USING PICTURES TO ENRICH STUDENTS’ VOCABULARY
OF GRADE TEN STUDENTS OF ACCOUNTING PROGRAM
AT SMK YPKK I SLEMAN

A Thesis

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to Obtain the Sarjana Pendidikan Degree
in English Language Education

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Dean,

Rohandi, Ph.D.
Life is HARD...

Keep fighting!!!!!

I dedicated my thesis to:

Jesus Christ,

My Family,

My ‘love of my life’

Thank You for Everything........
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 23 July 2011

The writer,

[Signature]

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ABSTRACT

Communication is very important for all people. To conduct good communication we have to master the vocabulary of the language. Vocabulary also takes place in all language skill. For example if we want to conduct a good sentence, we should understand the verbs that we are going to use. In learning English, we should master vocabulary if we want to conduct a good communication. Vocabulary building should be conducted to make students more familiar with English, and they have more motivation to learn English. In this research, the writer would like to help students in SMK YPKK especially students of grade ten of accounting program to improve their vocabulary mastery. Furthermore, the writer concerned in the use of picture to improve students’ vocabulary mastery. This thesis intended to answer two research questions, those are: (1). How do the pictures enrich the students’ vocabulary? (2). To what extent can pictures improve students’ vocabulary?

To accomplish this research, the writer used classroom action research. In this research, there were four steps in one cycle, those are; planning, act and observe, reflecting, and improvement. This research conducted in two cycles. As explained before, to gather the data in this research the writer used picture as the main learning media in every implementation. The use of pictures was to build students’ perception about the meaning of the word. In this research, the writer used tests, observation sheet, and interview to gather the data. The writer interviewed teacher before the implementation to know more about students’ characteristics. Students were interviewed after the implementation of action. The observation sheet accomplished when the implementation happened. And after the implementation, the writer conducted tests. All of the data will be analyzed to measure whether the implementation can help students to improve their vocabulary mastery or not.

Pictures were implemented in all cycle of the research. The writer developed the activity in three parts, those are (1) pre, (2) whilst, and (3) post. In the first implementation, the activity was vocabulary building and developing sentences. The writer concluded that the result of the first cycle was not quite successful. However, in the second cycle the writer made some improvements. The improvements made by seeing the result of the first implementation. The activity was almost same, but in the second implementation the writer concerned in students’ attention. The writer invited students to be more active. The result of the second implementation was successful. The writer concluded that picture can help students enrich their vocabulary mastery and their skill to develop the vocabulary into a good sentence.

Key words: vocabulary mastery, pictures, vocational high school students
ABSTRAK

Komunikasi sangatlah penting bagi siapapun, untuk berkomunikasi dengan baik kita haus menguasai kosakata dari bahasa tersebut. Kosakata juga memiliki peran dalam mengembangkan semua kemampuan bahasa. Sebagai contoh jika kita ingin membuat kalimat, kita harus mengerti kata kerja yang akan kita pakai. Dalam pembelajaran Bahasa Inggris, kita harus menguasai kosakata jika kita ingin berkomunikasi dengan baik. Pembelajaran kosakata seharusnya diadakan untuk membuat siswa lebih mengenal Bahasa Inggris sehingga mereka memiliki motivasi untuk belajar. Dalam penelitian ini, penulis bermaksud untuk membantu siswa di SMK YPKK 1 Sleman, kelas sepuluh program akuntansi pada khususnya untuk meningkatkan penguasaan kosakata. Penulis juga berfokus pada penggunaan gambar untuk meningkatkan penguasaan kosakata tersebut. Skripsi ini dimaksudkan untuk menjawab dua pertanyaan, (1) Bagaimana gambar dapat membantu siswa meningkatkan penguasaan kosakata mereka? dan (2) Sejauh mana gambar dapat membantu siswa untuk meningkatkan penguasaan kosakata?


Kata kunci: penguasaan kosakata, gambar, siswa SMK
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Laredo Dimas Julian Putera
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CHAPTER I

INTRODUCTION

This chapter provides background information of the research and describes the research problems which become the focus of the research. It consists of research background, problem identification, problem limitation, problem formulation, research objectives, research benefits, and definition of terms.

A. Research Background

Communication is important for all of people in the world. To communicate well in a language, we have to master vocabulary of that language. This sentence is also applied in teaching and learning world. To master English skills such as writing, speaking, and reading students need to master English vocabulary. In other words we can say that vocabulary is the basis of a language.

In Indonesia, there are so many senior high school students who have not mastered vocabulary yet. This case might cause the students’ motivation become low, because they do not know what the meaning of the word is. It also causes the indicators made by the teacher will not achieved by the students. However, vocabulary is important if we want to understand the material given by the teacher. In Indonesia, the educational curriculum has its own standard, and all students have to reach that standard if they want to graduate from their school.
In this research, the writer did a Classroom-Based Action Research (CAR). The writer chose CAR because he considered that as a teacher candidate, it is important to improve teaching skill. Teaching is not just delivering materials to students and finishing all materials. Teaching is about delivering message to students, message which contains something that students need in their daily live and their future. And in teaching activity, teacher should consider the students’ characteristics; find the most appropriate way to deliver that message, not just to reach the indicators but also to make students understand how to use it in their daily life. It means that teachers should follow what students like but still in the frame of education. The writer believes that with this way students will be interested to learn with the teacher and teacher will grasp students’ attention easily.

The research was conducted in SMK YPKK 1 Sleman. The reason why the writer chose this school was because of two reasons, those are: (1) The writer had an access in that school because he was one of the students doing the PPL 2 in that school, it made the writer easy to gather the data and to conduct research, (2) The writer thought that students in SMK YPKK needed some help to make them interested in following English class. The research done in X Akuntansi 2 class since the writer did the teaching practice in that class.

Based on the writer’s observation and interview, the students of X Ak. 2 class had low motivation in learning English. At the first time, the writer thought that it might happen because of the materials were not quite interesting, or they cannot understand the materials because they were not interested with the topic or
method deliver by the teacher. Then the writer tried to arrange more interesting activities by using games, however the students still did not get the meaning of the topic learnt. Then the writer decided to interview some students. After doing some interview with some students the writer figure out that students’ main problem in learning English is vocabulary.

Almost all of them do not understand the meaning of the word explained by the teacher. It makes the students cannot understand the materials given by the teacher. They cannot develop a good sentence based on the pattern given, they just copy the same sentence from the example or the teacher, it happens because they do not understand the meaning of the word.

The writer thought that the teacher should add something to make students learn about vocabulary in the class. In the class activity students not only learn about some pattern, but also learn about vocabulary to add their knowledge. This activity need to make as interesting as possible to grasp students’ attention and make them interested in our materials. If students were interested, automatically they will have their own willingness to follow classroom activity. It means students will have their own motivation to learn English.

To make students learn vocabulary, teacher should make good materials in order to gain students’ attention and also to achieve the indicators. That is why the author chose to use picture to improve students’ vocabulary. There are two reasons why author use picture as the main idea of the research. Those are: (1) The writer see that picture is the most appropriate materials to teach vocabulary, because by seeing picture, students not only imagine the object but they see the
real object of the vocabulary so they can get the meaning of the vocabulary. (2) The writer sees that picture is very interesting. The two reasons used by the writer supported by two theories below.

According to Geralch and Donald (1980: 276; 377) the advantage of pictures are inexpensive. Pictures are widely available compare to realia or real things which are more expensive and not always readily available. In conclusion pictures are really close compared to real things. It makes the students can build their own imagination and directly know the word taught by the teacher.

The writer also thought that pictures are interesting media to use in the classroom. Students sometimes bored with teacher explanation, they bored if they have to listen to teacher’s explanation all the time of learning activity. This statement supported by Hirsh (1954: 32 in Wasiati. 1995) using pictures is more effective than trying to describe the situation or context of the activity to the students. Pictures can describe students’ imagination about the setting and avoid boredom that comes from listening to the teacher’s explanation.

The writer believes that with the characteristics of picture can covers the problem in that class and students can learn English easier. Since pictures are interesting, they can make students interested in following the learning activity willingly. Pictures also seems like the real object, it means that teacher does not need to explain the meaning of each word, but students just need to see the pictures and they can figure out the exact meaning of the word. Finally, students can understand the material given by the teacher without worried about the vocabulary.
B. Problem Limitation

To make the research does not discuss another problem, and makes the discussion in this research become wider. This study focuses on using picture to improve students’ vocabulary in grade ten vocational senior high school students class X Ak. 2 SMK YPKK 1 Sleman.

C. Problem Formulation

This research discusses a problem which is formulated as follows:

1. How do the pictures enrich the students’ vocabulary?
2. To what extent can pictures enrich students’ vocabulary?

D. Research Objectives

Based on the problem formulation, the writer formulates one objectives of this study. The objective of the study is by using pictures, students can improve their vocabulary better than before. They can arrange a good sentence based on the picture given.

E. Research Benefits

The research is intended to give for the teaching and learning process, especially for teachers and students, and also for future researcher.

For teacher:

There are some advantages for the teacher using the result of this research. The result of this research may give one alternative in teaching English for
students. Teacher could develop the result of this result to teach English in an interesting way. The teacher might use the result of this research to teach English for students.

For students:

With this research, students can improve their vocabulary mastery and get more motivation in learning English. This research also improves students’ language skill with good vocabulary mastery.

For future researcher:

The research may give contribution to the method of research. Even though action research needs many treatment but the result will be better than any other methods. The better action research the better result will be, that will depend on the future researchers who will conduct a new action research or evaluate the result of this research.

F. Definition of Terms

There are some terms that need to be clarified in this study

1. Pictures

According to Duffy and Waller (1985:249) picture means “some hand-made or machine-made images that relate, however distantly, to the appearances or structures of real or imaged things”.

2. Vocabulary

Vocabulary in this research means number of words which students usually use in their daily communication. Burton’s (1982, 98) statement
“the vocabulary is the range of word that can support the students to learn each other aspects of language”.

3. Vocational high school students

The vocational high school students are students who have same level as senior high school. However, vocational high school students learn some certain skill, such as accounting, multimedia, information technology, mechanic, etc. The students of X Akuntansi 2 class learn English in a novice level.
CHAPTER II
THEORETICAL REVIEW

This chapter discusses about theoretical review. There are two major points to be discussed. The first deals with theoretical description, while the second discusses the theoretical framework which used in this research. It covers the framework for designing the research.

A. Theoretical Description

In this section there are three topics of instructional materials to be discussed. They are: (1) Classroom Action Research (CAR), (2) Vocabulary Teaching and, (3) Pictures.

1. Classroom Action Research

According to Nunan (1992:18) stated that action research fulfills basic research requirements in that it encompasses a researchable question/issue, data and interpretive analysis. Action research also parallels the directions and approaches of qualitative research.

Hodgkinson (1957, cited in Cohen and Manion 1994, 190) said that action research is direct and logical outcome of the progressive position. After showing children how to work together to solve their problems, the next step was for teachers to adopt the methods they had been teaching their children, and learn to solve their own problems co-operatively.
Wallace (1998:4) argued that action research is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be. This process is essentially what I mean by the term action research.

Kemmis and McTaggart (1982) said that action research is a research which occurs through a dynamic and complementary process, which consist of four essential moments: planning, action, observation, and reflection.

The Classroom Action research Cycle by Kemmis and McTaggart can be seen in Figure 2.1.

![Figure 2.1 Action Research Cycle](Kemmis and McTaggart, 1982)
2. Vocabulary Teaching

Vocabulary is important in learning every language, since vocabulary is the base of the language. In almost all education institution, vocabulary is the first step in learning foreign language. However, it will little bit difficult if we learn all vocabulary as there are thousands vocabularies. At the end, the teacher prepared the vocabularies that suite to the topic that will be discussed in the classroom activity.

In teaching vocabularies of foreign language, the use of native language must be reduced. “Once students know the meaning of new words, they must use it often correctly in the target language in order to master the word and make it part of their personal vocabulary” (Allen et al., 1977, 151).

In teaching vocabulary, there are some steps. According to Suyanto (2007) there are four simple steps that can be conducted in teaching vocabulary. Those are (1) Introducing, (2) Modeling, (3) Practicing, (4) Applying. The explanation of every step will be explain below.

1. Introducing: Teacher introduces new words with the right pronunciation using picture or concrete objects.
2. Modeling: Teacher gives some example and acts as a model.
3. Practicing: Teacher guides the students to listen, repeat, and practice pronouncing the new words.
4. Applying: Students apply the new vocabularies in right situations with teacher guidance.
Considering the steps above, the writer focuses on using pictures to improve students’ vocabulary. Pictures are the appropriate media to teach vocabulary, since picture has the same visual with the real object but in smaller size. Pictures also give students clear meaning of the word without any translation from the teacher.

3. Teaching Media

a. Concept of Media

DR. Ashok Patil (2010) says that good teaching is good communication between teacher and learners. To conduct a good communication teacher needs media to deliver the message. Media here means that everything that ease teacher to deliver the message. In conducting activity, teacher needs teaching media, and it divided into nine classifications, those are: (1) non-projected visual aids (chalk and boards, etc), (2) projected visual aids (over head projector, etc), (3) audio aids (tape recorder, etc), (4) written aids (handouts), (5) real objects, (6) 3D representation, (7) role play and simulation, (8) mass communication media, and (9) audio-visual aids. He says that the advantages of using media in classroom activity are: inaccessible processes, materials, events, objects, changes in time, speed/spaces-depicted, better acquisition of knowledge, longer retention, effective substitute for direct contact with environment, stimulation for students to gain further knowledge.
b. Pictures

Pictures of many kinds have been successfully used to show the meaning of words. The pictures are particularly effective to show the meaning stimulus. Pictures can be used to illustrate the meaning of the words. Later, the learners can recognize and identify the things easily since they have seen them in the pictures.

(Kreidler, 1965, 1) Pictures as one of the visual media can help them understand what the teacher says because pictures are one recognized way of representing real situation. Pictures can help students associate what he hears with their real-life experience.

(Kreidler, 1965, 25) Visual aid, then, can be useful to the language teacher by helping him create situations which are outside the classroom walls, by helping him introduce the students to unfamiliar cultural aspects, by helping him give reality to what might be misunderstood verbally by the students, by helping him change situations quickly and easily in a drill, and by helping him provide decoration for the classroom.

(J.A.Jerman, 1965, 25) The aim of audio-visual teaching is also to bring as many pupils as possible to the stage where they can read the literature; it simply makes use of a different approach.

c. Pictures as a Learning Media

Pictures as a learning media, is not a new thing in teaching-learning world. Many theories stated that they use pictures as a learning media. However there are so many theories which are not directly stated that they use pictures. The German
scholar F. Franke (1884) stated that a language could best taught by using it actively in the classroom. In classroom teaching, teacher must encourage direct and spontaneous use of the foreign language in the classroom. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.

Total physical response developed by James Asher also using picture. In his method he uses pictures as the media to conduct classroom activity in learning a language. Richards and Rodgers (1986, 95) The teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and situations, such as home, the supermarket, the beach. Students may use the kits to construct scenes.

Pictures also play its role in communicative language teaching (CLT). Richards and Rodgers (1986, 80) many proponents of Communicative Language Teaching have advocated the use of “authentic,” “from-life” materials in the classroom. These might include language-based realia, such as signs, magazines, advertisement, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

B. Theoretical Framework

A set of learning process in SMK YPKK I Sleman is conducted to fulfill the needs of learning English for senior high school students. So that the indicator
is no longer to introduce English vocabulary, but more in how master vocabulary and use it in daily communication. Since the main problem of the students is vocabulary, this research made to overcome that problem. Based on the students’ characteristics, the writer should conduct interesting material to gain students’ attention. If the students interested in the activity, it will be easy to deliver the materials and get the better understanding.

To gain the purposes of the study the writer believes that all of the theories can covers the problem and helps writer to answer the research questions. In this research, the writer would use some of the theories. To gain the students’ attention writer will use a picture as the media, as Kreidler (1965, 1) said that pictures help students understand with what teacher said. The statement means that if the students understand what teacher said, they will be more interested in following classroom activity.

To gain the purposes of the study, the writer considered the theories of vocational high school students, vocabulary, and pictures in learning activities. The writer makes a set of classroom based action research, adapted from Kemmis and McTaggart’s models. There were four steps in every cycle and the writer does two cycles. Those steps are: (1) Planning, (2) Acting and observing, (3) Reflecting, (4) Improvement.

The writer realized that if the writer directly gave the pictures to the students without doing anything it would not be help students to learn vocabulary. That is the reason why the writer used some method in delivering the learning media. In this research, the writer used Direct Method to deliver the learning
media. The writer chose Direct Method because it is the most appropriate method to teach vocabulary to the students using pictures as the main learning media.
CHAPTER III

METHODOLOGY

This chapter presents explanation of the methodology that will be used to accomplish the study. The explanation is divided into six main parts. They are method, research participants, research instruments, and data gathering techniques, data analysis technique, and research procedure.

A. Research Method

As it stated in the chapter one, this research attempts to solve two major problems. The problem was conducted to find out how the pictures improve the students’ vocabulary, and to what extent vocabulary can improve students’ vocabulary.

The writer uses the Classroom Action Research as the method. Classroom action research is considered as a subset of qualitative research which distinguishes from formal experimental research (Gentile, 1991, 30). The Classroom Action Research has some characteristics as what cited by Cohen and Manion (1980:55) in Initiated Research: Action Research, the characteristics are it is content-based or situational, collaborative, participatory, and self-evaluative.

In conducting this research, the writer adapts the cycle from Kemmis and McTaggart. They state that there are three steps in every cycle of the research. Those are: (1) Reflect, (2) Act and Observe, (3) Reflection (4) Improvement.
The explanations of the four steps are as follows.

Step 1. Planning

In order to solve the problem in the classroom the writer conducting an observation to find out students’ problem and find the appropriate treatment to be implemented in helping students to improve their English skill, especially in vocabulary mastery. The writer goes to the first classroom action research cycle. It is a planning. In this cycle the writer conduct the first observation to gather the data or to figure out the problem.

In conducting the learning media to solve the problem, the writer has to consider many things. The writer should consider the characteristics of the student and how they learn a foreign language. It is important to know the students’ characteristics and learning style, by knowing that two things the writer can decide what learning media and method which they like and support their need to learn a language.

Step 2. Acting and Observing

In acting and observing, the writer implements the learning media. The learning media here is pictures. The learning media prepared based on the planning. The writer implementing everything that planned before. While implementing the action, the writer also observed students’ behavior. The students’ behavior need to be observed to see whether the implementation can help students in learning vocabulary or not.
Step 3. Reflecting

The third is reflection. The reflection stage also become the time when the writer found the answer whether the implementation is successful or not. Since this research conducted in two cycles, after the writer done the reflection, then the research went back to the first step of the research to begin the second cycle. However, in beginning the second cycle, the writer need to consider everything happened in the first cycle. In reflection, the writer got the data of the implementation. The writer would consider what went wrong in the implementation and what needs to improve in the second cycle.

Step 4. Improvement

The last is improvement. In this part the writer conduct everything to improve in the second cycle. The improvement made based on the reflection of the first cycle. The improvement of the first cycle made to conduct the better implementation of second cycle. After the second cycle implemented, the improvement still need to conduct. The improvement made for the next researchers who are willing to conduct the same research.

B. Research Participants

The participants for this research are the students of SMK YPKK 1 Slemanin X Akuntansi 2 class. The characteristics of the students are very unique. They have low motivation in learning something if they are not interested in that
subject. They prefer walking around the class than sitting down and listen to the teacher. They also consider having lack of vocabulary mastery in their level.

C. Research Instruments

In conducting the research, the writer uses several instruments to collect the data. The instruments are interview, observation sheet, and test. The researcher conducts observations and interview to collect the data. In conducting observation, observation sheet is use to write the events which happened in classroom. Then, test to measure whether or not the action is successfully done. The last instrument is interview, the writer does interview to gather the more valid data. Since the writer only does his PPL and has not know the students’ characteristics and barrier. The writer interviewed the teacher and some students as the representative. How to use the instruments will be explained in the data gathering technique section.

1. Interview

The basis of Classroom action Research is observation. From the observation, classroom interactions and classroom events can be documented. Interview can help the observation to make the data in this research valid. In conducting the implementation, writer should pay attention to the students’ characteristics and students’ need. Interview helps the writer to know what students want and what students need in learning English. It also helps to make writer understand the students’ characteristics through interview with the teacher.
2. Test

In this research test would be applied in order to know the students’ development and the students’ vocabulary mastery before and after the action was implemented. There are two kinds of test those are: pre-test and post-test. Pre-test conducted before the implementation to know students’ vocabulary mastery. And post-test conducted in the end of the implementation in every cycle. Post-test conducted to know whether the implementation help students in mastering vocabulary or not. In conducting the research and answer the research questions, the writer will compare the result from pre-test and post-test, and comparing the result of post-test of the first cycle and post-test of the second cycle.

3. Observation Sheet

Observation sheet is the recorder of the research when the writer implemented the treatment for the students. Observation sheet contents every action happened in the classroom while the implementation happen. Observation sheet also content everything that predict by the writer will happened on the implementation of the action.

D. Data Gathering Technique

In this part, the writer will explain about how to use the instruments to gather the data. The data are collected from the beginning of the research until the end of the research. The data will be the basis of the analysis of the research.
There are two techniques of gathering the data. They are: observations which employ observation sheet and interview to collect data and also worksheets.

The writer does interview before implementation of action begin, interview done to make writer know the students closer. This instrument use to reveal what students want in classroom activities and students’ characteristics.

In this research, the writer observed the students, the teachers, the class condition, the teaching methods, and the teaching media and then the observation sheet were filled in. The observation sheet reflected the researcher’s prediction about what would happen in the classroom.

In this research, tests use to measure students skill before and after the implementation of action. The students’ mark in this result will be compared to answer the research questions. Those tests conduct before and after the implementation of action.

E. Data Analysis Technique

The data from the observation sheet and worksheets would be analyzed in steps according to Burns (2001: 156-160). The steps are:

1. Assembling the data

The first step is to gather the data from the observation sheet, and test. At this stage, the general pattern can be seen and then the general patterns can be compared or contrasted to find what fits together.
2. Coding the data

Burns states that once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding the data can be done by reducing the large amount of data to more manageable categories of concepts, themes or types.

3. Comparing the data

At this step, the writer will compare the data from every cycle, the data are test’s result, interview’s result, and observation’s result.

4. Building interpretations

From the three previous stages, the conclusion from the research can be formulated. At this stage, the coded and compared data will be described in order to formulate meaning. Then, the writer will interpret the meaning why particular behaviors, interactions, and events occur.

5. Reporting the outcomes

The next stage will be reporting the outcomes. This is the final stage where the report of the research will be presented to others.

F. Research Procedure

This part discusses about the writer does to conduct this research. The procedures of the research are stated below:
1. Planning

All activities in this step intended to conduct the implementation. In this step, the writer observed students’ classroom activities. To get the more valid data, the writer also interviewed teacher and some students, as explained before, interview made to know the characteristics of the students. After got the data, the writer made a list of everything he needed to conduct the research. Then, the writer decided and prepared the method and learning media to be implemented. Since the implementation need a data about everything happened in the classroom, the writer also prepared the observation sheet.

2. Acting and Observing

This step is the most complex step in this research. In this step the writer conduct the implementation to answer the research questions. The writer has to be very careful in conducting the implementation. The writer did two things in one time. While the writer was implementing the action, he was observing the students. The writer observed the students’ behavior and also students’ attention.

3. Reflection

In this step, the writer reflected everything happened in the implementation. The reflection, made based on the observation of the implementation. The writer summarized all data that he got from the implementation and reflected it. The reflection made to help writer to conduct the improvement.
4. Improvement

This is the last step of every cycle in this research. After the writer done this step, he went back to the very first step of the research to begin the second cycle. Improvement made based on the reflection of the first cycle. The improvisation will use to plan the better implementation on the second cycle. The writer believed that by improving the implementation, the better result will be achieved. In the second cycle, the improvisation made for other researcher who wanted to conduct the same research. Finally, the steps of the research are completed. The evaluation in this research might be use to gain a better result in the next research.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter the writer will present the research result and all of the research processes which helped writer to answer this research. Since this research conducted to answer two research questions, this chapter will be divided into two big parts. The first part is about the implementation of research, this step will help the writer to answer the first question of the research. And the second part is about the students’ development, this part intended to answer the second research question. The explanation of those two parts will be explained in below.

A. The Implementation of Pictures

This part will be divided into two parts, the first is cycle 1, and the second is cycle 2. Those parts will explain about how the research conducted, started from planning, acting and observing, reflecting, and then improving. Those two cycles will help the writer to answer the first research question. The implementation will help the writer to answer “how the pictures can enrich students’ vocabulary?”

1. Cycle 1

a. Planning

In this step, there were two main steps, the first is observing to know the problem occurred in the classroom. And the last is deciding the materials to be
implemented in the classroom to help students solve their problem. The first is observing, generally in this step the writer prepared everything that he needed to conduct the research. To solve the problem occurred in the classroom, the very first thing which done by the writer is identify the main problem which obstruct students in learning English. Since we cannot solve some problems if we do not know what the main problem is. To identify the main problem, the writer conducted an observation. In the observation, the writer not only identify about the problem, but also observing the students’ characteristics. The writer observing students’ characteristics to know their learning style and also their behavior while the teacher conducting learning activity. To solve the problem occurred in the classroom, the writer needed to prepare materials which made students interesting and really help students to learn English better than before. Before the writer did the observation, he prepared every action that ever action which might be happened in learning activity. To make the data more valid, the writer also gathered data from interview. The writer conducted interview with the students to know what they wanted in the learning activity, so that they can enjoy the learning activity. Based on the observation and the interview the writer found that the main problem of the classroom is the vocabulary of the students. Basically, students understand the sentence pattern, but they cannot make the sentence because they do not have enough vocabulary to be applied in the sentence. As a result, students cannot make the sentence correctly.

After identified the main problem in the classroom, the writer tried to make a good treatment to help students solve their problem in learning English. In
this step, the writer prepared all materials based on the students’ need. In deciding the materials to help students, the writer also considered the students’ learning style. Not only teach vocabulary, but also make the students interesting in the materials. The writer realized that to make student learn something we as a teacher should make students interesting in the materials. To solve the problem, the writer here decided to chose pictures to improve students’ vocabulary mastery. The writer chose picture because the writer think that picture is the most appropriate tools to help students to learn English.

After the writer found the materials to be implemented in the classroom to solve the problem, the writer then arrange the learning activity. In conducting learning activity, the writer considered about the indicator, the writer think that it will be hard if we focused on teaching students the vocabulary and do not pay attention on the indicator in the curriculum. In conclusion, the writer still arrange classroom activity based on the curriculum, but still using picture as the main learning media and help students to improve their vocabulary mastery. So the writer tried to connect the curriculum with teaching vocabulary. In the first implementation, the writer planned to use pictures in a form of soft file. The writer prepared the pictures in the netbook, and will be shown to the students using projector. The design of the implementation will be presented below.
Table 4.1

Design of the Implementation

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1.  | **Pre-activity:**  
     | a. The learners are doing the pre-test. Learners are asked to translate some words in five minutes. |
| 2.  | **Whilst activity:**  
     | a. Building knowledge: The learners are listening to the teacher explanation.  
     | b. Vocabulary building and sentence: Learners are showed the pictures in the projector and given some examples of describing things.  
     | c. Vocabulary and sentence exercise: Learners are doing post-test. Learners are asked to describe a thing (they may choose) based on the pictures given and translate some words given by the writer. |
| 3.  | **Post-activity:**  
     | a. Conducting conclusion: Learners are asked to answer teacher’s questions about what they have learnt. |

The table above is the design of main activity which will be done by the writer. Of course, in conducting the implementation, the writer will do some greetings and intermezzo to make students relax and interested to the activities. The implementation of action will be explained below.
b. Acting and Observing

In this step, the writer did two main activities in one time. The writer implemented the action while doing observation the students’ behavior and development. The first phase that will be explained is the implementation of action.

In this implementation of action of first cycle, the writer tried to teach students to describe some things. This topic is exist in the curriculum, and the writer found that it is quite easy to connect between the curriculum with vocabulary teaching. The writer arrange picture to teach description sentence, but he still teach students vocabulary. The first activity is the writer try to give students small test. The writer tried to introduce students some words and asked them to answer the meaning in Indonesia. Since this test just wanted to make the writer know the students’ skill, the writer conducted a five minute test. The writer prepared ten different words and asked them to translate it in five minute. After that the writer use picture to teach description sentence. The writer explained the sentence pattern in describing things. The writer taught the common adjectives and common verbs tense use to describe things. As explained before that the writer use direct method to teach vocabulary using pictures, he did not translate the words into Indonesia. In order to make students understand the meaning, the writer showed the pictures. After the students saw the pictures, they will make their own interpretation and get the meaning of the words. After teach description sentence and vocabulary using pictures, the writer conducted a post-test. The writer asked the students to make describe one of pictures shown before. Not only
make sentences, but they also asked to translate some words learnt before into Indonesian.

The second phase is observing, this phase done in the same time of implementation. In this phase, the writer observing students’ learning style. While implementing the action, the writer saw that the students seem more attractive than before. The students look very interesting with the material given. However, there are still some students who had not paid attention to the material given. Some students still busy with their own activity, they chose to do their homework than paid attention to the learning activities. In this first cycle, the implementation was quite successful, since more than fifty percent of students paid their attention and followed the material actively.

Based on the observation, there are only 60% of the students who gave their attention to the activities, ant the rest 40% were busy with themselves. Students who gave their attention were able to make a description sentence. And students who were busy with themselves saw their friends’ work. Here is the table of the students who paid attention in the classroom.

<table>
<thead>
<tr>
<th>Table 4.2</th>
<th>Students’ Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>Whilst Activity</td>
</tr>
<tr>
<td>10 students</td>
<td>15 students</td>
</tr>
</tbody>
</table>

To support data from the observation, the writer conducted an interview. The writer interviewed and students who did not follow the activities in the
classroom. From 40% of the students, the writer only interviewed five students. The writer interviewed students who did not give their attention. First the writer asked about the students’ background and motivation in learning English. And all of them do not have the motivation in learning English, they think that English is difficult and they will not use English later in their daily life. When the writer asked about the background, the writer found two main answers. First is they do not understand what is the function of school, they think that they do not need to learn in school, they do not have good awareness to their education. Second is they were bored with their school activity, but they think that they have to graduate if they want to find a good job. After that, the writer asked about their opinion in the learning media. Some of them said that the learning media was good. They were never taught by using that kind of learning media (using pictures and projector).

Based on the interview and observation, the writer concluded that the implementation needed some improvement, and the improvement will be explained later. The writer realize that when conducting the learning activity using pictures, over fifty percent of students gave their attention and got the meaning of the lesson. Writer thought that the implementation of action in the first cycle had not answered the research question, since there are some students who had not give their attention and busy with themselves. However, the method and learning media is quite interesting, but the writer planned to improve it, in order to make students more interesting in following classroom activity and reach the indicator.
Here, the writer would like to summarize the acting and observing step. In the acting and observing step:

a. The writer implemented the action as planned in the planning step.

b. The writer used projector and real picture to grasp students’ attention.

c. More than a half from all students in the class paid their attention, however there were some students who did not.

d. The writer interviewed some students to know what they want in their learning activity, to make an improvement.

c. Reflecting.

After implementing the action, the writer gathered all the data to make a reflection. The writer conduct the reflection based on the interview and observation. After implementing the action, the writer interviewed some students. The writer interviewed some students who did not give their attention in the classroom activities. Their answer was quite surprising, some of them said that they had not done their homework yet, and some of them said that they do not like English. They do not like English because they do not understand the meaning of the word.

Based on the post-test, the students are able to make comparison sentences, and translate the words into Indonesian. However some students still make some mistake, some of them were difficult to remember the word’s meaning in Indonesia. Students who gave their attention and followed the learning activity can do the post-test and got the meaning. And they who did not pay attention,
done the post-test by seeing other are answer. This reflection used to make an improvement of the first cycle to be applied in the second cycle.

The writer would like to summarize the result of reflecting step:

a. The writer found that the implementation of the first cycle has not effective yet to help students improve their vocabulary skill.

b. The implementation is not interesting enough for the students.

c. The writer found that students’ motivation in learning English are quite low.

d. When the picture shown to the students, they seem interested in the learning media.

d. **Improvement**

Based on the reflection of the first cycle, the writer thought that he needed an improvement of the implementation of action. The improvement here made based on the reflection in the first cycle. Everything which are not appropriate in the first cycle should be improved in the second cycle, so that the writer will get a better result and able to answer the research questions. The writer will improve the pictures and the technique of using pictures, more interesting pictures and technique can be used to grasp students’ attention and students can join the classroom activity actively. Improvement made to cover all weaknesses of the first cycle’s implementation. If the improvement covered the weaknesses, the better result will be achieved. Improvement is done since there are some students who did not followed all of the activity. They also have not able yet to reach the indicator.
Conclusion of the first cycle:

From the result of the implementation of action in the first cycle, the writer concluded that the implementation had not answer the research questions yet. From the result, almost all students followed the activity, and they who followed were able to do the post-test well. However, there are some students who did not follow the activity, and they finished the post-test by seeing others’ work. The writer thought that they were not able to reach the indicator. Students who could not reach the indicator need a better technique, so that the writer will get their attention and they can improve their vocabulary mastery. The result of the post-test said that there are 60% students who are able to translate the words into Indonesia and develop it into a good sentence. They can develop their idea to arrange some words into a good sentence and they understand the meaning of the word. From this statement, the writer concluded that the second research question had already answered, but it has not optimal yet since there are some students who did not get the good result of post-test. To get the valid result to answer the second research question, the writer needed an improvement. The improvement will be implemented in the second cycle, and it will be explained below.

2. Cycle 2
a. Planning

The writer realize that in the second cycle there will be needed some improvements to answer the research questions. In the second cycle, the writer prepared different topic. In the second cycle, the writer will teach present
continuous tense. The writer still joined the topic from the curriculum and teaching vocabulary. The writer believed that with this improvement, the students will be more interesting and they will be able to reach the indicator. In this cycle, the classroom activities will be explained below. Different topic chosen to make the result of the research will be more valid. The writer realized that if he applied picture only for one topic of teaching, it will not help teacher to improve students’ vocabulary mastery.

In this step, the writer did not need to identify the main problem again, the writer just needed to plan an improvement to begin the second cycle. As explained before, in the second cycle, the writer will make some improvements. In the second cycle, the writer planned to change the format of picture. The format of the picture will be printed pictures. The writer also change the picture itself, in the first cycle, the writer prepared real picture, while in this cycle, the writer prepared cartoon pictures to make it more interesting. The writer chose cartoon since the reflection said that there are some students who did not pay attention and followed the classroom activities, the writer believed that by using cartoon pictures, it will make classroom activity more interesting, and grasp students’ attention. Cartoon pictures are interesting because they have funny picture and they are very colorful.

The improvement not only in a form of picture but also the technique of using picture in classroom activity. The writer will be more attractive in using the learning media in the classroom. The writer will also ask for students’ participation in classroom, so that students can be directly involved in the classroom. The students will not be an object any longer, but they will be the
subject also. The writer believed that it will grasp more students’ attention. From the statements above, the writer conclude that the improvement in a form of a picture and technique of using the picture in teaching activity.

Table 4.3

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1.  | **Pre-activity:**  
|     | a. Building background: Learners are listening to the teacher’s introduction of the topic. |
| 2.  | **Whilst activity:**  
|     | a. Building knowledge: The learners are listening to the teacher explanation about the sentence pattern.  
|     | b. Vocabulary building: Learners are showed the pictures in the blackboard and they are asked to state the verbs on the picture.  
|     | c. Vocabulary building: Learners are asked to state other words which related to the picture.  
|     | c. Learning Sentence: Learners are given some example of sentence.  
|     | d. Vocabulary and sentence exercise: Learners are doing the post-test. Learners are asked to make ten sentences based on the pictures given and translate some words given by the writer. |
b. Act and Observing

Not different from the first cycle, in the second cycle, the writer also did two activities. While the writer conducted the implementation of the action of the second cycle, the writer also conducting an observation of the students. In this step, the writer implementing the action based on the improvisation. The writer used printed format pictures, and the pictures are cartoon pictures. In implementing the second cycle, the writer will teach different topic. As explained above, the writer will teach present continuous tense. The implementation of the action will be explained in the next paragraph.

At first of the implementation, the writer did the same activity as the first cycle. He explained the sentence pattern first to the students. And give some small exercise to make sure that all students get the idea of present continuous tense. After that the writer gave the students some verbs, and stuck the pictures to the blackboard and asked the students to match it into the correct verbs. After they get the meaning of the words, the writer developed students’ idea about another words. The writer asked the students to find other words which related to the pictures. For example: the writer give the picture of someone sell something, and the verbs based on the picture is sell. And the writer asked students to find other
words related to sell, it could be buy, foods, fruits, vegetables, market, seller, buyer. The writer used that method to make students actively involved in classroom activity. In addition, this technique would make students enjoy the activity and they can express their idea. After that the students asked to make a sentence of present continuous tense using the words given, the students were free to choose the words that they want to make a sentence, they could use verbs given by the writer or they could use the words that they developed by themselves. After they made the sentences, the writer asked to translate all of the verbs given into Indonesia. After they translate the verbs, the writer asked them to add some words that they developed before to be translated into Indonesia, they were free to choose the words.

In the observation, the writer observed the students’ behavior while the action implemented. The writer found the same thing with the first cycle. The writer found there are some students who still doing their homework, however it was not as many as in the first cycle. Students who did their homework in the classroom sometimes they stop doing their homework and give their attention when the writer doing the activity especially the activity which required students’ participation. The numbers of students who followed the classroom activity also increased. At the first implementation there were only 60% students who gave their attention. In this second implementation the number of students became 80%. The result of the post-test also increasing, some students who did the post test get the better result from the first cycle.
Table 4.4

Students’ Attention

<table>
<thead>
<tr>
<th></th>
<th>Opening</th>
<th>Main Activity</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 students</td>
<td>15 students</td>
<td>18 students</td>
</tr>
</tbody>
</table>

Same with the first cycle’s implementation, the writer also conducted an interview in this cycle. In this interview, the writer only asked few question to know students’ opinion about the improvement. The writer asked four students who did not pay attention to the classroom activity. All of them said that the learning media used in the second cycle is more interesting than the first cycle. However they still think that English is difficult and they do not know how to arrange a sentence because they do not know the meaning of the word.

Here are the summary of the second cycle implementation:

a. The writer implemented action as planned before. There are some improvements in the implementation.

b. The writer found that the numbers of students who give their attention are increasing.

c. The writer found that the result of post-test also increased.

d. The writer used printed-picture to make students more interesting to the activity.

c. Reflecting

Reflection made based on the result of interview and observation of the second cycle. In this second cycle, the writer still found some students who did
not follow the whole activity but not as many as in the first cycle. Based on the
writer’s observation, there are 20% students who did not follow the classroom
activity. The writer tried to interview they who did not paid attention on the
classroom activity. The answer of the students was still same with first cycle.
Some of them answer that they did not understand the meaning of the words, even
though the writer had already explained the meaning of word. The students do not
have willingness to learn English. They said that English is a very difficult subject
to learn. The other students answered that they have not done their homework.
They said that they cannot do the homework by themselves and they saw the
other’s work.

Based on the writer’s observation, there are two groups of students who
did not have any willingness to learn English. The first group is they who busy
with themselves, and the second group is they who tend to disturb their friends
and make some noise. The writer concluded that the students who did not follow
classroom activity need more approach. The better approach will give writer more
understanding about the students’ need and students’ want in their learning. The
writer thought that can follow the whole activity if they want. To make they want
to learn English, we as a teacher should give what they need and they what want
in their learning activity. They who did not follow classroom activity cannot
finish their post-test by themselves. They were cheating, they saw others’ work.

The writer thought that the improvement which implemented in the second
cycle worked well. But, there are still some students who did not follow the
classroom activity. The implementation of action in the second cycle could
answer the research question. Even though there are some students who did not follow, but more that 50% students follow the activity. The number of students who are improving their vocabulary mastery also increased, as we can see that in the first cycle there were only 60% who followed the activity, and in the second cycle, there are 80% students. Although the writer did only two cycles on this research, it still needed some improvement.

Here, the writer would like to summarize the result reflecting step.

a. The writer still found some students who did not follow the activity.

b. There are 20% of students who did not follow the activity.

c. The writer concluded that students have low motivation in learning English.

d. The improvement really helped the writer to grasp students’ attention.

d. Improvement.

Second cycle is the end of the research, however the implementation still need to be improved. The improvement will not use by the writer only. But the improvement in the second cycle might be used by other researcher who will conduct a research in the same topic. The writer thought that the improvement that needed to do is in a time of conducting the research. The improvement that should be done was in the preparation. If the writer did more preparation, the writer will have more understanding about the students’ need to learn English. The better understanding of the students, the better result will be achieved.

The conclusion of second cycle’s result:

The writer concluded that the implementation of the second cycle can help students to improve their vocabulary mastery. This statement supported by the
result of the post-test in the second cycle. The result was better than the first’s result, the number of students who paid their attention also increasing. The improvement helped the writer to gain students’ attention and the students became active in following classroom activity.

3. The conclusion of the first’s and second’s cycle result

In this part, the writer will explain the conclusion of the implementation in the first and the second cycle. As explained before, in the first cycle, the implementation was not effective yet. As we saw the result, in the first cycle there are only 60% students who followed the activity. All of the 60% students can answer all of writer’s questions. They can finish the post-test and reach the indicators. From that result, the writer concluded that students who follow all activity can improve their vocabulary mastery.

However, in the second cycle, the numbers of students are increasing. The students became more active in this second cycle. In the implementation of the second cycle, there are 80% students who followed all of the activity, this number is better than the first cycle. The writer concluded that the improvement made by the writer helped him to improve students’ vocabulary mastery. In this second result, they can translate the word into Indonesia, and they can develop it into a good sentence based on the pattern given. The score of some students also increasing, they who made some mistake in the first cycle reduce their mistake. They, who did not follow the activity in the first activity and followed the activity in the second cycle, can answer the post-test by themselves. However, there are
some students who did not follow all activities. The reason is same with the first cycle, and the reason is they do not like English. They do not like English because they think that English is a difficult subject and they will not use English later in daily life. They chose to make themselves busy when other students learn English.

B. Students’ Development after Implementation

In this part, the writer will discuss about the students’ development after the implementation of first and second cycle. The writer concluded the students’ development by seeing the result of the pre-test, first post-test, and second post-test. Below are the explanations of the students’ development. The writer observed students’ development in general, students’ vocabulary mastery, and students’ skill to conduct sentence based on the vocabulary.

1. Students’ General Development

The implementation worked and improved students’ vocabulary mastery. The writer would like to present chart that compared students’ pre-test, first post-test, and second post-test. To make the students’ development clearer to see, the writer also presented the chart of mean and modus of the test.
Chart 4.1
Students’ Test Result

Chart 4.2
Test’s Mean

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Based on the chart above, the result of the students increased. It means that the learning media given can help students to improve their vocabulary mastery. The result from the pre-test until second post-test is better than before. The students became better not only in getting the meaning of the word but also made that words became sentences based on the pattern given. The result of all tests helped the writer to see whether pictures can help students or not. The charts show that the result is increasing. It means that the students get better understanding in learning English, especially vocabulary mastery.
2. Students’ vocabulary mastery development

In this step, the writer would like to compare students’ development in vocabulary mastery. Since the writer conducted the vocabulary mastery since the pre-test, the writer presented the comparison of all tests’ result.

Chart 4.4

Students’ vocabulary result
Chart 4.5
Development’s Mean

Chart 4.6
Development’s Modus

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Based on the charts above, the writer concluded that picture can help students to improve their vocabulary mastery. Picture can make students easily memorize the vocabulary given by the teacher. The charts show that there are an improvement from the students as we see that the result of the pre-test and two post-test are increasing, the mean of the whole tests also increasing. There is no student who has the same test result from one test to another, all of them are increasing.

3. Students’ sentence development

In this part, the writer observed the improvement of students in developing sentences. In this part, the writer only compared the result from the two post-tests, because in the pre-test, the writer did not asked students to develop sentences from the words given. Here are the results of the test:

Chart 4.7

Students’ sentence result
Chart 4.8
Development’s Mean

Chart 4.9
Development’s Modus
Based on the charts above, the writer concluded that picture can also help students to improve their skill to develop sentences. The charts said that the students’ skill in conducting sentence improved. The result of the mean and modus increased and the result of the test itself also increased, however there is a student who has the same test result from the first post-test and the second post-test. The writer concluded that picture can also help students to improve their skill to develop the words into good sentences.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer would like to discuss the conclusion of the research and also some suggestions. The conclusion, will discuss about the answer of the research questions, and the suggestions will discuss about suggestions for teacher and next researcher. The detail explanation about that will be explained below.

A. Conclusions

To state the conclusion of the research, the writer would like to state the research questions first. As explained in the chapter 1 before, this research conducted to answer two research questions, those are: (1) How do the pictures can improve students’ vocabulary mastery? and (2) To what extent can pictures improve students’ vocabulary mastery? The explanation of the conclusion of each question will be explained in the next paragraph.

To answer the first research question, the writer would like to explain the step of the research. First the writer planned classroom activity using picture as the learning media and direct method. After that the writer implemented it in classroom as the first cycle. In the first cycle, there are some students who did not pay attention to the teacher. Then, the writer improved the planning. The writer use this step to make the implementation can really answer the research question.

In conducting the research, the writer used direct method as the method to deliver
the learning media, in this case pictures. The writer planned the appropriate method and learning media to be implemented. After the planning, the writer implemented and observing the students’ behavior in the class. After that, the writer reflecting the implementation, and did some improvements. Based on the implementation, pictures are interesting for the students. It can grasp students’ attention. However, there are some students who did not interested in the learning media, because they have low motivation in learning English.

The second question was answered by comparing the post-test from one cycle to another. The question answered by seeing the students’ skill in doing the test. Based on the test’s result, the students are able to translate the word into Indonesia correctly, and they can also develop it into a good sentence based on the pattern given. In the test, the writer observed two students’ skill, those are vocabulary mastery and sentence development. The writer not just measure students’ vocabulary mastery, but also measure students’ sentence development. It makes pictures become more effective to apply in classroom activity.

By seeing the result of the test and the observation, therefore the writer concluded that pictures can help the students in improving their vocabulary mastery. The improvement occurred not only in vocabulary mastery, but also in their skill to develop the words into good sentences.
B. Suggestions

1. For teacher

   It was proved that pictures can help students to improve their vocabulary mastery. However, teacher should understand the students’ need in their learning activity. Sometimes, teacher should now what students want when they are learning English. Teacher should be more creative in using pictures as the learning media in classroom. Therefore, teacher should pay more attention to the students since not every student have the same level of understanding.

2. For the next researcher

   For the next researcher, it is necessary to make a better preparation when they would like to conduct the same research. The next researcher should be more creative in conducting the implementation of the action. To get the better result, the writer thinks that it is important to conduct the research in a longer period of time.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
Appendix 1: Research Permission Letter
Appendix 2: Research Instruments

A. INTERVIEW

Result of the Interview with the Teacher

In the interview with the teacher, the writer asked 7 questions. The questions are:

1. In your opinion, what kind of students do you have?
2. How do teacher deliver the learning media to the students?
3. Do the students ready to follow all activity in every meeting?
4. Do the students paid attention when teacher deliver the teaching media? If they do not pay attention, what is the possible reason?
5. So far, what kinds of media have you used?
6. So far, what are your technique(s) to help students reach the indicator made by the government?
7. When the students busy with themselves, how did you control them?

Result of the interview:

Students in this school are very unique. They have low motivation in learning English. They think that English is not important because they will not use that in their daily life. Usually, the teacher delivers the learning media by explaining and doing the exercise. Sometimes some students are ready, but if they are not in the mood of learning, from the beginning until the end they will not pay attention to the teacher. They do this might be because they are not in the mood, and some of them have low motivation in learning English. The teacher uses
worksheet and module, sometimes the teacher use series of pictures. To reach the indicator the teacher usually does some exercises and gives some explanation if students do not get the meaning. If the students busy with themselves, teacher usually give the students questions or call the name.

**Result of an Interview with the Students**

**After first cycle’s implementation:**

Questions:

- Do you like the learning media we used in the class?
- Why you did not pay attention to the learning media?
- What subject do you like most? Why?
- Do you like English?
- What is your dream?
- What are you study for?

Answer:

The learning media is good, but I think the picture is not quite interesting. I am sorry, but I have so many home works, and I have not done it yet. I don't have favorite subject because in here the teacher gives us so many exercise and I don't like it. I don't like English, it is very difficult. I don't understand the meaning of the sentences, words. That is why I don't like it. My dream is having a business and I can open vacancy to many people. I study to make me smart. I
want to have much knowledge, but sometimes the teacher does not teach us well, and it makes my mood drop.

**After second cycle’s implementation:**

Questions:

- What do you think with our second meeting?

- Do you like the improvement? Why?

Answer:

I like this one. This is more interesting, I like the picture. The picture is very interesting. I like the improvement. I also like the way you teach us. You did not act like a teacher and it made me relax to follow the activity. Honestly, I like this kind of learning activity. The teacher is friendly and the learning media is interesting.
B. OBSERVATION

Result of an observation

First Cycle’s Observation Sheet

- Only 25% students ready to follow classroom activity.
- In opening activity, only 8 students from 24 students paid attention.
- Three students were busy with their make up things, four students were talking to each other, and one student was sleeping.
- In the main activity almost all students paid attention to the picture, but when the teacher asked them to make an assignment, they were looking at other works.
- 50% of students were very passive. They did not want to follow the activity.

Second Cycle’s Observation Sheet

- 50% of students ready to follow classroom activity.
- From the beginning of the activity until the end, almost all of the students followed all activity.
- When the writer showed the picture, the students were very interested. They said that the picture is funny.
- The students became active when writer invite them to state the words related to the picture.
- Five students were passive. Three of them busy with themselves, two of them ask their friends to have a conversation with them.
- All students done the test, but the five students cheated.
### Appendix 3: Raw Data

#### Students’ Pre-test Result

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 4: Lesson Plan

Lesson Plan of First Implementation

Level: Vocational High School
Grade/Semester: X/1
Study Program: Accounting
Subject: English
Meeting: 1 meeting
Skills: reading and writing

Standard Competence:
To communicate using English in Novice Level.

Basic Competence:
To describe things, people, characteristics, time, day, month, and year.

Indicator:
- Students are able to state the Indonesian equivalent of the words.
- Students are able to develop the words into sentences to describe something.

A. Learning purposes

At the end of the class, students are able to:
- State the Indonesian equivalent of the words correctly.
- Develop the words into sentences to describe something correctly.
B. Learning media

- Grammar Corner: Describing things/objects.
- Pictures of things.

C. Time Allocation: 2 X 45 minutes (reading and writing)

D. Learning Method

1. Question and Answer
2. Exercise

E. Learning Activities

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<tr>
<td></td>
<td>a. Greetings.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher conducting pre-test</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>c. Teacher gave short explanation about the topic that will be given today.</td>
<td>10’</td>
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<tr>
<td>B.</td>
<td>Whilst activity</td>
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<tr>
<td></td>
<td>a. Teacher gave an explanation about how to describe something and some information about that topic.</td>
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<tr>
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<td>b. Teacher showed picture to the students by using projector and asked them to state the characteristics of things in English.</td>
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<td>c. Teacher was conducting post-test. (Students were asked to describe things that had shown before and translate</td>
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<td></td>
<td>some words given by the teacher).</td>
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<tr>
<td>C.</td>
<td><strong>Post activity</strong></td>
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<tr>
<td></td>
<td>a. Teacher concluded the all of the topic that students have learnt.</td>
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<td>b. Closing</td>
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<td><strong>Total</strong></td>
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**F. Learning assessment**

1. Assessment technique : performance assessment  
2. Form of instruments : oral question, handout  
3. Instruments : test

Laredo Dimas Julian Putera
Lesson Plan of Second Implementation

Level: Vocational High School
Grade/Semester: X/1
Study Program: Accounting
Subject: English
Meeting: 1 meeting
Skills: reading and writing

Standard Competence:

To communicate using English in Novice Level.

Basic Competence:

To explain an activity in progress in a simple way.

Indicators:

- Students are able to find the correct Indonesian equivalent of some English verbs.
- Students are able to develop the verbs into present continuous sentences.

A. Learning purposes

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

- Find the Indonesian equivalent of some English verbs correctly.
- Develop the verbs into present continuous sentence correctly.
B. Learning media

- Grammar Corner: Present Continuous tense.
- Series of picture

C. Time allocation: 2 X 45 minutes (speaking and writing)

D. Learning method

1. Question and answer
2. Exercise

E. Learning activity

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<td>d.</td>
<td>Greeings.</td>
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</tr>
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<td>e.</td>
<td>Teacher invited students to review the topic from the previous meeting.</td>
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<tr>
<td>f.</td>
<td>Teacher explained shortly to the students about the topic that they are going to learn.</td>
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<td>B</td>
<td>Whilst activity</td>
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<tr>
<td>a.</td>
<td>Teacher explained about the sentence pattern of Present Continuous.</td>
<td>10’</td>
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<td>b.</td>
<td>Teacher showed some pictures about some activities and invited them to state the verbs in the picture and gave other words or verbs related to the pictures.</td>
<td>30’</td>
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<td>c. Teacher conducted post-test. (Students were asked to develops the verbs into good present continuous sentences and translate the verbs into Indonesian).</td>
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C. Post activity

- c. Teacher concluded the topic that students have learnt.
- d. Closing.

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Total | 90’ |

F. Learning assessment

4. Assessment technique : performance assessment
5. Form of instruments : oral question, handout
6. Instruments : test

Laredo Dimas Julian Putera
Appendix 5: Learning Media

Picture implemented in the first cycle
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Picture implemented in the second cycle

"Come on Mom, let me dice something. I promise I won’t cut myself."
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI