot C. teacher
 B. gardener D. student
2. Angga works in a . . .
 A. office C. garden
 B. workshop D. school
3. Angga is a . . .
 A. driver C. mechanic
 B. pilot D. secretary
4. What does Anggi do?
 A. she types the letters
 B. she teaches the students
 C. she cleans the garden
 D. she makes clothes

5. Anggi is a . . .
 A. teacher C. typist
 B. secretary D. headmaster

Text for number 6 to 9

Mr. Gunawan is a librarian. He works in the library of Kusuma Elementary School. He helps the students in finding the books they want to read. He is a kind librarian. Many students like him.

6. Mr. Gunawan is a . . .
 A. teacher C. gardener
 B. student D. librarian
7. Librarian is a person who works in the . . .
 A. school C. office
 B. library D. restaurant
8. Mr. Gunawan helps the students in finding the . . .
 A. books C. pencil
 B. bag D. pen

9. Many students like Mr. Gunawan because he is . . .

- A. diligent C. kind
- B. lazy D. talkative

10. Mr. Tarno plants the paddy in the rice field. He is a . . .



- A. farmer C. soldier
- B. tailor D. reporter

11. Mr. Darman catches fish in the sea. He is a . . .



- A. police C. tailor
- B. barber D. fisherman

12. She works in the hospital. She treats patients. She is a . . .



- A. barber C. artist
- B. nurse D. Dentist

13. A man who hunts for animals is a . . .



- A. director C. artist
- B. hunter D. gardener

14. He delivers letters. He is a . . .



- A. postman C. farmer
- B. soldier D. teacher

15. Thomas : "Who is that man?"
Rafael : "He is Mr. Abas."

Thomas : "What does he do?"

Rafael : "He makes clothes."

Thomas : "What is Mr. Abas?"

Rafael : "He is a . . ."



- A. waiter C. tailor
- B. barber D. farmer

Text for number 16 to 19

Long time ago, people just had carts, raft, horses, cows, and camels as their means of transportation. They needed a long time to move to other places, because their means of transportation couldn't move fast.

16. People use . . .to cross the river

long time ago.

- A. raft C. carts
B. horses D. boat

17. The text above is about the . . . means of transportation

- A. modern C. advanced
B. traditional D. new

18. People needed a . . .time to move to other places.

- A. quick C. long
B. little D. short

19. Traditional transportations needed a long time to move to other places because . . .

- A. they move fast
B. they couldn't move fast
C. they are expensive
D. they are cheap

Text for number 20 to 22

Nowadays, people are easy to move to other places. They may choose many means of

transportation. If they want to go for a long distance, they can go by plane. Plane can move very fast. It can also carry many people. When people want to cross the sea, they can go by ship. It can carry thousands of people.

20. Nowadays, people are . . . to move to other places.

- A. easy C. commn
B. difficult D. slow

21. A . . .can reach a long distance in a few hours.

- A. car C. bus
B. plane D. Train

22. A ship moves slowly, but it can carry . . . of people.

- A. a few C. a little
B. not many D. thousands

23. If you ride a . . . you must use a helmet.

- A. motorcycle C. bus
B. cycle D. car

24. A . . . is a means of air transportation.

- A. plane C. ship
B. car D. boat

25. Ayu : "Is . . . a traditional transportation?"

Asya : "Yes, it is."



- A. car C. train
B. cart D. pedicab

26. Sessa : “How do you go to Surabaya?”

Idris : “I go to Surabaya by . . .”



- A. car C. train
B. bus D. lorry

27. X : “How did you go to the market last week?”

Y : “I went to the market by . . .”

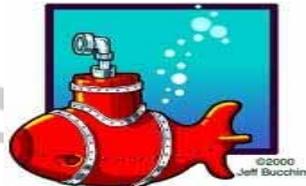


- A. raft C. car
B. pedicab D. cart

28. A bus stop at the . . .

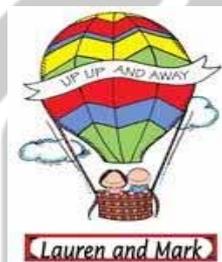
- A. bus station C. harbour
B. railway station D. airport

29. It is used to detect condition under sea.



- A. helicopter C. ship
B. boat D. submarine

30. We can see the beautiful scenery from a . . .



- A. train C. plane
B. hot air balloon D. helicopter

APPENDIX 3

ANSWER KEY OF PRE-TEST AND POST-TEST

1. D	11. D	21. B
2. B	12. B	22. D
3. C	13. B	23. A
4. B	14. A	24. A
5. A	15. C	25. D
6. D	16. A	26. C
7. B	17. B	27. D
8. A	18. C	28. A
9. C	19. B	29. D
10. A	20. A	30. B



APPENDIX 4

LESSON PLAN I

Profession

LEVEL	: ELEMENTARY SCHOOL STUDENTS
SCHOOL	: SD N 2 GEMPOLSEWU
GRADE / SEMESTER	: V/ 2
SUBJECT	: ENGLISH
TIME ALLOTMENT	: 2 x 35 MINUTES
THEME	: PROFESSION

Standar Kompetensi :

Membaca

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Kompetensi Dasar :

- 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

I. Objectives of Study

1. By the end of the lesson, students should be able to mention many kinds of professions and their responsibilities
2. By the end of the lesson, students should be able to pronounce many kinds of professions correctly.
3. By the end of the lesson, students should be able to know the meaning of many kinds of professions.

II. Indicators

1. Students are able to identify many kinds of profession and their responsibilities.
2. Students are able to identify the meaning of many kinds of professions.
3. Students are able to pronounce many kinds of professions correctly.

III. Method and Techniques

- Mask in Picture Dictionary
- Picture Drill

IV. Sources / Media

- Textbook (Grow with English an English course for elementary school students, published by erlangga, 2007, Jakarta.
- Picture Dictionary
- Picture Chart

V. Learning Activities

(meeting 1 & 2)

1. Opening

A. Apperceptive

- 1.1 The class begins with greeting between the teacher and the students.
- 1.2 The teacher checks the attendance list.

B. Motivation strategies

- 1.3 The students pay attention to the teacher.
- 1.4 The teacher shows pictures related to the theme (professions) to the students.
- 1.5 The teacher gives questions about the pictures and the students answer the questions.

C. Conveying objectives

- 1.6 The teacher states the purpose of the lesson and the material that will be given to the students, and focuses on the main activity.
- 1.7 The students pay attention to the purpose / learning objectives of the lesson.

2. Main Activities

2.1 Exploration

2.1.1 The students open picture dictionary related to the theme (professions).

2.1.2 The students prepare masks from paper to close the meaning in picture dictionary.

2.1.3 The students pay attention to the teacher's explanation about the use of mask in picture dictionary.

2.1.4 The students look at the picture dictionary.

2.1.5 The students cover the meaning of the picture dictionary with the mask.

2.1.6 The teacher gives questions about the picture in the dictionary and the students answer the questions.

2.1.7 The students remove the mask to check their answer.

2.1.8 The teacher asks the students to pay attention to the picture, the words, and the meaning of the object.

2.1.9 The teacher reads the words aloud and asks the students to repeat after her.

2.1.10 The students look at other pictures and do the same technique.

2.2 Elaboration

2.2.1 The teacher gives examples of simple texts about profession.

2.2.2 The teacher reads the text aloud then followed by students.

2.2.3 The students pay attention to the new vocabulary in the text.

2.2.4 The teacher asks the students about those words.

2.2.5 The students identify the meaning of the new words in picture dictionary.

2.2.6 The teacher asks the students to do some exercises related to the text.

2.3 Confirmation

2.3.1 The teacher gives questions to the students as a guide for making a conclusion. e.g.:

1. What is this picture about(show the picture of profession).

2. Show a picture to me when I mention a word.

3. Mention the names of professions!

3. Closing

- 3.1 The teacher asks the students about the material.
- 3.2 The teacher gives attention to the conclusion of the material.
- 3.3 The teacher evaluates the students to know the student's competence or the student's ability of the material by giving a formative test.

- The example of simple text:
- ✓ Text of profession:

My name is Andi Setyanto. Just call me andi. I am the student of the fifth class. I will tell you something about the profession that we can find at school. There are a headmaster, teachers, a gardener, and a school staffs.

Headmaster is the person who leads a school. Teachers are persons who teach the students. Gardener is a person who takes care of the school garden. While school staffs are persons who take care of the school's administration.

1. Language focus

- Vocabulary
- Pronunciation
- Stress and intonation

VI. Evaluation

a. Form : Writing test

b. The rules are:

- ✓ The writer gives a formative test to the students.
- ✓ The students have to complete the dialogues with the names of professions (3 items), fill in the blanks (3 items), and rearrange the words into good sentence (4 items).
- ✓ The students have 20 minutes for doing the test.

c. Scoring

$$\text{The students' score} = \frac{\text{the number of the correct answer}}{\text{the number of item}} \times 100$$

✓ Maximum score for the students :10

✓ Maximum grade :100

For example:

Fina gets score : 8

$$\text{The students' score} = \frac{8}{10} \times 100$$

Then her grade: 80



APPENDIX 5

ASSESSMENT 1

Name :

No :

Score :

A. Complete the dialogues with the names of professions!

1. A : "What does your sister do?"
B : "She treats patients."

A : "What is she?"
B : "She is a . . ."
2. A : "What does Mrs. Nindy do?"
B : "She makes clothes."

A : "What is she?"
B : "She is a . . ."
3. A : "What does Mr. Thomson do?"
B : "He makes furnitures."

A : "What is he?"
B : "He is a . . ."

B. Fill in the blanks!

4. Mr. John teaches the students at school.
He is a . . .
5. Mr. Risang catches fish every day.
He is a . . .
6. Mr. Situmorang works in the hospital. He cures the patients.
He is a . . .

C. Arrange into good sentences!

7. driver – **Mr. Tono** – a – is =
8. aero plane – **Mr. Dimas** – an – flies =
9. student – am – **I** – a =
10. **My father** – a – is – pilot =

APPENDIX 6

ANSWER KEY OF ASSESSMENT 1

1. Nurse
2. Tailor
3. Carpenter
4. Teacher
5. Fisherman
6. Doctor
7. Mr. Tono is a driver.
8. Mr. Dimas flies a plane.
9. I am a student.
10. My father is a pilot.



APPENDIX 7

LESSON PLAN II

Transportation

LEVEL	: ELEMENTARY SCHOOL STUDENTS
SCHOOL	: SD N 2 GEMPOLSEWU
GRADE / SEMESTER	: V/ 2
SUBJECT	: ENGLISH
TIME ALLOTMENT	: 2 x 35 MINUTES
THEME	: TRANSPORTATION

Standar Kompetensi :

Membaca

7. Memahami tulisan bahasa inggris sangat sederhana dalam konteks sekolah.

Kompetensi Dasar :

- 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

I. Objectives of Study

4. By the end of the lesson, students should be able to mention many kinds of transportations.
5. By the end of the lesson, students should be able to pronounce many kinds of transportations correctly.
6. By the end of the lesson, students should be able to know the meaning of many kinds of transportations.

II. Indicators

7. Students are able to identify many kinds of transportations.
8. Students are able to identify the meaning of many kinds of transportations.
9. Students are able to pronounce many kinds of transportations correctly.

III. Method and Techniques

- Mask in Picture Dictionary
- Picture Drill

IV. Sources / Media

- Textbook (Grow with English an English course for elementary school students, published by erlangga, 2007, Jakarta.
- Picture Dictionary
- Picture Chart

V. Learning Activities

(Meeting 1 & 2)

1. Opening**A. Apperceptive**

- 1.1 The class begins with greeting between the teacher and the students.
- 1.2 The teacher checks the attendance list.

B. Motivation strategies

- 1.3 The students pay attention to the teacher.
- 1.4 The teacher shows pictures related to the theme (transportations) to the students.
- 1.5 The teacher gives questions about the pictures and the students answer the questions.

C. Conveying objectives

- 1.6 The teacher states the purpose of the lesson and the material that will be given to the students, and focuses on the main activity.
- 1.7 The students pay attention to the purpose / learning objectives of the lesson.

2. Main Activities

2.1 Exploration

2.1.1 The students open picture dictionary related to the theme (transportations).

2.1.2 The students prepare masks from paper to close the meaning in picture dictionary.

2.1.3 The teacher gives explanation about the use of mask in picture dictionary clearly and loudly twice. The teacher goes around the class from one student to another student, to make sure that every student understand how the use of mask in picture dictionary.

2.1.4 The students look at the picture dictionary.

2.1.5 The students cover the meaning of the picture dictionary with the mask.

2.1.6 The teacher gives questions about the picture in the dictionary and the students answer the questions. She gives more attention to the students who still get score less than 65 in pre test and cycle 1 test before.

2.1.7 The students remove the mask to check their answer.

2.1.8 The teacher asks the students to pay attention to the picture, the words, and the meaning of the object.

2.1.9 The teacher reads the words aloud and asks the students to repeat after her.

2.1.10 The students look at other pictures and do the same technique.

2.2 Elaboration

2.2.1 The teacher gives examples of simple texts about profession.

2.2.2 Firstly, the teacher reads the text by herself loudly and clearly and the students listen seriously.

2.2.3 The teacher reads the text aloud then followed by students.

2.2.4 The students read the text aloud by themselves.

2.2.5 The students pay attention to the new vocabulary in the text.

2.2.6 The teacher asks the students about those words.

2.2.7 The students identify the meaning of the new words in picture dictionary.

2.2.6 The teacher asks the students to do some exercises related to the text.

2.3 Confirmation

2.3.1 The teacher gives questions to the students as a guide for making a conclusion. e.g.:

1. What is this picture about ... (show the picture of profession).
2. Show a picture to me when I mention a word.
3. Mention the names of professions!

3. Closing

3.4 The teacher asks the students about the material.

3.5 The teacher gives attention to the conclusion of the material.

3.6 The teacher evaluates the students to know the student's competence or the student's ability of the material by giving a formative test.

- The example of simple text:

- ✓ Text of transportation:

Today is holiday. My family and I will go to Semarang. We will visit my grandmother. We will go there by car. Car is one of the land transportation. It is faster than a bicycle. It has an engine. The engine moves its wheels.

To move its engine, a car needs a fuel. We can buy the fuel in the gas station.

2. Language focus

- Vocabulary
- Pronunciation
- Stress and intonation

VI. Evaluation

a. Form : Writing test

b. The rules are:

- ✓ The writer gives a formative test to the students.
- ✓ The students have to group the vehicles into the right column (5 items) and fill in the blanks (5 items).
- ✓ The students have 20 minutes for doing the test.

c. Scoring

The students' score = $\frac{\text{the number of the correct answer}}{\text{the number of item}} \times 100$

✓ Maximum score for the students :10

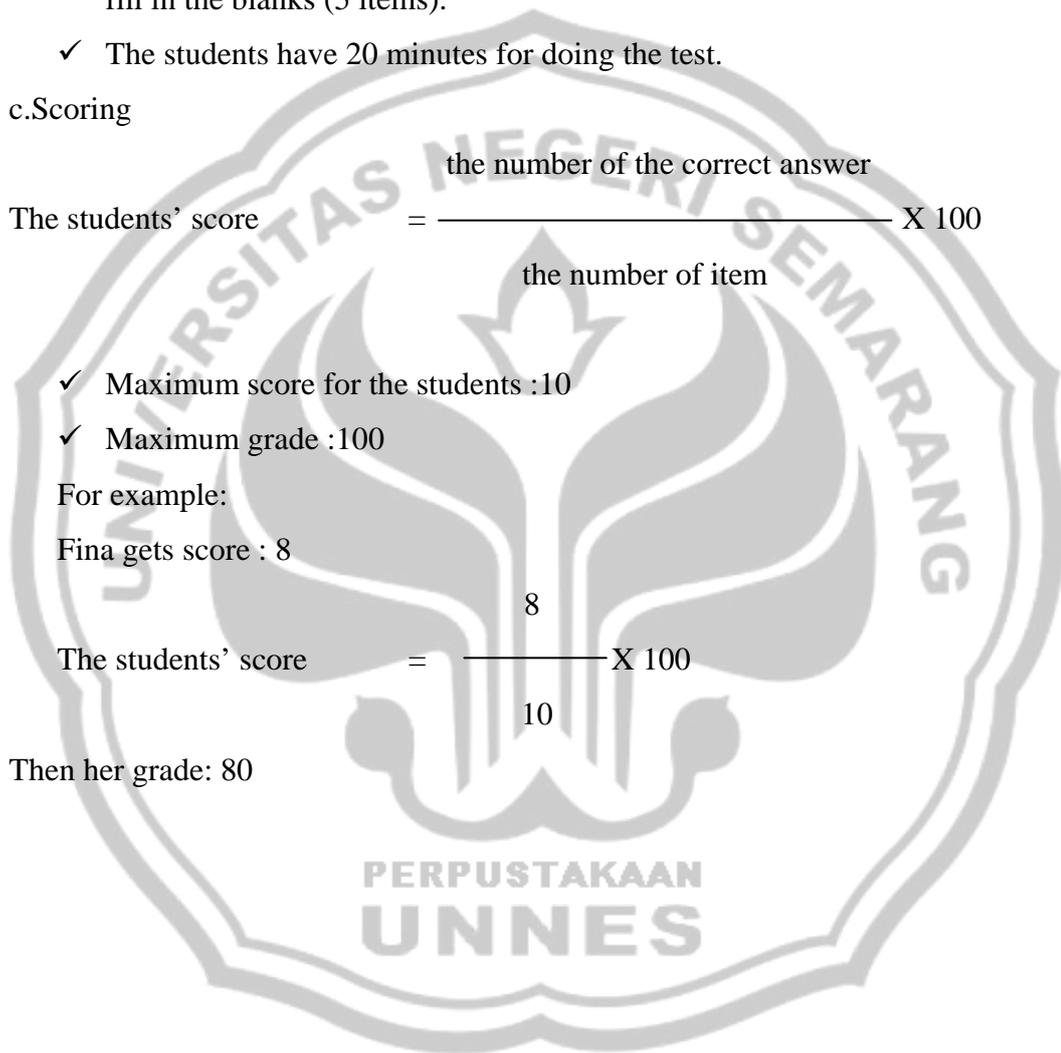
✓ Maximum grade :100

For example:

Fina gets score : 8

The students' score = $\frac{8}{10} \times 100$

Then her grade: 80



APPENDIX 8

ASSESSMENT II

Name :

Score :

No :

A. Group the vehicles into the right column!

No	Vehicles	Air Transportation	Land Transportation	Water Transportation
1	truck			
2	Helicopter			
3	Submarine			
4	Cart			
5	boat			

B. Fill in the blanks!

6. It is land transportation. It has two wheels. It doesn't have an engine.
It is a . . .
7. It is land transportation. It stops at the railway station. It can carry many people.
It is a . . .
8. It is a kind of air transportation. It is moved by the hot air.
It is a . . .
9. A bus stops at the . . .
- 10 Soekarno – Hatta and Ahmad Yani are the names of

APPENDIX 9

ANSWER KEY OF ASSESSMENT II

1. Land transportation
2. Air transportation
3. Water transportation
4. Land transportation
5. Water transportation
6. Bicycle
7. Train
8. Hot air baloon
9. Bus station
10. Airport



APPENDIX 10

QUESTIONNAIRE

A. Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberi silang (x) pada pilihan yang disesuaikan.

1. Apakah kalian menyukai cara belajar menggunakan “Picture Dictionary”?
a. tidak suka b. suka c. sangat suka
2. Apakah kalian lebih mengerti bila belajar bahasa Inggris menggunakan “Picture Dictionary”?
a. tidak mengerti b. mengerti c. sangat mengerti
3. Apakah belajar dengan “Picture Dictionary” dapat menambah semangat kalian dalam belajar bahasa Inggris?
a. tidak menambah b. menambah c. sangat menambah
4. Apakah kata-kata yang diajarkan sering digunakan dan dibutuhkan dalam kegiatan sehari-hari?
a. tidak b. kadang-kadang c. sering
5. Apakah kegiatan belajar-mengajar menggunakan “Picture Dictionary” perlu dilakukan secara terus menerus?
a. tidak perlu b. perlu c. sangat perlu

B. Berilah komentar mengenai pelajaran hari ini.

APPENDIX 11

The Score Analysis of First Questionnaire

No	Students' Code	Score Per Item					Total
		1	2	3	4	5	
1.	S-01	2	2	2	3	3	12
2.	S-02	2	2	3	3	2	12
3.	S-03	2	1	2	2	1	8
4.	S-04	2	2	2	3	3	12
5.	S-05	2	2	2	3	1	10
6.	S-06	2	2	2	1	2	9
7.	S-07	3	2	2	3	2	11
8.	S-08	2	2	2	2	2	10
9.	S-09	2	2	2	2	3	11
10.	S-10	2	2	2	2	2	10
11.	S-11	2	2	2	3	3	12
12.	S-12	2	2	2	3	3	12
13.	S-13	2	2	2	1	1	8
14.	S-14	2	2	2	2	2	10
15.	S-15	2	2	2	1	1	8
16.	S-16	2	2	2	2	3	11
17.	S-17	2	2	2	3	3	12
18.	S-18	2	1	1	2	1	7
19.	S-29	2	2	1	2	2	9
20.	S-20	2	2	2	2	2	10
21.	S-21	2	2	2	3	2	11
22.	S-22	2	2	2	2	2	10
23.	S-23	2	3	2	3	1	11
24.	S-24	2	2	2	2	2	10
25.	S-25	2	2	2	2	2	10

No	Students' Code	Score Per Item					Total
		1	2	1	4	5	
26.	S-26	2	2	2	3	2	11
27.	S-27	2	2	2	2	2	10
28.	S-28	2	1	1	2	1	7
29.	S-29	2	2	2	2	1	9
30.	S-30	1	2	1	1	1	6
31.	S-31	2	3	2	2	2	11
32.	S-32	2	2	3	2	2	11
33.	S-33	2	2	2	1	1	8
34.	S-34	2	2	2	1	2	9
35.	S-35	2	2	3	2	2	11
36.	S-36	2	2	2	1	2	9
37.	S-37	2	2	2	3	2	11
38.	S-38	2	2	2	2	2	10
39.	S-39	2	1	2	2	2	9
40.	S-40	2	2	2	2	2	10
	Total	80	78	79	80	78	398
	Mean	2	1.95	1.975	2	1.95	9.95



APPENDIX 12

The Score Analysis of Second Questionnaire

No	Students' Code	Score Per Item					Total
		1	2	3	4	5	
1.	S-01	3	2	3	3	3	14
2.	S-02	3	2	3	3	2	13
3.	S-03	2	1	2	2	1	8
4.	S-04	3	2	3	3	3	14
5.	S-05	2	2	3	3	1	11
6.	S-06	3	2	2	1	2	10
7.	S-07	3	3	3	3	2	14
8.	S-08	3	3	3	2	3	14
9.	S-09	3	3	3	2	3	14
10.	S-10	3	2	3	2	2	12
11.	S-11	2	2	3	3	3	13
12.	S-12	3	3	3	3	3	15
13.	S-13	3	3	2	1	1	10
14.	S-14	2	2	2	2	2	10
15.	S-15	3	3	2	1	1	10
16.	S-16	3	3	3	2	3	14
17.	S-17	3	3	3	3	3	15
18.	S-18	2	1	2	2	1	8
19.	S-29	2	2	1	2	2	9
20.	S-20	2	3	2	2	2	11
21.	S-21	3	2	3	3	3	14
22.	S-22	3	3	3	2	3	14
23.	S-23	3	3	3	3	1	13
24.	S-24	3	2	3	2	2	12
25.	S-25	3	3	3	2	2	13

No	Students' Code	Score Per Item					Total
		1	2	3	4	5	
26.	S-26	3	3	3	3	3	15
27.	S-27	3	3	3	2	3	14
28.	S-28	2	1	2	2	1	8
29.	S-29	2	2	2	2	1	9
30.	S-30	3	3	3	2	3	14
31.	S-31	3	3	3	2	3	14
32.	S-32	3	2	3	2	3	13
33.	S-33	3	3	3	2	3	14
34.	S-34	3	3	2	1	2	11
35.	S-35	3	3	3	2	2	13
36.	S-36	3	3	3	2	2	13
37.	S-37	3	3	3	3	3	15
38.	S-38	3	2	3	2	2	12
39.	S-39	3	3	2	2	2	12
40.	S-40	2	2	2	3	2	11
	Total	110	99	106	84	89	493
	Mean	2.75	2.475	2.65	2.1	2.225	12.325



APPENDIX 13

OBSERVATION SHEET

Meeting :

Date :

Material :

No	Students' Activities	Scoring Scale			Comment
1.	The number of students attending the class	100%	90% - 75%	Less than 75%	
2.	The number of students asking questions	good	fair	bad	
3.	Students' participants in answering the questions from the teacher	good	fair	bad	
4.	Students' attention to the teacher	good	fair	bad	
5.	Students' cooperation	good	fair	bad	

6.	The number of students who have problems in the program	More than 50%	30% - 50%	Less than 10%	
7.	The speed of the students in doing the assessment	20'	15' - 10'	Less than 10'	
8.	The number of students who enjoyed the activity	80% - 100%	75%	Less than 75%	