AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' PHRASE MASTERY THROUGH THE USE OF PICTURES AS MEDIA AT THE FIFTH GRADERS OF SDN 1 RAMAN FAJAR IN THE ACADEMIC YEAR OF 2011/2012

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English Education Program

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1432 H / 2011 M

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ABSTRACK

By:
TRIYANI

Based on Elementary school curriculum, the students are hoped to make a simple sentence and expected to understand about word and phrase. In fact, most of students find the difficulty in making sentence especially in phrase construction. The object of this research is 21 students of class V of SDN 1 Raman Fajar in the academic year of 2011/2012. From the result of pre survey, it shows that the mean score is 44,28 and there are 17 students who get score under 60 (80,95).

The objectives of this research are to know whether pictures can increase students' phrase mastery and find out whether pictures can make the learning process interested. This action research is done in six meetings and each meeting lasts two times thirty five minutes (70 minutes). Two cycles are conducted, and each cycle consists of planning, action, observing, reflecting. During the cycles, the students are given pretest and post test.

In collecting the data, the researcher uses tests; they are pretest and post test, and observation. The purpose of pretest and post test are to know how far the students have mastered phrase before and after being given the treatment. When observe the teaching and learning, the writer knows how the process is held. The researcher observe the teaching and learning process by using observation sheet.

The result of the first treatment in the first cycle shows that the target has not been achieved because the mean score is 46,42 and there are 16 students who get score under 60 (76,19 %). In the second treatment in the second cycle, the mean score is 62,14 and there are 6 students who get score under 60 (28,57 %). All students look active during the teaching learning process. It means that the target of mastery learning has been achieved.

The result of pretest and post test show that there is increase from pretest to post test. The mean score of post test is higher than pre test. The mean of pre test is 45,71 and the post test is 68,57, so there is progress 22,86 points. It is clear that based on the result of pre test and post test, it can be said that picture has positive effect in learning phrases. By using picture as media, the students are interested and motivated in the class. So, they enjoy doing the task. It also makes them easier in studying the material.

The Title	: INCREASING THE STUDENTS' PHRASE MASTERY THROUGH THE USE OF PICTURES AS MEDIA AT THE FIFTH GRADERS OF SDN 1 RAMAN FAJAR IN THE ACADEMIC YEAR OF 2011/2012
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RETIFICATION PAGE

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The Undergraduated Thesis entitled: INCREASING THE STUDENTS' PHRASE MASTERY THROUGH THE USE OF PICTURE AS MEDIA AT THE FIFTH GRADERS OF SDN 1 RAMAN FAJAR IN THE ACADEMIC YEAR OF 2011/2012, Written by Triyani, Student Number 0736037, English Education Study Program, has been examined (Munaqosah) in Tarbiyah Department on Tuesday, November 10th 2011.

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Raman Utara, September 28, 2011



Triyani

MOTTO

In order irreplaceable
one must always be different
(Coco Chanel)

DEDICATION PAGE

This piece of work is dedicated to:

My lovely parents (Darmadi alm. and Asviah)

My dearest Di~Di
My beloved sisters (Endang and Dwi)

My beloved friends
My beloved almamater

ACKNOWLEDGEMENT

In the name of Allah, the almighty, the sustainer, the given and the beginning of the world. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions. This undergraduate thesis entitles "Increasing the Students' Phrase Mastery through the Use of Pictures as Media at the Fifth Graders of SDN 1 Raman Fajar". This research was conducted in SDN 1 Raman Fajar. In this undergraduate thesis the writer focus to increase the students phrase mastery through the use of pictures as media.

The writer realizes that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement her gratitude. Her big thanks to go to both of her advisor, Mukhtar Hadi, S.Ag.M.Si and Dra. Yerni Amir. May Allah SWT gives them her better reward for their spending time to support and guide during an undergraduate thesis writing process. Her deepest gratitude goes to her parents and all family who are never tired to empower her spirit.

Furthermore, the writer also would like to express her thanks to the honorable lecturers of English study program, who help her in reducing her stupidest, the students of English education study program who become a good partner in studying English and also all her friends wherever they are who support and pray for her.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore the writer apologize hopefully this undergraduate thesis can be useful to all of us properly.

Metro, 14 September 2011

The writer



TRIYANI

St.N. 0736037

CONTENTS

COVER i

TITTLE ii

ABSTRACT iii

APPROVAL PAGE iv

RATIFICATION PAGE v

STATEMENT OF RESEARCH OROGINALITY vi

MOTTOS vii

DEDICATION PAGE viii

ACKNOWLEDGEMENTS ix

CONTENTS x

LIST OF TABLES xi

LIST OF FIGURES xii

CHAPTER I INTRODUCTION 1

A. Background of the study 1

B. Problem identification 6

C. Problem Limitation 7

D. Problem formulation 7

E. Objectives of the study 7

F. Benefit of the study 8

CHAPTER II REVIEW OF THE RELATED THEORIES 9

A. Concept of language teaching 9

B. Concept of picture as Media 13

C. Concept of phrase 19

D. The Role of Phrase in The Sentence 25

E. Action hypothesis 28

CHAPTER III RESEARCH METHODOLOGY 29

A. Object of the study 29

B. Setting 29

C. Action plan 29

D. The data collecting method 37

E. The data analysis 38

CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research..... 40

B. Interpretation..... 52

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..... 56

B. Suggestion..... 57

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1. The pre survey score 5

Table 2. Teachers and staff name 41

Table 3. The number of students 42

Table 4. The students' result at pretest 43

Table 5. Distribution of students' score at pretest..... 44

Table 6. The students' post test result 50

Table 7. Distribution of students' post test result 51

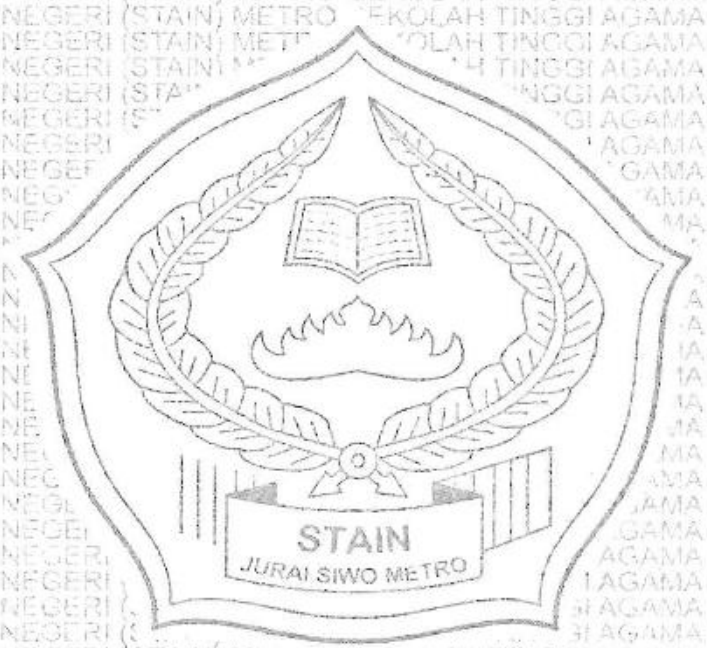
Table 8. The increasing of the students' score at cycle 1 and cycle 2 52

Table 9. The result of pretest and post test 54

LIST OF FIGURES

Graph 1. Result cycle 1 and cycle 2 in the first and the second meeting 53

Graph 2. The result of the pretest and post test 55


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CHAPTER I

INTRODUCTION

A. Background of the Study

Language can not be separated from our life because it is used to communicate with society. We can also describe our ideas, feelings and desires to other people by using the language. "Language is a system of communication in speech and writing used by people of a particular country."[1] It means that language is used by people in their communication activity, to deliver their messages, feeling, ideas and something to other people.

There are many languages in the world. They are used to communicate between people in the world. English is an important language and is used as an international language because most countries use it. It is used in all world activities, such as conferences, sport events and world trade. Moreover, English is important in developing sciences, technology, education, and culture because most of resource books are written in English.

In Indonesia, English is the first foreign language, therefore English has been learned from primary school up to University. Elementary school teachers need appropriate methods to teach the students. The proportion of the materials for young learners is different from the adult learners. They have different motivation and characteristics.

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[1] Oxford University, *Oxford Learner's Pocket Dictionary*, Oxford University Press, New York, 2003, P.240

To find out the best technique for teaching young learners needs intensive analysis, especially for the teacher. They should create all the alternatives of technique to teach young learners in order to make the learners interested in what they are going to learn and avoid the boredom, usually students in elementary school find the difficulties in memorizing the meaning of word, to focus the study and to pronounce the English words.

Based on Elementary school curriculum, the students are hoped to make a simple sentence and expected to understand about word and phrase. As we know that sentence contain of words, phrases and clause. According to John Eastwood "There are five kinds of phrase: verb phrase, noun phrase, adjective phrase, adverb phrase and preposition phrase."[2] In this paper the writer will focus on a noun phrase and verb phrase. It will be useful for them to make sentence, because phrase is one of the elements of every sentence.

> "Noun phrase is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Verb phrase is a word (or group of words) which is used in describing an action, experience or state.[3]

The students have to study about noun phrase. It will help them in recognizing appropriate words in making sentence because it can be used as the subject or object of a verb. Not only noun phrase but also verb phrase that the students should mastered in the process of making sentence.

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[2] John Eastwood, *Oxford Guide to English Grammar,* Oxford University Press, New York, 1994, P.3

[3] Jeremy Harmer, *How to Teach English*, Longman, England, 1998, P.37

However, learning English as a foreign language for the Indonesian students is not easy, for the students often have some learning problem. As an example, it can be seen from the difference of grammatical structure occurring English and Indonesia. A large number of English of construction especially in phrase is "*Modifier-Head*", whereas in Indonesia is "*Head-Modifier*", for example in English says "red flower" in translating "*bunga merah*" and do not "*merah bunga*".

In a class, most of students find the difficulty in making sentence especially in phrase construction. In teaching process the teacher only explains the material, asks the students memorize list of vocabulary. So, when the teaching learning process, they give not attention at the subject. Because of that, the English teachers must have the ability to vary the teaching technique which is suitable with the children. This is because the usual method used in the classroom was monotonous, so the students got bored. The monotonous methods make students lazy to learn English and not interested in English.

When the writer asked the teacher about the problems that she found in teaching English, she said that the students in the fifth grade consist of 21 students and more than a half of the students are made a noisy sounds. They were not care with the teacher who teach in front of the class. All of them were busy on themselves. Maybe it because that the motivation of the students in studying English was low. This was caused the teacher was less of creativity.

Providing suitable technique is one way to encourage and motivate the students to learn English, it is as what Siahaan stated that,

> A certain teaching strategy is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of the students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading and writing.[4]

The teachers should have some techniques to make English class interesting. They must be creative to focus the students attention, in order that the materials that are given can be accepted effectively.

We know that children tend to forget something which are taught. If we teach them with using the real object, they will be more interested and of course it will be easier for them to remember the material and it will be saved in their mind automatically based on its shape. Moreover, Jeremy Harmer stated that, "A range of objects, pictures, cards and other things, such as Cuisenaire rods, can be used for presenting and manipulating language, and for involving students in activities of all kinds."[5] It is clear that picture can be used by the teacher in teaching because it can help the teacher in presenting the meaning of word.

Based on the statement above, the writer assumes picture is applicable for teaching English especially on phrase. It hoped that the students will be more interested in learning English phrase and they will master it. Because, on the writer observation the students are faced the difficulties in making a simple sentence. To strengthen the problems above when pre survey at SDN 1 Raman Fajar, the writer did the first action was giving the test of noun phrase and verb phrase based on syllabus:

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[4] Sanggam Siahaan, *issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, P.221

[5] Jeremy Harmer, *The practice of English Language Teaching Fourth Edition*, Longman, New York, Tt, P.177

Table 1

The result of pre survey at the fifth graders of SDN 1 Raman Fajar

No	Students' name	Score
1.	FF	30
2.	AH	60
3.	AD	50
4.	FN	45
5.	AA	35
6.	AP	40
7.	AM	40
8.	GL	65
9.	DW	35
10.	AK	30
11.	FA	65
12.	RF	40
13.	EE	50
14.	RS	40
15.	IK	45
16.	EL	35
17.	HS	30
18.	DA	60
19.	SI	50
20.	LA	45
21.	YY	40
	Total	930
	Average	44,28

The criteria of learning result:

- ≥ 60 : Complete
- < 60 : Incomplete

Source: Ledger of the English teacher of SDN 1 Raman Fajar

The test was given consist of 20 questions and each of it has five scores. The completeness' standard (KKM) is 60, it means that the students who get the score under 60 are not pass the test. In fact, only four students who get score more than 60 or 19,04%. And there are 17 out of 21 students who get score under 60 or 80,95%. Based on the result of the pre survey at SDN 1 Raman Fajar, the writer found the difficulties were faced by the students there in noun phrase and verb phrase mastery.

To improve the condition, there should be some actions to do in the classroom with creating and implementing suitable technique to make the students interested in learning English. In this research, the writer wants to apply the media for teaching English especially in teaching phrase. The writer is interested in using picture. Picture is easy to be taken to the class and it can be used as a media. Teaching phrases by using picture make the students more interested and have fun in study English and also they will save phrases and its structure in their mind automatically.

B. Problem Identification

Based on the background of the study above, the researcher would like to identify the problem as follows:

1. Less of technique that used by English teacher in teaching foreign language.
2. The usual method used in classroom was monotonous.
3. The teacher only explains the material and asks the students memorize list of vocabulary.
4. Most of students are considered not interested to English.

5. The students were not give attention when the teacher teaches them.
6. Most of students find the difficulty in making sentence especially in phrase construction.
7. The difference of grammatical structure occurring English and Indonesia.

C. Problem Limitation

1. The scope of this research is at SDN 1 Raman Fajar of the fifth grade students.
2. The material of the study is noun phrase and verb phrase which is used as an object of discussion in this research. The writer limits on noun phrase in a sentence, that is pronoun or any group of words that can be replaced by a pronoun and on a finite verb phrase in present continuous tense form.

D. Problem Formulation

Based on the background of the study above, the researcher would like to formulate the problem as follow:

1. Can pictures be used to increase the students' phrase mastery?
2. How far the increase of the students' phrase mastery through picture?

E. Objectives of the Study

This research is aimed at:

1. Explaining that pictures can increase the students' phrase mastery.

2. Finding out how far the increase of the students' phrase mastery through pictures.

F. Benefit of the Study

The benefits of the study are:

1. For the students

The result of this research is expected able to increase their performance on phrase mastery and to motivate the students so they more interested in learning English.

2. For the teacher

By doing this classroom action research, the result of this research is hoped able to improve the English teachers' performance in teaching and learning process. This classroom action research is implemented to improve the technique of teaching in order to reach a better result in teaching and learning process.

3. For the institution

As information for English teacher how the implementation of pictures as media to increase the students' phrase mastery.

4. For the researcher

    1. To apply the knowledge that she got in her study.
    2. To give information for further research with certain interest.
    3. To add the experience means knowledge in English instruction.


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Language Teaching

Basically, language teaching is a process of transferring language skills: listening, speaking, reading and writing from the teacher to students. "Language is a system of communication in speech and writing used by people of a particular country."[1] The human knowledge or ideas can be transited in language.

H. Douglas Brown stated that "Method was described as an overall plan for systematic presentation of language based upon a selected approach."[2] So the teacher should be a good model and should give correct example or they may doing what the teacher wants students to do.

Killen in Siahaan said that

> Teaching strategy includes, what a teacher does, the way an instruction is organized, how much the students are involved actively in learning, how much the students are responsible for the learning is assessed.[3]

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[1] Oxford University, *Oxford Learner's Pocket Dictionary,* Oxford University Press, New York, 2003, P.240

[2] H. Douglas Brown, *Teaching by Principles*, States University, San Fransisco, 2000, P.14

[3] Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, P.221

Therefore, in a good English class the teacher as a key factor should try to emphasize the optimum result of the students who can become more active and actively involved in the process of teaching and learning. Therefore, the teacher has to be a director, facilitator, moderator, and motivator of teaching and learning.

If the teacher wants to be successful in teaching English is suggested to choose a good method. The interesting method in teaching children should be fun and natural so, it can maintain the characteristics of children in order that the students can learn the target language optimally. The students will enjoy in studying, if the teaching and learning process can make them be interested, so they can get the materials clearly.

Kasihani stated that the characteristics of teaching English for young learners to be success in learning English as follows:

a. The children in 5^{th}-7^{th} ages have the egocentric characteristics which their lean like to relate what they studied or they did with theirselves.
b. The young learners in level one (5^{th}-7^{th} ages) have difficult to differ something concrete and abstract.
c. The children tend to imaginative and active. They like the lesson with games, story or songs, so they are motivated to study English.

d. They students have the low level of concentration and attention, so they are easy bored.

e. The life of children is full of color and happy.

f. The children like stories as they like games.

g. The children in 8^{th}-10^{th} ages have aware and ready about English language.

h. The children like the conversation to interact and speak about the thing that they have.

i. Last but not least, the children are basically the active thinking or learning by doing.[4]

So, before the teacher wants to teach the young learners, they must know the characteristics of them. If the teacher knows their characteristics, they will know how the way to teach them. Setiyadi stated that "We language teachers are more interested in knowing whether students of different ages need different methods or approaches in studying a foreign language."[5] The teacher must choose appropriate method and technique in teaching English in order that the students are interested of the subject.

Many people said that teaching English for young learners is full of fun. On studying at Elementary school is the important stage in the

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[4] Kasihani, *English For Young Learners*, PT. Bumi Aksara, Jakarta, 2007, P.16-20

[5] Bambang Setiyadi, *Teaching English as A Foreign Language*, Graha Ilmu, Yogyakarta, 2006, P.178

process of students' development of intellectual, psychological, and social. So, the students' way in learning and how the teacher teaches them is necessary to be planned based on the stage or their age.[6] Based on the statement above we know that as a language teacher may develop his or her technique, such as using pictures to make their learning fun and natural, because young learners learn in the different way from adult.

Young children learn in the following ways:

a. They respond to meaning even if they do not understand individual words.
b. They often learn indirectly rather than directly, that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
c. Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with.
d. They find abstract concepts such as grammar rules difficult to grasp.
e. They generally display an enthusiasm for learning and a curiosity about the world around them.
f. They have a need for individual attention and approval from the teacher.
g. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
h. They have a limited attention span, unless activity are extremely engaging, they can get easily bored, losing interest after ten minutes or so.[7]

Meanwhile, according to Kasihani in English class for children, the teaching learning process must be followed by media, especially

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[6] Kasihani, *Op.cit.* P.87

[7] Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, Longman, New York, Tt, P.82

visuals, such as pictures, flash cards, puppets, realia, miniature, or other real thing that can be bought to the class.[8] It means that words are not enough in teaching young learners. The teaching and learning process must be followed by the use of media.

Wendy exclaimed that

> Don't rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surroundings. Demonstrate what you want them to do. The balance will change as the children get older, but appealing to the senses will always help the pupils to learn.[9]

Concerning to the statement above, the teacher must be creative in combine the material and the atmosphere in his or her class. As a teacher should be able to create facility and even condition in which consequently giving his or her students many opportunities and participation for learning in classroom. The teacher must understand that they still love to play, so the teacher should create a situation where the students come to school to study.

2. The Concept of Picture as Media

To solve the problem of English learning difficulties, it needs to use an appropriate approach and strategy to make teaching and learning

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[8] Kasihani, *Op.cit.* P.102

[9] Wendy A. Scott and Lisbeth H.Ytreberg, *Teaching English to Children*, Longman, New York, Tt, P.5

process more interesting. One of the ways to make teaching and learning more interesting is by using media in teaching. Media is something which gives information between sources and receiver.[10] As Romiszowski said in Kasihani that media is carriers of the messages that is the tool to send teacher messages toward the students.[11] It explains that using media is very important in teaching process, because it will help in presenting and demonstrating the material.

According to Oemar Hamalik The education media is the tool, method, and technique that is used for effective communication and interaction between the teacher and the students in the process of teaching and learning in the school.[12] Education media can encourage the students' motivation in learning.[13] It means that media can make the students give attention when learning process. And they will remember the subject automatically if they are interested on the subject.

"Teaching the young to put the words together to understand (and, in turn, express) ever more complex ideas became the goal of education as it evolved over the centuries."[14] So, in teaching the young learners the important one is we can make the students understand about something and also they can explain or describe it by themselves correctly.

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[10] Kasihani, *Op.cit*, P.100
[11] *Ibid.* P.101
[12] Oemar Hamalik, *Media Pendidikan*, PT. Citra Aditya Bakti, Bandung, 1994, P. 12
[13] *Ibid.* P.18
[14] Tessa Jolls, *Media Literacy Education*, CML, Ttp, 2008, P.8

> "By elementary school, most children can think logically but are just beginning to be able to think abstractly or hypothetically. It is important for students to manipulate concrete objects and media production activities can address this need well. Children at this stage are less egocentric and activities like role-playing and taking pictures can be good ways to experience other people's point of view."[15]

It is clear that picture can help the teaching and learning process at elementary school students, by showing picture the students can imagine its meaning by themselves.

In teaching English as foreign language, a teacher can use kinds of instructional media. Generally there are three kinds of media such as, visual media, audio media and audio visual media.[16] Media can help the teacher represents the material to the students. The appropriate media is selected based on the students' characteristics.

Amir Hamzah said that visual equipment is the tool that is shown the form and shape that is known as visual aid.[17] Visual aid is divided to be two kinds, they are:

1. Two dimensions visual aid that is divided to be two kinds, (not transparency two dimensions like picture, cartoon, poster, photo and transparency two dimensions like slide, film).
2. Three dimensions visual aid.[18]

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[15] *Ibid.* P.71
[16] Kasihani, *Op.cit*, P.102
[17] Amir Hamzah Sulaiman, *Media Audio-Visual*, Gramedia, Jakarta, 1981, P.26
[18] *Ibid.* P.26-27

"Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface."[19] Picture can used to substitute the real things. By showing the picture, students can recognize and compare the words and the real things. Picture is interesting for the students because be able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for the students. As we know the objective of teaching English in Elementary school is to generate students' interest and delight in studying.

Hamzah stated that picture is the important visual aid and easy to be gotten. It can give concrete explanation about something. Picture made people receive some idea and information on it clearly.[20] Amir Hamzah explains in his book that there are some advantages of pictures are:

1. Picture is easy to be gotten.
2. Using picture in learning can be more naturally.
3. Picture collection can be enlarging.
4. It is easy to arrange or choose the material appropriate with subject.[21]

According to Wendy and Lisbeth, "Lessons will be much easier and much more exciting for the children if you make full use of things and

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[19] http://www.google.co.id/search?hl=id&client=firefox-a&hs=HvP&channel=s&q=picture+definition&btnG=Telusuri (25 November 2010)

[20] Amir Hamzah Sulaiman, *Op.cit*, 1981, P.27

[21] *Ibid.* P.29-30

objects as well as language to get your meaning across."[22] The students can compare the real object or picture that they are saw and its meaning. They said that "Picture can be drawings or cut-outs from magazines or perhaps photos."[23] Based on the explanation above, we know that picture is appropriate media to teach children and also it is easy to be gotten. It seems that picture is not only to motivate the students and reach the objective, but also it is easy to use and to get.

According to Jeremy Harmer, "Teachers have always used pictures or graphics, whether drawn, taken from books, newspapers, and magazines or photographed to facilitate learning."[24] In picture students can see something interesting and related to real condition. By showing picture, the teacher helps the students to focus attention on the subject taught.

Oemar Hamalik defined that pictures have the meaning and its own explanation. It can be used as education media and have a value of education for pupils and it can make the teaching learning process effectively in the school.[25] There some values of picture in education:

1. Picture is concrete.

2. Picture can solve the problem about the time and place.

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[22] Wendy A. Scott, *Op.cit.* P.108
[23] *Ibid.* P.109
[24] Jeremy Harmer, *Op.cit*, P.178
[25] Oemar Hamalik, *Op.cit*, P.63

3. Picture solves lack abilities of people.

4. It can be used to explain the problem.

5. Picture is easy to be gotten and also cheap.

6. It is easy to be used.[26]

According to Hamzah, pictures for teaching and learning should fulfill the following criteria:

1. The picture must be clear, nice, interesting, and large enough in order that can be understood.
2. The picture should be appropriate to the subject of material.
3. The picture must be right and suitable with the real condition.
4. The simplicity of picture is important.
5. The picture must be appropriate with the students intelligence who see it.
6. The color of the picture makes the students are interested.
7. The size of the picture must be appropriate.[27]

> One of the most appropriate uses for pictures is for the presenting and checking of meaning. an easy way of explaining the meaning of the word "aeroplane", for example, is to have picture of one. In the same way it is easy to check students' understanding of a piece of writing or listening by asking them to select the picture (out of, say, four) which best corresponds to the reading text or the listening passage.[28]

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[26] *Ibid.* P.63-64
[27] Amir Hamzah Sulaiman, *Op.cit.* P.29
[28] Jeremy Harmer, *Op.cit*, P.178

From the statement above we know that picture can help for presenting the meaning of the word. And moreover it is easier way for check the students understanding with picture than check reading and listening.

3. The Concept of Phrase

"Phrase is a grammatical unit may consist of one word or more."[28] It explains that one word can be said as a phrase and it is as a headword of its phrase. "Phrase is group of words without a finite verb, especially one that forms part of a sentence those have a particular meaning when used together."[29] According to Eugene Ehrlich, "a phrase is a group of two or more words that does not contain a subject and verb."[30] We use phrases to build a clause, and it is useful to learn to recognize phrase in order that the students can choose an appropriate word in making a simple sentence or clause even when describing something. As vocabulary, it is one of the aspects that should be mastered by the students in learning English.

There are some definitions of phrase:

1. Grammatical unit: a string of words that form a grammatical unit, usually within a clause or sentence.
2. Fixed expression: a string of words that are used together and have an idiomatic meaning.
3. Brief pithy utterence: a string of words, usually a short one, that memorably encapsulates something, e.g. a particular truth or sentiment or the character of a person or time.

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[28] Dedi Irwansyah, *English Syntax*, STAIN, Metro, 2009, P.2
[29] Oxford University, *Op.cit.* P.321
[30] Eugene Ehrlich, *English Grammar*, McGraw-Hill, USA, 1991, P.15

4. Literature of poetry words spoken as group: a group of words that form a unite of meaning or rhythm in prose or poetry, often separated by punctuation in writing and by pouse in speech.
5. Music melodic division: a sequence of notes that form a unit melody within a piece of music.
6. Dance part of choreografic pattern: a short sequence of steps within a longer pattern of dance movements.[31]

From the explanation above we can conclude that phrase is a part of a bigger unit. Even short and simple, it is full of meaning. It has a unit of grammatical meaning in building the bigger part of it, such a clause or sentence.

John Eastwood defined that there are five kinds of phrase:

1. Verb phrase
2. Noun phrase
3. Adjective phrase
4. Adverb phrase
5. Prepositional phrase[32]

The research interested to emphasize on noun phrase and verb phrase because, it will be useful for the students. The study help students recognize appropriate word in making simple sentence because noun phrase can be the subject or object, moreover verb phrase can be predicate of a sentence. It will be difficult when the teacher can't motivate young learners intensively because it is as the result of their characteristic.

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[31] MicrosoftEncarta2009.1993-2008 Microsoft Corporation. All right reserved.

[32] John Eastwood, *Oxford Guide to English Grammar*, Oxford University Press, New York, 1994, P.3

"Noun phrase is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb."[35] We usually find noun phrase in the position of subject or object of sentence. Because noun phrase has a noun as headword that is can be used as the subject or object in sentence.

"Noun Phrases can become very long, indefinitely long in fact, if we keep adding elements. But they can also consist of only a Head. Heads function as the central elements of phrases."[36] It means that a phrase can consist of one word or more and noun as headword. "A noun combines with other words in a noun phrase. Determiners, quantifiers and modifiers come in a fixed order before the noun."[37]

For example: 1. The bag: determiner + noun.

2. A lot of money: quantifier + noun.

3. Small bottles: modifier + noun.

Bas Aarts stated that "We can define noun phrases as strings of words whose central element is a noun."[38] For example the hats, the blue hats, the blue hats on the shelf. In each of these strings of words, the central element is the noun *hat*. It means that noun phrase have a noun as its headword.

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[35] Jeremy Harmer, *How to Teach English*, Longman, England, 1998, P. 37
[36] Bas Aarts, *English Syntax and Argumentation*, Palgrave, New York, 2001, P.31
[37] John Eastwood, *Op.cit.* P.175
[38] Bas Aarts, *Op.cit*, P.31

Dwijatmoko explained that "Noun phrase may have the five elements (head, complement, attribute, adjunct, and specifier) or just a head."[39] Such as in the example, "The tall man with thick glasses." The phrase consists of "the" as specifier, "tall" as attribute, "man" as the head, and "with thick glasses" as adjunct.

The example of teaching noun phrase by using picture:



A lot of money



The bag



She has *long hair.*



He has *a pointed nose.*

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[39] B.B. Dwijatmoko, *English Syntax*, Sanata Dharma University Press, Yogyakarta, 2002, P.10

"Verb phrase is a word (or group of words) which is used in describing an action, experience or state."[40] It means that is used to express action or state of being of the subject. It refers to all activity that the subject do or we said the action in sentence as a verb. Dwijatmoko said that "A verb phrase (VP) is a phrase which has a verb as the head."[41] From the statement above we know that a verb phrase has a verb as its headword and moreover a verb also can be said as a verb phrase.

As the explanation above, John Eastwood said that a verb phrase has an ordinary verb and may also have an auxiliary or we usually said a finite and non-finite verb.

> A finite verb phrase is one that can be the main verb of a sentence.
> A non-finite verb is an infinitive, gerund or participle.
>
Finite:	Non-finite:
- *you **leave***	- *kept **disappearing***
- *it **is***	- *anxious to **stop***
- *someone **will steal***	- *see the thief **filmed***
- *you **are playing***	
- *the police **were informed***	

[42]

"A finite verb phrase is present tense or past tense. It can also have perfect aspect (*have*+ past participle) or continuous aspect *(be* + ing-form)."[43] It means that in a finite verb phrase can be an ordinary verb on its own and also can be one or more auxiliaries before the ordinary verb if it is in participle or continuous form.

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[40] Jeremy Harmer, *Op.cit*, P.37
[41] B.B. Dwijatmoko, *Op.cit*, P.37
[42] John Eastwood, *Op.cit*, P.76
[43] *Ibid*, P.82

In a finite verb phrase there are a number of choices:

Tense:	Past or present? *It showed* or *It shows*
Modal:	Modal or not? *They could find or They found*
Aspect:	Perfect or not? *It has gone* or *It goes*
	Continuous or not? *It was happening* or *It happened*
Voice:	Passive or active? *They were informed* or *He informed them.*[44]

In this research the writer limits on a finite verb phrase in present continuous tense form. For example 'We *are decorating* at the moment.' It means for a period of time, and we are in the middle of decorating. But we do not use of the continuous if we see the action as complete. For example,

- Period of time: *We had **been looking** for ages.*
- Complete action: *We had **looked** everywhere.*[45]

The example of teaching verb phrase by using picture:



She *is sweeping* the floor.



They *are playing* football.

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[44] *Ibid*, P.77
[45] *Ibid*, P.79

4. The Role of Phrase in The Sentence

"Not only can sentences contain words and other sentences, they can also contain phrases."[46] It means that a group of phrases can make a sentence. So phrases have the important role in sentence or we can say it as the quintessential part of every sentence. Because if there is not any phrase, there will be not any sentence either.

"The grammatical units of English are these: word, phrase, clause and sentence. The sentence elements are these: subject, verb, object, complement and adverbial."[47] Each element of the sentence is a phrase. It means that a sentence is built of phrases construction. For example in noun phrase. "Noun phrase is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb."[48] From the statement above, it means that noun phrases have function as subject or object in sentence.

A sentence can be a single clause. We can also combine two or more clauses in one sentence. We use phrases to build a clause. Here is an example, '*Our flight time will be approximately forty-five minutes.*'

Subject : Our flight time (noun phrase)

Verb : will be approximately (verb phrase)

Complement : forty-five minutes (noun phrase)

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[46] Mark Newson, *Basic English Syntax with Exercises*, HEFOP Iroda, 2006, P.60
[47] John Eastwood, *Op.cit*, P.1
[48] Jeremy Harmer, *Op.cit*, P. 37

Here the noun phrase *our flight time* is the subject of the clause. A clause has a subject and a verb. There can be other phrases, too. In this next example we use a prepositional phrase as an adverbial, '*On behalf of the airline we wish you a pleasant flight.*'

Adverbial : On behalf of the airline (prepositional phrase)

Subject : we (noun phrase)

Verb : wish (verb phrase)

Object : you (noun phrase)

Object : a pleasant flight (noun phrase).[49]

Each phrase plays a part in the clause or sentence. Here are some examples:

- Subject : The flight
  Verb : is leaving
  Adverbial : shortly
- Subject : The weather, My father
  Verb : is, was
  Complement : very good, a pilot
- Subject : I, Two stewards
  Verb : was reading, served
  Object : a newspaper, lunch
- Subject : The aircraft, We
  Verb : left, must book
  Object : London, the tickets
  Adverbial : at three o'clock, next week[50]

[49] John Eastwood, *Op.cit*, P.2
[50] *Ibid.* P.4

So, it is clear that in a sentence contain of phrases and clauses. Without any phrase there will not any sentence either because phrases construction that are built of sentence.

> These are the elements of an English sentence and the kinds of phrase that we can use for each element.
>
Subject	Noun phrase	: *the flight, I, two stewards*
Verb	Verb phrase	: *is, served, must book*
Object	Noun phrase	: *a newspaper, lunch*
Complement	Adjective phrase: *very good*	
	Noun phrase	: *a pilot*
Adverbial	Adverb phrase : *shortly*	
	Prepositional phrase: *at three o'clock*	
	Noun phrase	: *next week*[51]

From the statement above we know that phrase has the important role in a sentence. Each element of sentences is a phrase, and its position based on each element of the sentence. If the students master about phrase, it will be easier for them to make sentence.

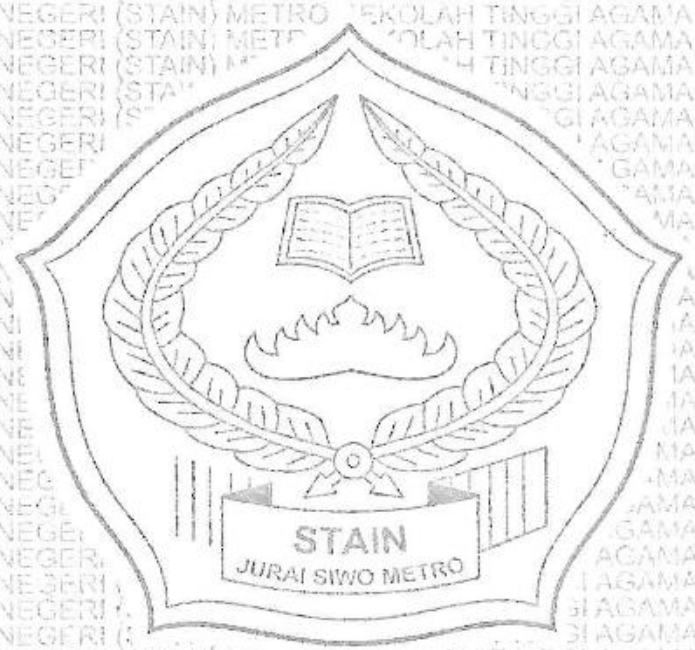
We know that children tend to forget something which are taught. If the teacher teaches them by using real object or picture, they will be more interested and of course it will be easier for them to remember that. Jeremy Harmer stated that, "A range of objects, pictures, cards and other things, such as Cuisenaire rods, can be used for presenting and manipulating language, and for involving students in activities of all kinds."[52]

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[51] *Ibid.*
[52] Jeremy Harmer, *Op. cit*, P.177

B. Action Hypothesis

Based on the frame of theories and assumption above, the researcher formulates the hypotheses is by using picture as media, the students' phrase mastery will be increased.


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CHAPTER III

RESEARCH METODOLOGY

A. Object of The Study

The object of the study in this research is the students' phrase mastery of the fifth graders of SDN 1 Raman Fajar in the academic year of 2011/2012. That is something which will be measured.

B. Setting

This research is classroom action research and the research was done in the fifth graders of SDN 1 Raman Fajar, East Lampung, in the academic year of 2011/2012 on the first semester. This class consists of 21 students. SDN 1 Raman Fajar was established in 1959. It has 12 teachers, and 127 students. There is a library and a mosque as the facilities. The researcher chooses this class because most of the students are considered have low ability in making simple sentence especially on phrase construction. That is proved by the pre-survey result. In this research, the researcher asks Mrs. Dwi as the collaborator.

C. Action Plan

1. Classroom Action Research

The research is aimed to improve the teaching and learning process, so the writer using classroom action research. Yogesh Kumar stated that "Action

research is a method for improving and modifying the working system of a classroom in school."[1]

> Action Research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. Their accounts of practice show how they are trying to improve their own learning, and the learning of others.[2]

Arikunto stated that Action Research is a research about the problems in society or object and the result concerning at that object.[3]

In this research, it is hoped by using picture the teaching learning process can be increased. Jean and Jack stated that action research aims to be a disciplined, systematic process. A notional action plan is:

1. Take stock of what is going on
2. Identify a concern
3. Think of a possible way forward
4. Try it out
5. Monitor the action by gathering data to show what is happening
6. Evaluate progress by establishing procedures for making judgements about what is happening.[4]

The main social purposes of action research include the following:

1. It aims to improve workplace practices through improving learning.
2. It aims to promote the ongoing democratic evaluation of learning and practices.
3. It aims to create good social orders by influencing the education of social formations.[5]

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[1] Yogesh Kumar Singh, *Research Methodology and Statistics*, New Age International, New Delhi, 2006, P.261

[2] Jean McNiff and Jack Whitehead, *Action Research*, Sage Publications, British, 2006, P.7

[3] Suharsimi Arikunto, *Prosedur Penelitian*, PT Rineka Cipta, Jakarta, 2006, P.90

[4] Jean Mcniff and Jack Whitehead, *Op.cit.* P.8

[5] *Ibid.* P.32

According to McTherte in Kumar "Action Research is organized, investigative activity, aimed toward the study and constructive change of given endeavor by individual or group concerned with change and improvement."[6] On the basis of these definitions, the following characteristics may be enumerated of Action Research:

1. It is a process for studying practical problems of education.
2. It is a scientific procedure for finding out a practical solution current problems.
3. The practitioner can only study his problems.
4. The faces is to improve arid modify the current practices.
5. The individual and group problem is studied by action research.
6. It does not contribute in the fund of knowledge.
7. It is personal research.[7]

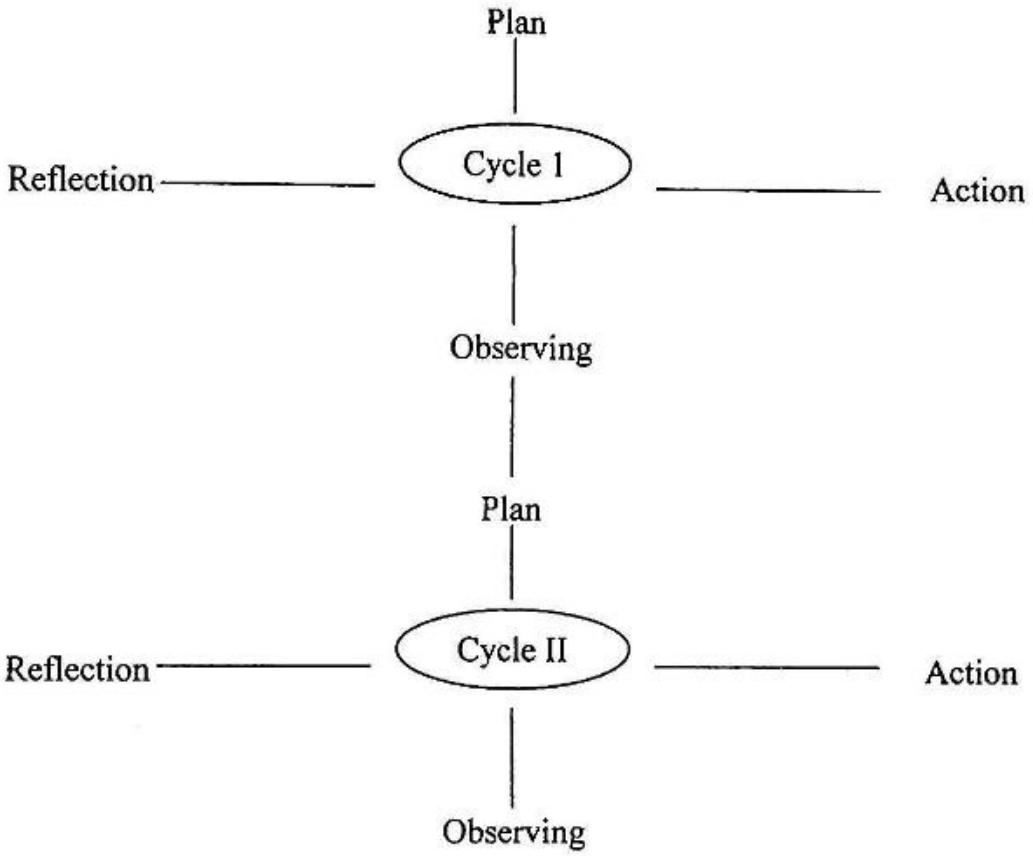
Yogesh explained that objectives of Action Research:

1. To improve the working conditions of school plant.
2. To develop the scientific attitude of teachers and principles of studying their problems.
3. To develop the democratic attitude among students and teachers for understanding and solving their problems.
4. To bring excellence in school workers.
5. To develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive for learning.[8]

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[6] Yogesh Kumar Singh, *Op.cit*, P.263
[7] *Ibid*
[8] *Ibid*, P.266

Basically action research consists of four aspects as follows:



Picture 1: The cycle of the Classroom action research by Arikunto.[9]

Based on the explanation above, action research is natural and appropriate for teacher to develop their expertise by reflecting on their practice. The aim is to help him or her to continue to develop as a teacher, using action research as a tool in this process. It can be inferred that the classroom action research is a dynamic process that has four aspects

[9] Suharsimi Arikunto, *Op.cit.* P.97

(planning, acting, observing, and reflecting) in every cycles, it is done in the class to increase the quality of learning process.

2. The Step of the Research

The research will be conducted based on the pre-test and post design. The teacher takes one class on the fifth grade were to students are given the pre-test before they are given the material without visual aid, furthermore, they are also given post-test after they are given the treatment.

In this classroom action research, the researcher would like to hold the research in two cycles. If the first cycle has failed, the cycle will be repaired in the second cycle and so on. That can be illustrated by these procedures as follows:

a. Cycle 1

1. Planning

Planning was the first step of this teaching context and it was prepared before the researcher did the action. The activities in planning are:

a. preparing material, making lesson-plan, and designing the steps in doing the action

b. preparing list of student's name and

c. preparing sheets for classroom observation

d. preparing a test (to know whether the students' noun phrase and verb phrase mastery increase or not)

2. The Implementation of Action

Before the treatment will be done, the researcher will do the pre test to the students. The total of the questions are 10 items. It is done in one meeting. The teaching and learning process will be done in the fifth grade of SDN 1 Raman Fajar that relates to the schedule of English subject in the class. Every performance is 2 x 35 minutes. The researcher will do this research in two cycles. In the cycle the researcher will do the implementation in 3 activities, they are:

1. Pre teaching activities
    a. Greeting, prays, absent, and apperception.
    b. The teacher divided the material consist of two cycles, every cycle was held in two meetings and each of them took 70 minutes.
    c. The researcher chooses the picture appropriate with the material going to be taught.
    d. Explain how to make phrase in English based on the picture.
    e. Dividing the students into 5 groups.
2. While teaching process
    a. The researcher distributes some pictures to each group.
    b. The teacher gives the phrase of the picture as the example to the students.
    c. After the students have understood enough, then teacher asks to make a phrase by themselves based on the picture that are given.

d. Check the answer together and give the explanation so the students will more understand clearly.

3. Post teaching activities

a. The teacher asks students about the difficulties of the lesson.

b. Give the explanation, then make conclusion together.

c. The teacher gives homework or assignment.

After the students are given the treatment in the cycle 1, they will be given the post test. The instrument that will be used has different mode with the instrument that are given in the pre test.

3. Observing

Observing was observed the effects of the action in its context. The observation was done in teaching learning process. The important things in teaching learning were observed by collaborator with using observation sheet. And the outlines of observation in this step such as, students' performance in answer the questions, students' writing and error, students' motivation in study English, and students' activation.

4. Reflecting

Reflecting was the last step in this process. The researcher analyzes and discusses observation and test result during teaching learning process. The first step is analyzing the quantities data, the writer will evaluate the score from each assignment. Subject can be successful if they get improvements score. The second, After collecting the data, the writer will evaluate the

teaching learning process. Then the writer will reflects by seeing result of the observation sheet, teacher's comment, and task score of noun phrase mastery.

b. Cycle 2

In the second cycle, the writer uses colored picture. The writer tries to differ the second cycle from the first cycle.

1. Planning

a. Study of the reflection result in the first action.

b. Discuss about the action that will be done on cycle 2.

c. Arrange the detail plan about the action on cycle 2.

d. Collect the subject material and the learning media.

2. The implementation of Action

Give the second pre test which is different with the first pre test, do the treatment, and give the post test.

3. Observing

The collaborator will observe and collect the data when the learning process will be doing.

4. Reflecting

The researcher and the collaborator correct and analyze the result of the action. By reflecting, the writer will know the strength and weakness of the action. In the step, the writer will compare the score distribution of pre test and post test, the writer reviews and reflects on the students' attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

D. The Data Collecting Method

In the collecting data, the writer will use as follows:

1. Test

Test is the questions that is used to measure skill, knowledge, intelligence, and talent of the object.[10] The researcher will use a group test, those are pre test and post test. It is used to measure the students' phrase mastery.

a) Pre-Test

The researcher will give the students the pre test at the first meeting. The first is multiple choice forms. The total items are 10. The score of each answer is 10. The time to do the pre test is one meeting (2 x 35 minutes). It will be done before applying the treatment.

b) Post-Test

The post test has been done after the treatments. The post test was held in order to know the students' phrase mastery through picture.

2. Observation

Observation is the process of giving attention to the object by using the five senses.[11] When observe the teaching and learning, the writer knows how the process is held. The researcher observe the teaching and learning process by using observation sheet.

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[10] *Ibid*, P.150
[11] *Ibid*, P.156

3. Documentation

Documentation is the written information such books, magazine, document, diary, etc.[12] In this research, the researcher took the data from the school such as the total of the students, teachers, and the condition of the school.

4. Interview

Interview is one of the techniques of collecting the data by having conversation between interviewer and respondent to get certain information from respondent. Here, the researcher interviewed the teacher as respondents to know her problem in teaching English.

E. The Data Analysis

Data analysis will be conduct by step by taking the average score of the pre-test and post-test. Furthermore to know the gain, the writer will compare between pre-test and post-test. Then, the result is matched by the minimum standard in this school at least 60. If from cycle 1, there are some students not successful, so the researcher must conduct cycle 2. the minimum cycle in classroom action research (CAR) is two cycles, if from cycle 2 all of students were successful, the cycle are able to stop until cycle 2 only.

To find out the students' completeness score by using the following formula:

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[12] *Ibid*, P.158

$$P = \frac{R}{T} x100\%$$

Notes: P: The students' completeness score

R: Number of students' activity

T: The total of students

Data analysis will be conducted by taking the average score of the pretest and post-test. To know the students' achievement after the actions are conducted and given test at the cycles. And the formula to get the average score as follow:

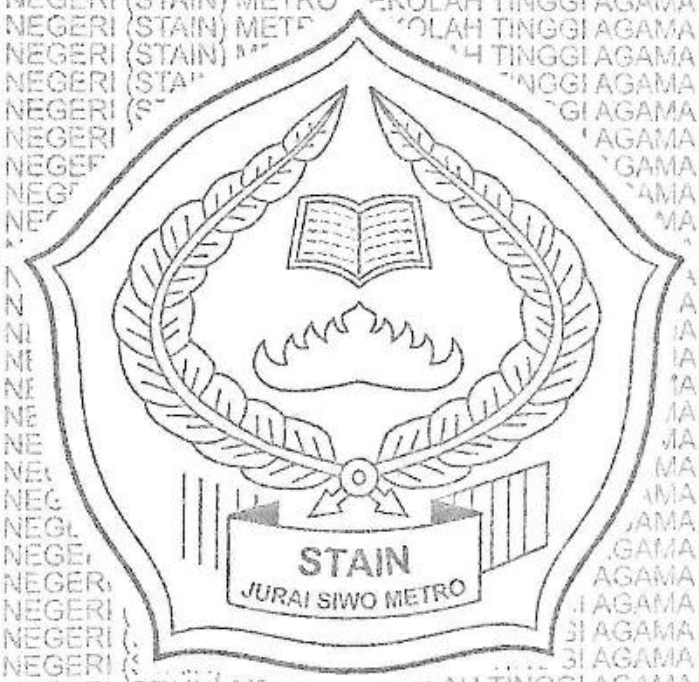
$$M = \frac{\sum x}{N}$$

Notes: M : Mean or average score

$\sum x$: The total of scores (≥ 60)

N : The total of students[13]

[13] Ngalim Purwanto, *Evaluasi Pengajaran*, PT Remaja Rosdakarya, Bandung, 1992, P.89


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CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The History of SDN 1 Raman Fajar

SDN 1 Raman Fajar was built in 1959. SDN 1 Raman Fajar has changed leader in three times. The first headmaster was Mr. Saliman from 1959 until 1999. The second headmaster was Mr. Gunawan, S.Pd from 1999. Unfortunately, Mr. Gunawan had died in 2005 because car accident and after that Mr. Mukani changed the leader as PLH (daily field worker). He lead from 2005 until 2006. And the last headmaster was Mrs. Salbiyah, S. Pd. SD from 2006 until now.

2. The Building Condition of SDN 1 Raman Fajar

SDN 1 Raman FAjar has a building with 7 units that consist of:

a. 6 classrooms

b. 1 headmaster office

c. 1 teacher office

d. 1 library

e. 1 mosque

f. 1 kitchen

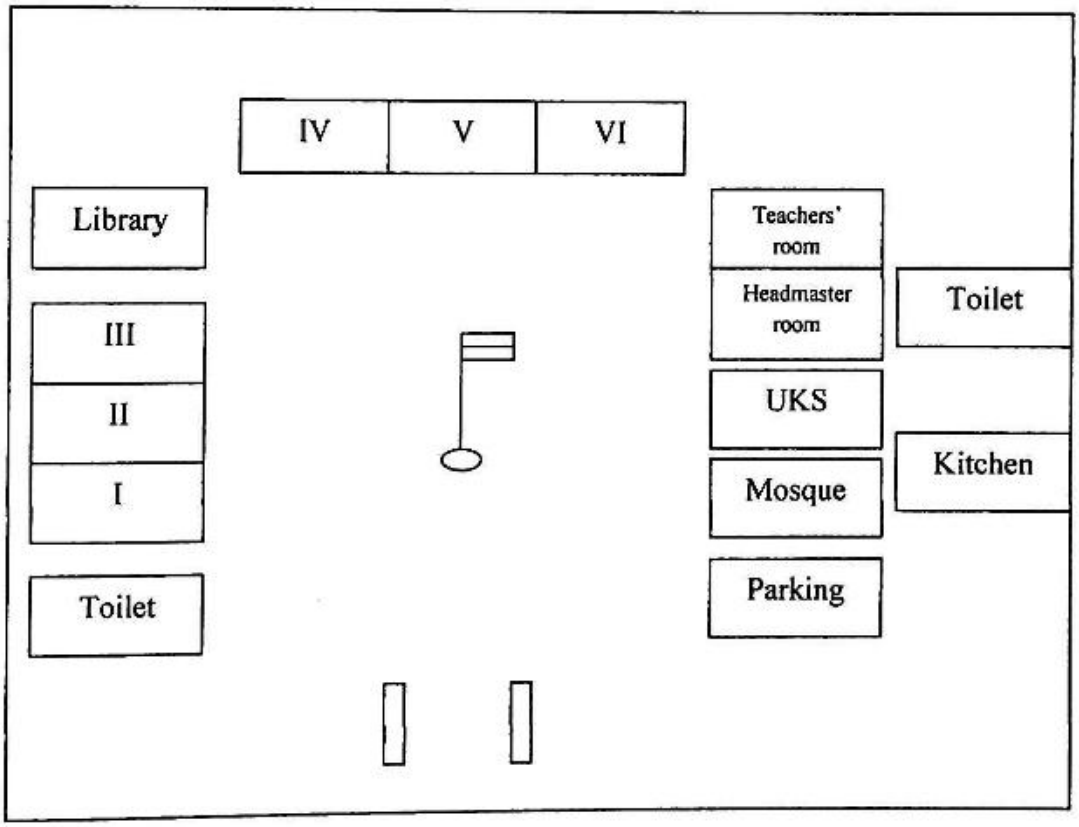
3. The Condition of SDN 1 Raman Fajar

a. The name of school : SDN 1 Raman Fajar

b. The address of school : Dusun VI Trimakmur Raman Fajar

c. The status : State

d. The map of school :



4. Teachers' Name

Table 2
Teachers' name

No	Name	Position
1.	Salbiyah, S.Pd.SD	Headmaster
2.	H. Ngasimun, S.Pd	Vice headmaster
3.	Windarsih, A.Ma.Pd	Teacher
4.	I ketut Putra, A.Ma.Pd	Teacher
5.	Dwijono, S.Pd.SD	Teacher
6.	Sudarto, S.Pd	Teacher
7.	Jariyah, S.Pd	Teacher
8.	Sri Erni Ratnawati, S.Pd.SD	Teacher
9.	Nuraini, A.Ma.Pd.SD	Teacher
10.	Dwi Muryani, A. Ma	Teacher
11.	Dewi Susanti, A.Ma.Pd.SD	Teacher
12.	Sri Hanani, A.Ma.Pd.SD	Teacher

5. The Number of Students

Table 3
The number of students

No	Class	Total
1.	I	13
2.	II	23
3.	III	23
4.	IV	21
5.	V	21
6.	VI	26
	Total	127

6. Description of Findings

This research was conducted in two cycles. The action in cycle 1 and cycle 2 were conducted about four meetings in each meeting cycle and each meeting in these cycles took 70 minutes. It was mentioned before each cycle

consists of planning, acting, observing and reflecting. In planning stage, I made the lesson plan that I would teach the students by using this lesson plan. The material conveyed in this stage were describing people and clothing. I also prepared the observation sheet. This was to know the students' and the teacher participation in learning process.

a. Action and Learning Process in Cycle 1

The cycle 1 of this car was begun on Friday, July 15 at 09.30 until 10.40, I told the students that I would do the research in their class in order to know their ability of phrase before the action of the CAR. The first meeting, the pre test was administrated to the students to be finished individually. Kind of the test was essays that consist of 15 items. The material in cycle 1 was describing people. The action in cycle 1 was divided into 2 meetings.

1. The Students' Pre test Result

Table 4
The Students' Result at Pre test

No	Students name	Students score
1.	FF	30
2.	AH	60
3.	AD	30
4.	FN	50
5.	AA	35
6.	AP	50
7.	AM	45
8.	GL	70
9.	DW	40
10.	AK	50
11.	FA	65

12.	RF	40
13.	EE	50
14.	RS	45
15.	IK	40
16.	EL	35
17.	HS	40
18.	DA	60
19.	SI	45
20.	LA	50
21.	YY	30
	Total	960
	Average	45,71

Table 5
Distribution of students' score at pre test

Students' score	Frequency	Percentage (%)
30 – 39	5	23,80
40 – 49	7	33,33
50 – 59	5	23,80
60 – 69	3	14,28
70 – 79	1	4,76
80 – 89	-	-
Total	21	100%

Based on the table above, 17 students (80,95%) were not successful and 4 students (19,04%) were successful. The successful students were those who met the minimum standard at SDN 1 Raman Fajar at least 60. The successful students were fewer than those unsuccessful students. And from the pre test result, I got the average of 45,71. So, the result was unsatisfactory. It was the reason why the researcher implemented the use pictures as media to increase the students' phrase mastery.

a. Planning

In the planning stage, the researcher prepared the lesson plan about describing people, some pictures of describing people in uncolored pictures for the first treatment.

b. Acting

The implementation of this cycle was done in two meeting. The first meeting was done on Friday, July 22, 2011. This meeting was started by praying, greeting, absence and apperception. The teacher informed to the students that they will study about verb that refers to describing people. Firstly, the teacher explained the material about verb and give example by using picture. After that the teacher distributed the pictures to the students and asked them to guess what the picture illustrates, the students may respond either in Indonesia or English. If the students could respond in English, the teacher gave reinforcement "excellent" but if the students respond in Indonesia, the teacher helped to translate in English and asked the students to repeat the word.

After the students found all the verbs based on the pictures, the teacher asked them to write the answer on the whiteboard and then pronounce the word together. Finally, the teacher asked the students to answer the blanks related to the pictures. The number of the item was five and the students

completed the items in 35 minutes. In this meeting most of students were confuse and said that it is very difficult to do, because the teacher just gave uncolored pictures and without explanation.

The second meeting was done on Friday, July 29, 2011. This meeting was opening by praying, greeting, absence and apperception. The teacher informed to the students that they will study verb phrase that refers to describing people. After explained the material and give example by using picture, the teacher asked the students to made group in pairs. The teacher distributed the pictures uncolored related to the material that are describing people. The teacher asked the students to make a simple present continuous tense based on the picture. In this meeting, the students work in pairs so that they could discuss each other to answer question well.

Finally, the teacher asked the students to answer the blanks related to the pictures. The number of the item was five and the students completed the items in 35 minutes. In this meeting the students began to be interested to the material. They also began to be active when they work in pairs. And the result was better than at the first meeting.

c. Observing

From the observation of the action, the teacher presented two meetings in cycle 1. In the first meeting, the teacher gave the material of describing

people. The teacher distributed uncolored picture and the students worked individually. Occasionally, the students were confused and got difficulty to answer the question. The students who got score more than or equal 60 were only 5 out of 21 students (23,80%). The second meeting, the teacher distributed uncolored picture and they do the task in group. The students who got score more than or equal 60 were 6 out of 21 students (28,57%).

d. Reflecting

In this cycle the teacher taught the students by using pictures based on the lesson plan. The material was about describing people, which is designed in the form of uncolored pictures. In the first meeting it could be said that almost the students got difficulty in teaching learning process. It is happened because the students work individually. But in the second meeting, the students began to be active and interested because they could discuss the answer or share about their problem each other. It could be seen from the result of the second meeting that there was increase from the first meeting.

b. Cycle 2

a. Planning

In the second cycle, the teacher prepared the lesson plan about clothing as well as some pictures of clothing in colored pictures. By using colored

pictures, the researcher tried to increase the students' phrase mastery and hoped it would help to increase the students' interest in learning English.

b. Acting

The action in this cycle was done in two meetings. The first meeting was done on Friday, August 5, 2011. This meeting was started by praying, greeting, absence and apperception. Informing to the students that they will study noun phrase refers to clothing. Firstly, the teacher explain the material about noun phrase and give example by using suitable picture. After that, the teacher asked the students to make group consist of four students. The teacher played a paper ball to choose the group randomly and asked them to make noun phrase based on picture. The students wrote the answer on the board. After that the teacher and the students discussed the answer together. Finally, the teacher gave test to the students, the total number of item was five. The students completed the items in 35 minutes.

The second meeting was done on Friday, August 12, 2011. This meeting was started by praying, greeting, absence and apperception. The teacher continued the last material that is noun phrase, discussed that the students have not understood yet. The teacher made group work and distributed colored pictures to the students and give example of noun phrase related to the material. After that, the teacher asked the students to describe

her or his clothes by using noun phrase. The students wrote the answer on the board and they are discussed together. Finally the teacher asked the students to completed the text based on the pictures. The total number of item was five and the students completed the items in 35 minutes. In this meeting almost students could answer well.

c. Observing

From the observation of action, the teacher presented in two meetings in cycle 2. The researcher distributed colored pictures. It was hoped could help the students in learning. In the first meeting, the students who got score more than or equal 60 were 8 out of 21 students (38,09%). In the second meeting, almost students could do the task easily. They said the colored pictures was interested and helped the students to imagine about the noun. Almost students were active and happy doing the task, so 15 out of 21 students (71,42%) got more than or equal 60.

d. Reflecting

In the first cycle, the students were not so interested in uncolored pictures. So, in the second cycle, the teacher tried colored pictures. In this cycle, the teacher prepared the lesson plan of clothing. The teacher hoped that by using colored pictures, the students were motivated and serious in their learning.

Based on the result of observation learning process in cycle 2, it could be said that teaching learning process by using colored picture with doing in pairs has achieved minimal standard competence of the research. It indicated that by using colored pictures was better than uncolored pictures. The students score were much better than before because all students were motivated in learning.

Some confused students in the first treatment began to be interested in English as the colored pictures made the learning situation fun. During the process of learning, the students seemed to be very active. They followed the teacher instructions and did all assignment in group. All students seemed to be serious. Finally, based on researcher's observation and reflection in this cycle, the researcher surely assumed that the whole activities in teaching using pictures in colored pictures provided many useful practices for the students in increasing their phrase mastery.

2. The students' post test result

Table 6
The students' post test result

No	Students name	Students score
1.	FF	70
2.	AH	80
3.	AD	70
4.	FN	70
5.	AA	60
6.	AP	70
7.	AM	65
8.	GL	85
9.	DW	65

10.	AK	65
11.	FA	85
12.	RF	55
13.	FF	75
14.	RS	65
15.	IK	55
16.	EL	60
17.	HS	65
18.	DA	75
19.	SI	70
20.	LA	70
21.	YY	65
	Total	1440
	Average	68,57

The post test was given to see the students' achievement in phrase. The researcher gave the post test after finishing the cycle 2. It was done because the researcher wanted to know whether there or not there were improvements of the students' score.

Table 7
Distribution of students' score at post test

Students' score	Frequency	Percentage (%)
30 – 39	-	-
40 – 49	-	-
50 – 59	2	9,52
60 – 69	8	38,09
70 – 79	8	38,09
80 – 89	3	14,28
Total	21	100%

The table above showed that the result of post test could meet the criteria of KKM where there were 19 students (90,47%) who get score more than or equal 60. And only 2 students who was not successful. The result of post test showed that the lowest score was 55 and the highest score was 85. The average score of post test was 68,57. It showed that they were successful in teaching learning.

c. Interpretation

1. Cycle 1 and Cycle 2

Table 8
The Increasing of the Students' Score
At Cycle 1 and Cycle 2

No	Material	Cycle 1		Cycle 2		Number of students
		1st meeting	2nd meeting	1st meeting	2nd meeting	
1.	Describing people	975	990			21
2.	Clothing			1055	1305	21
Total		975	990	1055	1305	21
Mean		46,42	47,14	50,23	62,14	

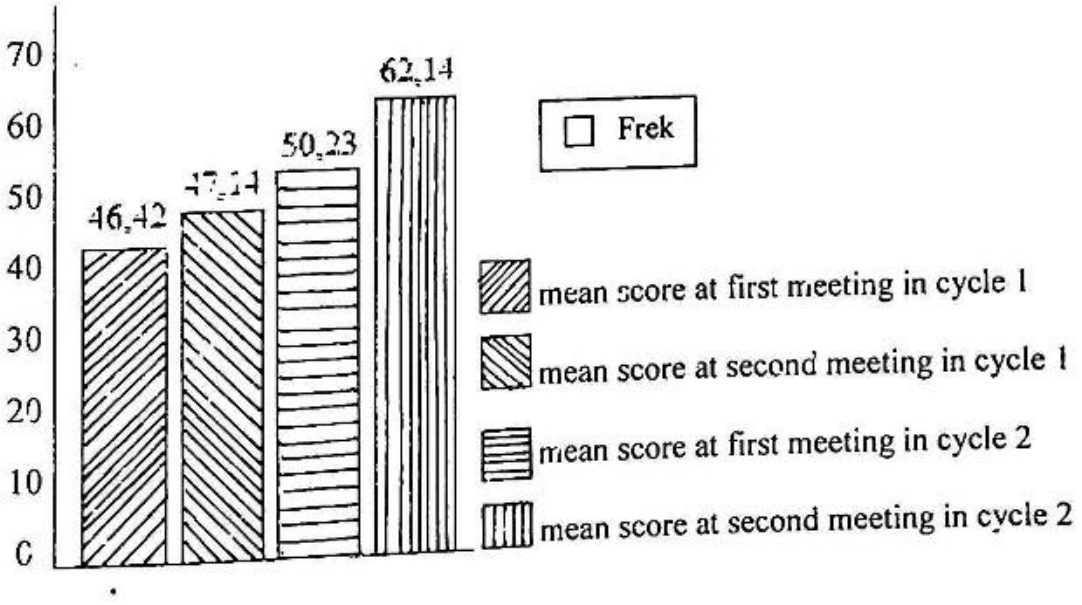
After looking on the table above, there was progress from 46,42 to 47,14, 50,23 and 62,14. From cycle 1 in the first meeting to the second meeting there was increasing for about 0,72 point. And from the second meeting in the cycle 1 to the first meeting in the cycle 2, there was

increasing for about 3,09 points. And from the first meeting to the second meeting in the cycle 2, there was increasing for about 11,91 points. It proved that applying colored pictures by doing the task in group is better than applying uncolored pictures. To know clearly about the increasing of the cycle 1 and cycle 2 in the first and the second meeting, the researcher showed the line of graph.

Graph 1

Graph of the result Cycle 1 and Cycle 2

In the First and the Second meeting



From the line of graph, it could be concluded that the result of cycle 2 in the second meeting was the best. It proved that applying colored pictures was the best way in learning phrase.

2. Comparison of Pre test and Post test

To know the comparison of pre test and post test, it could be seen on the table below.

Table 9

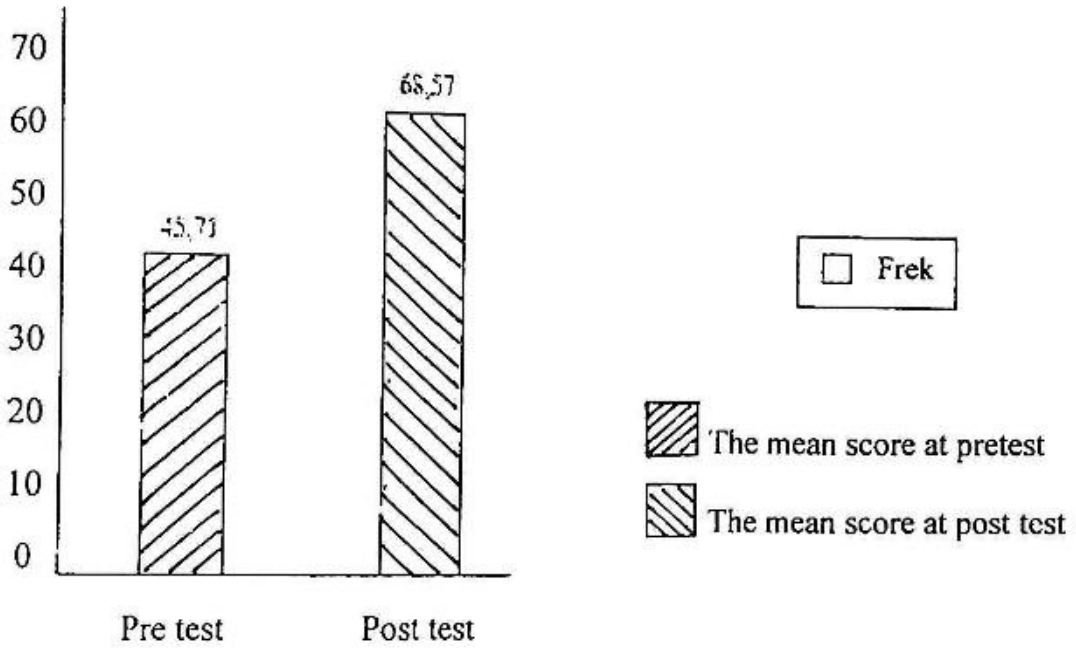
The Result of Pre test and Post test

No	Test	Total Score	Number of Students	Mean
1.	Pre test	960	21	45,71
2.	Post test	1440	21	68,57

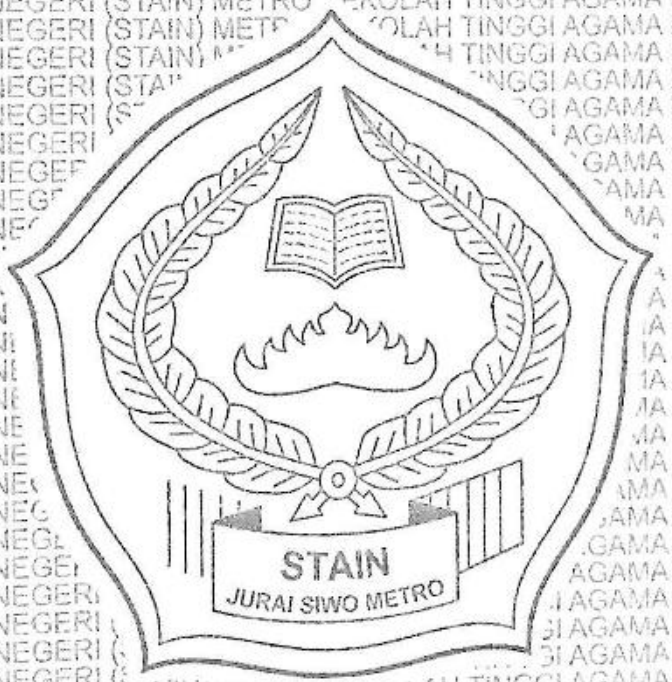
After looking at the result of pre test and post test, it could be said that there was an increasing of students phrase mastery. There was progress from 45,71 to 68,57. There was an increasing for about 22,86 points. So, pictures have positive effect toward the teaching and learning process, especially in learning phrase. To know clearly about the increase of the pre test and post test, the researcher showed the line of graph.

Graph 2

Graph of the Result of the Pre test and Post test



It could be concluded that the pictures have positive effect toward the teaching learning process, especially in learning phrase. Those were good to help students to imagine and memorize a new phrase in their learning process.


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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, some conclusions are drawn based on the findings and discussions in the previous chapter and followed by some suggestions.

A. Conclusion

Based on the result and discussions of the study, the writer concludes that:

1. The result in cycle 2 becomes better than cycle 1, it mean that the action influenced the students to get better achievement and better score. The students were interested and active during the action although they faced difficulties in memorizing and pronouncing the new words. However, pictures can create positive influence for students. Through pictures, the students learn new words in easier way. Pictures can increase the students' phrase mastery because after giving action the fact showed that there was an increasing of the students, phrase mastery and their attending in learning process.

2. Teaching phrase by using picture could increase the students motivation in learning so, it could help the students in master phrase. Those results are proved by the higher scores made by the students in the post test. In

the pre test the average score is 45,71 whereas the average score in the post test is 68,57. The class observation sheets also prove that this teaching strategy can be effectively used for classroom activities.

B. Suggestion

Based on the research and the conclusion stated previously, the researcher would like to propose some suggestions as follows:

1. Relating to the effect of picture, English teachers are suggested to use colored picture to avoid confusing interpretation on behalf of some of the students low ability. So, the students will be more interested in studying English through picture.

2. In applying picture, English teachers are suggested to give the chance to the students in guessing the meaning of the words before discussing them. The teachers should keep the students' attention to the meaning rather than to the picture itself.

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CURRICULUM VITAE



The writer, Triyani was born on 10th August 1989, in Ratna Daya Raman Utara. She is the third daughter of three children in her family. Her parent are Mr. Darmadi (alm.) and Mrs. Asviah. At present, she lives in Ratna Daya kecamatan Raman Utara, Lampung Timur.

She graduate from SD Negeri 3 Ratna Daya in 2001, she became the first rank in the class. Then, she continued her study in SMP Negeri 1 Raman Utara and graduate in 2004 as the third rank in her school. After graduate from Junior High School, she continued to SMA Negeri 1 Purbolinggo. She graduate from Senior High School in 2007.

After that, she entered the English program at State Islamic College (STAIN) of Jurai Siwo Metro. She joined in IMPAS (Mahasiswa Pecinta Seni), she joined KKN (Kuliah Kerja Nyata) in Pesawaran and she joined PPL (Praktek Pengalaman Lapangan) in SMK Negeri 1 Metro for 40 days. She has been teaching in SMP Negeri 2 Raman Utara since July 2011 until now.