

Appendix 1 : Pre-Test

School : SDS TADIKA PURI
 Subject : English
 Day/Date : Tuesday, July 25th, 2017
 Class : VI
 Name : _____

1. Choose the correct answer to complete the sentences by crossing (X) a, b, c or d!

1. King, queen, Prince and soldiers there are in ...

A. kingdom B. living room C. village D. palace

2. George was a _____ knight

A. bad B. shy C. cheerful D. brave

3. Suddenly, Erman's dog, Abas came running into the house.

The meaning of suddenly in bahasa is ...

A. apa kabar B. ternyata C. tiba - tiba D. akhirnya

4. We are watching ... in the living room

A. television B. radio C. telephone D. clock

5. Train is ... than bus

A. slower B. higher C. faster D. shorter

6. Look at the picture!



Andika is ... the window

A. beside b. in front of C. behind D. between

7. Lisa always becomes the number one in my class because she is ...
 A. clever B. beautiful C. stupid D. kind
8. The hermit told him about the giant.
 Hermit in bahasa is ...
 A. Pendeta B. dokter C. pertapa D. dukun
9. It can protect our body from cold water. It is ...
 A. hat B. jacket C. shirt D. bag
10. Mrs. Anita buys vegetables in the ...
 A. mall B. supermarket C. greengrocer D. fruit stall
11. Driver is a person who drives ...
 A. train B. car C. plane D. pedicap
12. Dona : "... does this T-shirt cost?"
 Harun : "It costs one hundred thousand rupiahs."
 A. How many B. How much C. What D. How
13. Erman's father decided to paint the house.
 Decided in bahasa is ...
 A. memutuskan B. melakukan C. merubah D. menentukan
14. A place for saving money is ...
 A. market B. hospital C. school D. bank
15. Playing kite is a ... game.
 A. modern B. school C. city D. traditional

16. Bromo is one of the ... in Probolinggo
- A. waterfall B. beach C. village D. tourist object
17. Students do not go to school on Sunday. Because it is ...
- A. Saturday B. journey C. holiday D. birthday
18. You help someone with heavy bag. They say “thank you” and you reply ...
- A. No thanks B. You’re welcome C. I appreciate it D. you blame me
19. Diana can buy pens, notebooks, sharpener, pencils, and a pair of compasses in the ...
- A. butcher B. grocery C. stationary D. green-grocery
20. To be a member of a library, the students must have ...
- A. credit card B. library car C. student card D. personal id card
21. Katherine didn’t study hard. She didn’t ... the exam.
- A. study B. give C. pass D. break
22. Sugar is ... , but honey is sweeter than sugar.
- A. small B. sweet C. salty D. smooth
23. Kathy is ... she teaches Math in our class. Every students love her.
- A. kind teacher B. ugly teacher C. arrogant teacher D. emotional teacher
24. Lili : Do you have ...?
- Shopkeeper : Yes, we do. The fruit rack is right there.
- A. Persian cat B. green apple C. running shoes D. drawing book
25. My mother is a nurse. She works in Harapan Bunda Hospital. She ... the patients.
- A. thinks B. ignores C. helps D. finds

I. Match these antonyms!

hot

old

wet

small

big

dry

good

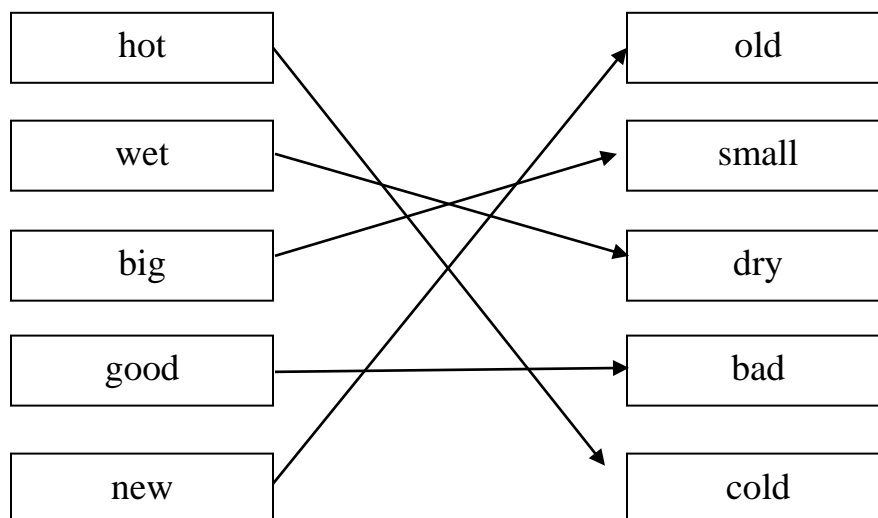
bad

new

cold

Appendix 2 : Answer Key of Pre-Test**A.**

1. d	2. d	3. c	4. a	5. c
6. b	7. c	8. c	9. b	10. c
11. b	12. b	13. a	14. d	15. d
16. d	17. c	18. b	19. c	20. b
21. c	22. b	23. a	24. b	25. c

B.

Appendix 3 : Lesson Plan 1**LESSON PLAN**

School	: SDS TADIKA PURI
Grade / Semester 1	: VI / 2
Subject	: English
Micro skill	: Vocabulary
Topic of Discussion	: “A Yellow Dog” and “George and The Dragon”
Time Allotment	: 2 x 35 minutes
Day / Date	: Tuesday, July 25 th , 2017
Meeting	: 1
Teacher	: Magdalena Manullang

A. Standart of Competency

Students are able to read within the context of the stories.

B. Basic Competency

Students are able to read and understand the meaning of the sentence from the story.

C. Indicator

Students are able to write new vocabulary from the story.

D. Learning Objective

Students are able write simple sentences with new vocabulary.

E. Learning material

New vocabulary and the meaning	<ul style="list-style-type: none"> - Decide = memutuskan - Whistle = bersiul - Suddenly = tiba - tiba - Barking = gonggongan - Upset = menyerah - Adventure = petualangan - Hermit = pertapa - Knight = ksatria - Attack = menyerang - Satisfy = memuaskan - Capture = menangkap - Patron = pelindung
Write simple sentence using new vocabulary	<ul style="list-style-type: none"> - The dog attacked the stranger this morning. - The waiter satisfied his customer. - He is capture the burglars.

F. Learning techniques

1. Reading the story
2. Explanation
3. Question and answer
4. Exercise

G. Learning Strategies

1. Discussion
2. Group work
3. Answering questions

H. Learning Resources

1. The stories “A Yellow Dog” and “George and The Dragon”

<p>simple sentence</p> <ol style="list-style-type: none"> 2. Showing the story to the students on the screen 3. Monitoring the students' activities in the class <p>Join construction</p> <ol style="list-style-type: none"> 1. Discussing the students' works with students. 2. Giving chance to the students to ask what they don't understand about the material. 3. Asking the students to submit their work. <p>POST ACTIVITIES</p> <ol style="list-style-type: none"> 1. Asking the students to conclude briefly what they have learn. 2. The teacher giving feedback and reinforcement the students. 3. Closing the lesson and saying good bye 	<ol style="list-style-type: none"> 2. Reading the story 3. Write down vocabulary from the story and then make simple entences. If they have problem they can asking questions. <ol style="list-style-type: none"> 1. Discussing their works with teacher and correcting their wrong answer 2. Tell to the teacher what they don't understand about the material. 3. Submitting their work to the teacher <ol style="list-style-type: none"> 1. Concluding what they have learn. 2. Students pay attention 3. Saying good bye 	<p>10 minutes</p> <p>10 minutes</p>
---	--	-------------------------------------

Approved by

Teacher



Rebekka Hutabarat

Researcher



Magdalena. M

Principal



Budiman Hutapea, SE

Appendix 4 : Lesson Plan 2**LESSON PLAN**

School	: SDS TADIKA PURI
Grade / Semester	: VI / 2
Subject	: English
Micro skill	: Vocabulary
Topic of Discussion	: The Definition of Antonym
Time Allotment	: 2 x 35 minutes
Day / Date	: Thursday, July 27 th , 2017
Meeting	: 2
Teacher	: Magdalena Manullang

A. Standart Competency

Students are able to identify antonym within the context of a sentence

B. Basic Competency

Students are able to understand the roles of antonym in sentence

C. Indicator

1. Students are able to write sentences using antonym
2. Students are able to match the antonyms

D. Learning Objective

1. Students should understand about antonym
2. Students are able to write sentences using antonym

E. Learning Material

Defenition of antonym

An antonym is a word that has the opposite meaning of another word. It refers to a word that is completely different from another one.

Happy	Sad
Above	Below
Beautiful	Ugly
Before	After
Male	Female
Better	Worse
Black	White
Clean	Dirty

F. Learning Technigues

1. Reading the story
2. Explanation
3. Question and answer
4. Exercise

G. Learning Strategis

1. Discussion
2. Group work
3. Answering questions

H. Learning Resources

1. The stories “Fire” and “Jack and The Beanstalk”
2. Prof. J.B Alter, M.A, 1993. *Learning English* 3B. Jakarta Barat: Binarupa Aksara.
3. www.britishcouncil.org/learnenglishkids

I. Media

1. Whiteboard
2. Marker
3. LCD
4. Laptop
5. Speaker

J. Teaching and Learning Activities

TEACHER'S ACTIVITY	STUDENTS' ACTIVITIES	DURATION
<p>PRE-ACTIVITIES</p> <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students's attendance 	<ol style="list-style-type: none"> 1. Replying the teacher's greeting 2. Responding to the teacher 3. Students read story given by teacher 	10 minutes
<p>WHILST ACTIVITIES</p> <p><i>Building Knowledge of the Field</i></p> <ol style="list-style-type: none"> 1. Asking the students about vocabulary and difficult words. 2. Giving explanations about antonym. 3. Giving the examples about antonym. 4. Giving the examples how to write sentence using antonym 	<ol style="list-style-type: none"> 1. Answering the teacher's question 2. Students pay attention of the explanantion 3. Students pay attention to search other antonym 4. Students pay attention to learn how to write simple sentence 	10 minutes

<p>Modeling text</p> <ol style="list-style-type: none"> 1. Telling the students to find other vocabulary and the antonym on the story. 2. Showing the story to the students on the screen 3. Monitoring the students' activities in the class 	<ol style="list-style-type: none"> 1. Responding what the teacher says. 2. Reading the story 3. Write down vocabulary and other antonym from the story and make simple sentence. If they have problem they can asking questions. 	30 minutes
<p>Join construction</p> <ol style="list-style-type: none"> 1. Discussing the students' works with students. 2. Giving chance to the students to ask what they don't understand about the material. 3. Asking the students to submit their work. 	<ol style="list-style-type: none"> 1. Discussing their works with teacher and correcting their wrong answer 2. Tell to the teacher what they don't understand about the material. 3. Submitting their work to the teacher 	10 minutes
<p>POST ACTIVITIES</p> <ol style="list-style-type: none"> 1. Asking the students to conclude briefly what they have learn. 2. The teacher giving feedback and reinforcement the students. 3. Closing the lesson and saying good bye 	<ol style="list-style-type: none"> 1. Concluding what they have learn. 2. Students pay attention 3. Saying good bye 	10 minutes

Approved by

Teacher

A handwritten signature in black ink, consisting of a large, stylized letter 'A' followed by a horizontal line and a small flourish.

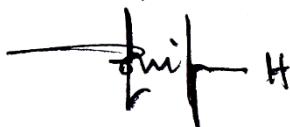
Rebekka Hutabarat

Researcher

A handwritten signature in black ink, featuring a large, cursive 'M' followed by a horizontal line and a small flourish.

Magdalena. M

Principal

A handwritten signature in black ink, consisting of a horizontal line followed by a stylized 'B' and 'H'.

Budiman Hutapea, SE

Appendix 5 : Post - Test Cycle 1

School : SDS TADIKA PURI
Subject : English
Day/Date : Thursday, July 27th, 2017
Class : VI
Name : _____

I. Choose the correct answer to complete the sentences by crossing (X) a, b, c or d!

1. Where can you get any food if you hungry? I can get some food in ...
A. hospital
B. school
C. restaurant
D. post office
2. Mr. Maman is explaining the lesson in classroom. He is a ...
A. teacher
B. farmer
C. doctor
D. typist
3. The ... came to put out the fire in that building.
A. policeman
B. firemen
C. ambulance
D. doctor
4. The snake can ...
A. climb
B. slither
C. swim
D. fly

5. Don't forget to stuck a ... on the envelope.
- A. stamp
B. picture
C. register letter
D. ticket
6. Jack and his mother were very They had no money only a cow
- A. sad
B. rich
C. poor
D. happy
7. He climbed up to the sky through the clouds.
The meaning climbed up in bahasa is ...
- A. menari
B. menurun
C. berputar
D. memanjat
8. Call the ... to help the patient to go to the hospital.
- A. ambulance
B. post office
C. police office
D. clinic
9. My mother is watching ... now
- A. television
B. televisions
C. newspaper
D. radio
10. My mother always remind me to brush my ... before sleeping.
- A. feet
B. teeth
C. tooth
D. dress
11. ... is a kind of Indonesian food.
- A. Pizza
C. Fried rice

B. Sushi

D. Kebab

12. I am sorry, all ... in this restaurant have been booked.

A. rooms

C. chair

B. room

D. pools

13. John : Excuse me, where is the post office?

Driver : Go ahead to ... (timur)

A. West

C. North

B. East

D. South

14. My mother ... a kebaya for attending wedding party.

A. wears

C. put on

B. use

D. take

15. A : Where can you buy book and pens?

B : I can buy them in the ...

A. Post office

C. Stationary store

B. Supermarket

D. Barber shop

16. I wear a ... on my neck. The color is pink.

A. short

C. tie

B. shirt

D. belt

17. My mother wears a ... on her neck.

A. hat

C. hair band

B. ring

D. necklace

18. To help Jack from the giant mom have to ... down the beanstalk
- A. slice
B. throw
- C. chop
D. take
19. This days everyone use a computer that is portable and suitable for use while traveling is called ...
- A. handphone
B. mp3 player
- C. television
D. laptop
20. Mr. dante is a person who saw the robbery, he is a ...
- A. witness
B. criminal
- C. detective
D. suspect
21. Lina ... the match in Olympic Games. She is so sad.
- A. won
B. lost
- C. jumped
D. celebrate
22. A : can you help me please?
B : Please, ... this bag to my room.
C : Yes, Sir
- A. bring
B. help
- C. give
D. has
23. The teacher's duty is to ... the students in the school.
- A. play
B. make
- C. teach
D. work
24. I am so hungry. So I ... a meal

A. walk

B. kick

C. prepare

D. wear

25. The carpet is I want to clean it.

A. large

B. shiny

C. soft

D. dirty

II. Match the antonyms!

absence

question

beginning

borrow

cheap

lend

ending

presence

expensive

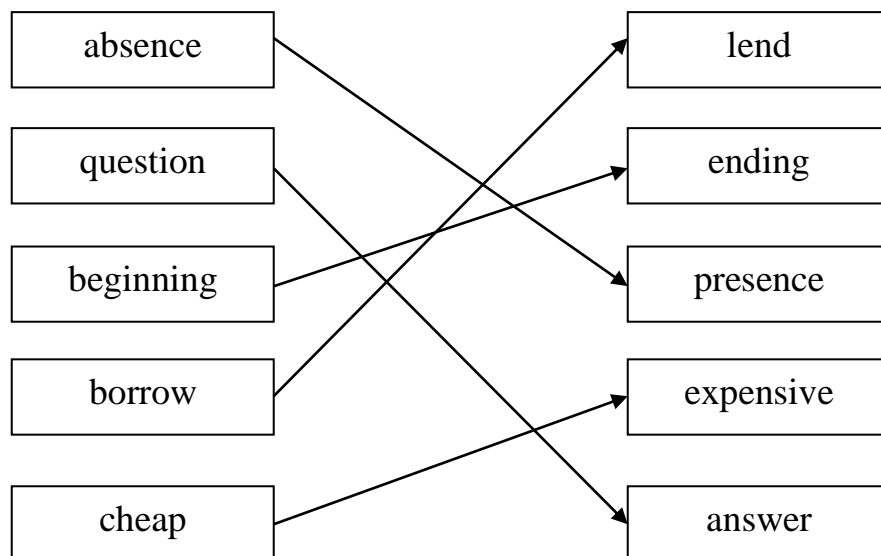
answer

Appendix 6 : Answer key Post-Test Cycle 1

A.

1. c	2. a	3. b	4. b	5. a
6. c	7. d	8. a	9. a	10. b
11. c	12. a	13. b	14. a	15. c
16. c	17. d	18. c	19. d	20. a
21. b	22. a	23. c	24. c	25. d

B.



Appendix 7 : Lesson Plan 3

LESSON PLAN

School	: SDS TADIKA PURI
Grade / Semester	: VI / 2
Subject	: English
Micro skill	: Vocabulary
Topic of Discussion	: “What is Paper?” and “The Great Race ”
Time Allotment	: 2 x 35 minutes
Day / Date	: Tuesday, August 01 st , 2017
Meeting	: 3
Teacher	: Magdalena Manullang

A. Standard of Competency

Students are able to read within the context of the stories.

B. Basic Competency

Students are able to read and understanding the meaning of the sentence from the story

C. Indicator

Students are able to write new vocabulary from the story.

D. Learning Objective

Students are able to write simple sentences with new vocabulary.

E. Learning material

New vocabulary and the meaning	<ul style="list-style-type: none"> - Paper = kertas - Blotter = pengering tinta - Cotton = kapas - Newspaper = kertas - Envelopes = amplop - Stamps = perangko - Emperor = kaisar - Measure = mengukur - First = pertama - Second = kedua - Thirsty = haus - Third = ketiga - Together = bersama - People = orang - orang
Write simple sentence using new vocabulary	<ul style="list-style-type: none"> - The third winner on the game get bicycle from president. - The great team work have to work together. - The newspaper in the store has been sold.

F. Learning techniques

1. Reading the story
2. Explanation
3. Question and answer
4. Exercise

G. Learning Strategies

1. Discussion

2. Group work
3. Answering questions

H. Learning Resources

1. The stories “What is Paper?” and “The Great Race ”
2. Prof. J.B Alter, M.A, 1993. *Learning English 3B*. Jakarta Barat: Binarupa Aksara.
3. www.britishcouncil.org/learnenglishkids

I. Media

1. Whiteboard
2. Marker
3. LCD
4. Laptop
5. Speaker

J. Teaching and Learning Activities

TEACHER’S ACTIVITY	STUDENTS’ ACTIVITIES	DURATION
<p>PRE-ACTIVITIES</p> <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students’s attendance 	<ol style="list-style-type: none"> 1. Replying the teacher’s greeting 2. Responding to the teacher 3. Students read story given by teacher 	10 minutes
<p>WHILST ACTIVITIES</p> <p><i>Building Knowledge of the Field</i></p> <ol style="list-style-type: none"> 5. Asking the students about vocabulary and difficult words. 6. Giving explanations about the meaning of the vocabulary 7. Giving the examples about vocabulary 8. Giving the examples how to write simple sentence 	<ol style="list-style-type: none"> 5. Answering the teacher’s question 6. Students pay attention of the explanation 7. Students pay attention to search other vocabulary 8. Students pay attention to learn how to write simple senetence 	10 minutes

<p><i>Modeling text</i></p> <ol style="list-style-type: none"> 4. Telling the students to find difficult words reading the story and try to make sentences simple sentence 5. Showing the story to the students on the screen 6. Monitoring the students' activities in the class 	<ol style="list-style-type: none"> 4. Responding what the teacher says. 5. Reading the story. 6. Write down vocabulary from the story and then make simple sentences. If they have problem they can asking questions. 	30 minutes
<p><i>Join construction</i></p> <ol style="list-style-type: none"> 4. Discussing the students' works with students. 5. Giving chance to the students to ask what they don't understand about the material. 6. Asking the students to submit their work. 	<ol style="list-style-type: none"> 1. Discussing their works with teacher and correcting their wrong answer 2. Tell to the teacher what they don't understand about the material. 3. Submitting their work to the teacher 	10 minutes
<p>POST ACTIVITIES</p> <ol style="list-style-type: none"> 1. Asking the students to conclude briefly what they have learn. 2. The teacher giving feedback and reinforcement the students. 3. Closing the lesson and saying good bye 	<ol style="list-style-type: none"> 1. Concluding what they have learn. 2. Students pay attention 3. Saying good bye 	10 minutes

Approved by

Teacher

A handwritten signature in black ink, consisting of a large, stylized letter 'A' with a horizontal line extending to the right and a vertical line extending downwards.

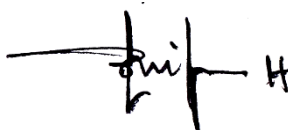
Rebekka Hutabarat

Researcher

A handwritten signature in black ink, featuring a large, stylized letter 'M' with a horizontal line extending to the right and a vertical line extending downwards.

Magdalena. M

Principal

A handwritten signature in black ink, consisting of a stylized letter 'B' with a horizontal line extending to the right and a vertical line extending downwards.

Budiman Hutapea, SE

Appendix 8 : Lesson Plan 4

LESSON PLAN

School	: SDS TADIKA PURI
Grade / Semester	: VI / 2
Subject	: English
Micro skill	: Vocabulary
Topic of Discussion	: The definition of Antonym
Time Allotment	: 2 x 35 minutes
Day / Date	: Thursday, August 03 rd , 2017
Meeting	: 4
Teacher	: Magdalena Manullang

A. Standard Competency

Students are able to identify antonym within the context of a sentence

B. Basic Competency

Students are able to understand the roles of antonym in sentence

C. Indicator

1. Students are able to write sentences using antonym
2. Students are able to match the antonyms

D. Learning Objective

1. Students should understand about antonym
2. Students are able to write sentences using antonym

E. Learning Material

Defenition of antonym

An antonym is a word that has the opposite meaning of another word. It refers to a word that is completely different from another one.

Big	Little
Cold	Hot
Day	Night
Easy	Difficult
Begin	End
Morning	Evening
True	False
Full	Empty

F. Learning Techniques

1. Reading the story
2. Explanation
3. Question and answer
4. Exercise

G. Learning Strategies

1. Discussion
2. Group work
3. Answering questions

H. Learning Resources

1. A story “Mr. Syahin Forgets His Umbrella” and “Robinhood”
2. Prof. J.B Alter, M.A, 1993. *Learning English 3B*. Jakarta Barat: Binarupa Aksara.
3. www.britishcouncil.org/learnenglishkids

I. Media

1. Whiteboard
2. Marker
3. LCD
4. Laptop
5. Speaker

J. Teaching and Learning Activities

TEACHER'S ACTIVITY	STUDENTS' ACTIVITIES	DURATION
<p>PRE-ACTIVITIES</p> <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance 	<ol style="list-style-type: none"> 1. Replying the teacher's greeting 2. Responding to the teacher 3. Students read story given by teacher 	10 minutes
<p>WHILST ACTIVITIES</p> <p><i>Building Knowledge of the Field</i></p> <ol style="list-style-type: none"> 5. Asking the students about vocabulary and difficult words. 6. Giving explanations about antonym. 7. Giving the examples about antonym. 8. Giving the examples how to write sentence using antonym 	<ol style="list-style-type: none"> 5. Answering the teacher's question 6. Students pay attention of the explanation 7. Students pay attention to search other antonym 8. Students pay attention to learn how to write simple sentence 	10 minutes

<p><i>Modeling text</i></p> <ol style="list-style-type: none"> 4. Telling the students to find other vocabulary and the antonym on the story. 5. Showing the story to the students on the screen 6. Monitoring the students' activities in the class 	<ol style="list-style-type: none"> 4. Responding what the teacher says. 5. Reading the story 6. Write down vocabulary and other antonym from the story and make simple sentence. If they have problem they can asking questions. 	30 minutes
<p><i>Join construction</i></p> <ol style="list-style-type: none"> 1. Discussing the students' works with students. 2. Giving chance to the students to ask what they don't understand about the material. 3. Asking the students to submit their work. 	<ol style="list-style-type: none"> 1. Discussing their works with teacher and correcting their wrong answer 2. Tell to the teacher what they don't understand about the material. 3. Submitting their work to the teacher 	10 minutes
<p>POST ACTIVITIES</p> <ol style="list-style-type: none"> 1. Asking the students to conclude briefly what they have learn. 2. The teacher giving feedback and reinforcement the students. 3. Closing the lesson and saying good bye 	<ol style="list-style-type: none"> 1. Concluding what they have learn. 2. Students pay attention 3. Saying good bye 	10 minutes

Approved by

Teacher

A handwritten signature in black ink, consisting of a large, stylized letter 'A' followed by a smaller 'u' and a horizontal line.

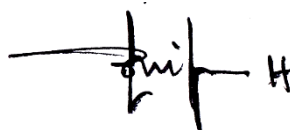
Rebekka Hutabarat

Researcher

A handwritten signature in black ink, featuring a large, stylized 'M' followed by a smaller 'a' and a horizontal line.

Magdalena. M

Principal

A handwritten signature in black ink, featuring a large, stylized 'B' followed by a smaller 'u' and a horizontal line.

Budiman Hutapea, SE

Appendix 9 : Post-Test Cycle 2

School : SDS TADIKA PURI
 Subject : English
 Day/Date : Thursday, August 03rd, 2017
 Class : VI
 Name : _____

I. Choose the correct answer to complete the sentences by crossing (X) a, b, c or d!

1. Name some things made from paper, except ...

- | | |
|--------------|--------------|
| A. newspaper | C. envelopes |
| B. cards | D. mirror |

2. Calista : ... me that eraser, please.

Randi : This eraser? Here you are.

Calista : Thank you

- | | |
|---------|-----------|
| A. pass | C. borrow |
| B. put | D. throw |

3. Yoga is a student of SDN 03. He always gets a good mark. He is a ... students.

- | | |
|-----------|---------|
| A. stupid | C. bad |
| B. clever | D. lazy |

4. Her name is Ms. Michele. She is slim and tall. Her hair is ...



- A. Short and black
B. Straight and black
5. I will be ... at the competition tonight.
A. competing
B. champion
6. This morning the postman ... me a letter.
A. paid
B. lent
7. The leader of a kingdom is a ...
A. president
B. emperor
8. The king's son is a ...
A. prince
B. princess
9. Shopkeeper is a person who works in the ...
A. shop
B. scholl
10. A ... works in paddy field to plants rice.
A. gardener
B. florist
11. "Angkat tanganmu" in English is ...
A. Bend your hand
- C. long and black
D. curly and black
- C. succesfull
D. competent
- C. sent
D. made
- C. governor
D. king
- C. president
D. republic
- C. bank
D. hospital
- C. farmer
D. sailor
- C. Bow your hand

- B. Take your hand
D. Raise you hand
12. We can see a lot of ships in the ...
A. railway
B. station
C. airport
D. harbour
13. The queen lives in a ...
A. hotel
B. kingdom
C. temple
D. hospital
14. Rudi has stomachache
The Indonesian sentence is ...
A. Rudi sakit perut
B. Rudi sakit tenggorokan
C. Rudi sakit gigi
D. Rudi sakit kepala
15. ... is for listening to heartbeats, breathing and other sound in the body.
A. Ambulance
B. Syringe
C. Thermometer
D. Stethoscope
16. This is Ms. Rina, she is not fat. She is ... man
A. thin
B. fat
C. slim
D. chubby
17. We can borrow the books in the ...
A. book store
B. library
C. hospital
D. museum
18. This place is good for save the antique things.
A. police station
C. school



- B. bus station
D. museum
19. Mother asked me to buy a ... of sugar.
- A. piece
C. sheet
B. kilogram
D. box
20. What is the meaning of myth?
- A. legenda
C. sejarah
B. mitos
D. cerita
21. The people are going to the cinema to ...
- A. see a film
C. sent the letter
B. see sun set
D. save the money
22. Yogyakarta is a ...
- A. village
C. municipality
B. regency
D. province
23. Sri Sultan Hamengku Buwono X is the ... of Yogyakarta.
- A. regent
C. mayor
B. governor
D. village chief
24. A village chief leads a ...
- A. village
C. subdistric
B. distric
D. municipality
25. "Bring your pens and notebooks"
- The underline word has similar meaning to ...
- A. take
C. have

B. put

D. buy

II. Match the antonyms!

add

sell

attack

dirty

buy

subtract

clean

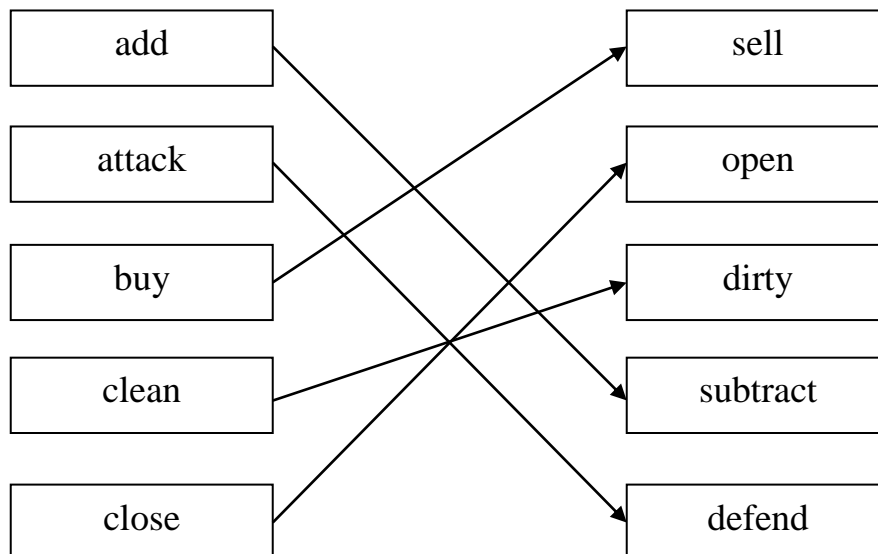
open

close

dirty

Appendix 10 : Answer key Post-Test Cycle 2**A.**

1. d	2. b	3. b	4. d	5. a
6. c	7. d	8. a	9. a	10. c
11. d	12. d	13. b	14. a	15. d
16. a	17. b	18. d	19. b	20. b
21. a	22. d	23. b	24. a	25. a

B.

Appendix 11: The List of Stories

George and The Dragon



Once upon the time there was a brave knight called George. George had lots of adventures as he travelled by horse across many lands. One day he came to a small

village and met a man who lived in a cave next to the village.

The hermit the knight about the awful things that were happening there. A terrible dragon had come to live in the lake and attacked the village every day. The villagers didn't know what to do. First, they gave the dragon all their food, but the dragon just took the food and still attacked the village.

So then the villagers gave the dragon all the animals from their farms. The dragon took all the animals, but continued to attack the villagers. So then they gave the dragon all their gold and jewels. The dragon took all their money, but still was not satisfied.

The king sent his army to try and capture the dragon, but the dragon was too strong and the knights of the army were too scared and they ran away. With nothing left to give, the king could only think of one thing to help protect his people. He sent his only daughter, the princess, to the lake to wait for the dragon.

When George heard this he rode as fast as he could to the lake. Just then the dragon jumped out from the lake and was going to eat the princess. George attacked the dragon. He

fought very bravely, won the fight and killed the dragon. George and the princess returned to the village and everyone was very pleased that they would have no more problems with the dragon. Today, the story of George's bravery is remembered and George is known as the patron saint of many countries.

www.britishcouncil.org/learnenglishkids

THE GREAT RACE



A long time ago in China lived the Jade Emperor. It was his birthday. He wanted to measure time to know how old he was. All the animals arrived. The emperor decided to have a race to give a name to each year of the Chinese zodiac.

The rat and the cat couldn't swim very well. "Could you take us across the river?" "Yes, jump on quick!" they swam across the river. Then the rat pushed the cat into the water and jumped onto land.

"Well done rat! The first year will be the Year of the Rat and the second will be the Year of the Ox." "Look! Here's the tiger. He is very tired. The third year will be the Year of the Tiger."

"the rabbit can't swim but he is very clever. The fourth year will be the Year of the Rabbit." "Why are you late dragon? You can fly!" "I had to make some rain for thirsty people to drink." "Well done! The fifth year is the Year of the dragon."

"What's this? I can hear a horse. No, it's a snake. So the snake has the sixth year." "Well done! It is good to see you working together! The goat is eight, the monkey is ninth and the rooster is the tenth."

"Sorry I'm late. The water is clean and I needed a bath." "The eleventh year is the Year of the Dog" "You are the last." "Yes I had to eat and sleep on my way." "The last is the Year of the Pig." And that is how the Emperor chose the animals for the Chinese Zodiac.

Appendix 12 : The Observation Sheet of Cycle 1 – Meeting 1

School : SDS TADIKA PURI
 Class : VI
 Day and Date : Thursday, July 25th , 2017
 Meeting : 1
 Name of the Observer : Rebekka Hutabarat

Put the tick (✓) in the coloum

3 – Excelent

2 – Good

1 – Needs improvement

No	Teacher's activities	3	2	1
	Opening Activities			
1	The teacher greets the students	✓		
2	The teacher checks the attendance list and call the students one by one	✓		
	Main Activities			
3	The teacher shows knowledge and understanding material about word classes of verb, noun and adjective	✓		
4	The teacher giving the subject content covered in the lesson plan	✓		
5	The teacher explain the material about verb, noun and adjective clearly	✓		

6	The teacher involves all the students to read, find and write some verbs, nouns and adjectives from the story on the screen	✓		
7	The teacher monitors students activities in the classroom	✓		
Closing Activities				
8	The teacher check the students work and discuss it with the students	✓		
9	The teacher ask the students what they don't understand about material	✓		
10	The teacher answer the students questions	✓		
11	The teacher uses time effectively	✓		
12	The teacher uses the story as the main teaching aid	✓		
13	The teacher uses whiteboard, marker, laptop and LCD as addition teaching aids	✓		
14	The teacher gives clear instruction	✓		
Students's Activities				
Opening Activities				
15	The students respond the teacher's greeting	✓		
16	The students respond the call from the teacher	✓		
Main Activities				
17	The students is understanding throughout the lesson from teacher's explanantion		✓	
18	The students involve to read, find and write some verbs, nouns and adjectives and submit their work		✓	
Closing Activities				
19	The students discuss and check their answer		✓	

20	The students tell to the teacher what they don't know about the material		✓	
21	The students hear the teacher's answer		✓	
22	The students active in the classroom			✓

Total of students' absence : -

The total number of students : 23

Observer



Rebekka Hutabarat

Appendix 13 : The Observation Sheet of Cycle 1 – Meeting 2

School : SDS TADIKA PURI

Class : VI

Day and Date : Thursday, July 27th , 2017

Meeting : 2

Name of the Observer : Rebekka Hutabarat

Put the tick (✓) in the coloum

3 – Excelent

2 – Good

1 – Needs improvement

No	Teacher's activities	3	2	1
	Opening Activities			
1	The teacher greets the students	✓		
2	The teacher checks the attendance list and call the students one by one	✓		
	Main Activities			
3	The teacher shows knowledge and understanding material about word classes of verb, noun and adjective	✓		
4	The teacher giving the subject content covered in the lesson plan	✓		
5	The teacher explain the material about antonym clearly	✓		
6	The teacher involves the students to find antonym in the story	✓		
7	The teacher monitors students activities in the classroom	✓		

	Closing Activities			
8	The teacher check the students work and discuss it with the students	✓		
9	The teacher ask the students what they don't understand about material	✓		
10	The teacher answer the students questions	✓		
11	The teacher uses time effectively	✓		
12	The teacher uses the story as the main teaching aid	✓		
13	The teacher uses whiteboard, marker, laptop and LCD as addition teaching aids	✓		
14	The teacher gives clear instruction	✓		
	Students's Activities			
	Opening Activities			
15	The students respond the teacher's greeting	✓		
16	The students respond the call from the teacher	✓		
	Main Activities			
17	The students is understanding throughout the lesson from teacher's explanantion		✓	
18	The students involve to read, find and write some verbs, nouns and adjectives and submit their work		✓	
	Closing Activities			
19	The students discuss and check their answer		✓	
20	The students tell to the teacher what they don't know about the material		✓	
21	The students hear the teacher's answer		✓	

22	The students active in the classroom			✓
----	--------------------------------------	--	--	---

Total of students' absence : -

The total number of students : 23

Observer



Rebekka Hutabarat

Appendix 14 : The Observation Sheet of Cycle 2 - Meeting 1

School : SDS TADIKA PURI

Class : VI

Day and Date : Tuesday, August 01st ,2017

Meeting : 3

Name of the Observer : Rebekka Hutabarat

Put the tick (✓) in the Colum

3 – Excellent

2 – Good

1 – Needs improvement

No	Teacher's activities	3	2	1
	Opening Activities			
1	The teacher greets the students	✓		
2	The teacher checks the attendance list and call the students one by one	✓		
	Main Activities			
3	The teacher shows knowledge and understanding material about word classes of verb, noun and adjective	✓		
4	The teacher giving the subject content covered in the lesson plan	✓		
5	The teacher explain the material about verb, noun and adjective clearly	✓		

6	The teacher involves all the students to read, find and write some verbs, nouns and adjectives from the story on the screen	✓		
7	The teacher monitors students activities in the classroom	✓		
	Closing Activities			
8	The teacher check the students work and discuss it with the students	✓		
9	The teacher ask the students what they don't understand about material	✓		
10	The teacher answer the students questions	✓		
11	The teacher uses time effectively	✓		
12	The teacher uses the story as the main teaching aid	✓		
13	The teacher uses whiteboard, marker, laptop and LCD as addition teaching aids	✓		
14	The teacher gives clear instruction	✓		
	Students' Activities			
	Opening Activities			
15	The students respond the teacher's greeting	✓		
16	The students respond the call from the teacher	✓		
	Main Activities			
17	The students is understanding throughout the lesson from teacher's explanation	✓		
18	The students involve to read, find and write some verbs, nouns and adjectives and submit their work	✓		
	Closing Activities			
19	The students discuss and check their answer	✓		

20	The students tell to the teacher what they don't know about the material	✓		
21	The students hear the teacher's answer	✓		
22	The students active in the classroom	✓		

Total of students' absence : -

The total number of students : 23

Observer



Rebekka Hutabarat

Appendix 15 : The Observation Sheet of Cycle 2 – Meeting 2

School : SDS TADIKA PURI

Class : VI

Day and Date : Thursday, August 03rd, 2017

Meeting : 4

Name of the Observer : Rebekka Hutabarat

Put the tick (✓) in the column

3 – excellent

2 – Good

1 – Needs improvement

No	Teacher's activities	3	2	1
Opening Activities				
1	The teacher greets the students	✓		
2	The teacher checks the attendance list and call the students one by one	✓		
Main Activities				
3	The teacher shows knowledge and understanding material about word classes of verb, noun and adjective	✓		
4	The teacher giving the subject content covered in the lesson plan	✓		
5	The teacher explain the material about antonym clearly	✓		
6	The teacher involves the students to find antonym in the story	✓		
7	The teacher monitors students activities in the classroom	✓		

	Closing Activities			
8	The teacher check the students work and discuss it with the students	✓		
9	The teacher ask the students what they don't understand about material	✓		
10	The teacher answer the students questions	✓		
11	The teacher uses time effectively	✓		
12	The teacher uses the story as the main teaching aid	✓		
13	The teacher uses whiteboard, marker, laptop and LCD as addition teaching aids	✓		
14	The teacher gives clear instruction	✓		
	Students' Activities			
	Opening Activities			
15	The students respond the teacher's greeting	✓		
16	The students respond the call from the teacher	✓		
	Main Activities			
17	The students is understanding throughout the lesson from teacher's explanation	✓		
18	The students involve to read, find and write some verbs, nouns and adjectives and submit their work	✓		
	Closing Activities			
19	The students discuss and check their answer	✓		
20	The students tell to the teacher what they don't know about the material	✓		
21	The students hear the teacher's answer	✓		

22	The students active in the classroom	✓		
----	--------------------------------------	---	--	--

Total of students' absence : -

The total number of students : 23

Observer

A handwritten signature in black ink, consisting of a large, stylized letter 'A' with a horizontal line extending to the right and a diagonal line crossing through it.

Rebekka Hutabarat

Appendix 16: Recapitulation of Observation Sheet

No.	Focus and Topics	Meeting 1			Meeting 2			Meeting 3			Meeting 4		
		3	2	1	3	2	1	3	2	1	3	2	1
	Teacher's Activities												
1	Greeting the students	✓			✓			✓			✓		
2	Check and call the students' attendance list	✓			✓			✓			✓		
3	Shows knowledge and understanding the material	✓			✓			✓			✓		
4	Giving the subject content cover in lesson plan	✓			✓			✓			✓		
5	Explain the material clearly	✓			✓			✓			✓		
6	Involve the students to read, find and write verb, noun and adjective	✓			✓			✓			✓		
7	Monitor the activities class	✓			✓			✓			✓		
8	Check student's work	✓			✓			✓			✓		
9	Ask the students what they don't know about the material	✓			✓			✓			✓		
10	Answer student's question	✓			✓			✓			✓		

11	Using time effectively	✓			✓			✓			✓		
12	Using story as the main teaching aid	✓			✓			✓			✓		
13	Using whiteboard, marker, laptop and LCD	✓			✓			✓			✓		
14	Giving the instruction	✓			✓			✓			✓		
	Students' Activities												
15	Responding teacher's greeting	✓			✓			✓			✓		
16	Responding the teacher	✓			✓			✓			✓		
17	Understanding the lesson from teacher's explanation		✓			✓		✓			✓		
18	Involve to read, find difficult words		✓			✓		✓			✓		
19	Discuss and check the answer		✓			✓		✓			✓		
20	Telling what they don't understand		✓			✓		✓			✓		
21	Hearing teacher's answer		✓			✓		✓			✓		
22	Active in the classroom			✓		✓		✓			✓		
	Total	16	5	1	16	6	-	22	-	-	22	-	-

Appendix 17 : Diary Notes

1 Tuesday, July 25th, 2017 In the first meeting the researcher met the students and informed them about the purposes of doing the research. Classroom research is required for two months to complete the undergraduate thesis and then the researcher gave them pre-test. In the cycle 1 the researcher gave instruction to the students and divided into three groups, showed the story on the screen and then pointed the students to read a story in a loud voice. After the end of the story The researcher asked each group to find the difficult word from the story and write down on the paper that already given before and discussed about the meaning. Then the researcher helped them to explain the meaning in the story. During explanation the material, the researcher observed whether the students interest in reading a story or not and then did the exercises. Some of the students are not too interest read the story and talked with their friends. It was because the researcher showed the

story without any pictures.

- 2 Thursday, July 27th, 2017 In the second meeting of cycle one, the researcher came to the class, checked the students' attendance list. Afterwards, the researcher informed what is the topic will be studied on that day. But before it the researcher reminded about the lesson at the first meeting and asked them to focus then the researcher explained the definition about antonym gave the example then divided students into three groups and showed them the story on the screen pointed the students to read with loud voice, while others found the words of antonym from the story and write down into the paper that already given before and tried to know the meaning related to the story. Finish wrote the words of antonym, the researcher explained it again and then did the exercises. The researcher observed the learning proses, she found that an increase in the learning process, about twelve children seriously followed the learning process although the rest of them still talked.
- 3 Wednesday, August 09th , The third and fourth treatments in cycle 2. The first
-

2017

treatment conducted at Tuesday, August 01st, 2017 started at 7.00 am to 8.10. The second treatment conducted at Thursday, August 03rd, 2017 started 7.00 am to 8.10 the researcher continued the material about vocabulary and antonym in the first and second treatment. Before the class began firstly the researcher say thank you to all the children because they can work together in group and gave appreciation to the students who got high score and give encouragement to the students who got low score in cycle 1. The researcher divided the students into three groups. Before do the exercise the researcher explain the material about the materials and giving simple questions to the students and also the researcher tried to give flexibility to students to answer the questions from the researcher. After that the researcher asked them to difficult words and antonym from the story that they already read. In this meeting the researcher observed that all the students focused and excited to follow the teaching learning process.

Appendix 18 : Students' Score Pre – test

No.	Name	Score Pre - test
1	A.F.H	43
2	E.S.L	60
3	F.H.M	50
4	F.E.M	53
5	I.P.A.A	47
6	J.L.S	63
7	J.M.P.W	47
8	K.A.H	53
9	L.A	57
10	M.J	70
11	M.R.P.P	63
12	M.R.R	67
13	M.T.P.P	47
14	N.C.W	50
15	N.M.E.S	43
16	N.T	47
17	P.Y.D	50
18	R.F	43
19	R.D.H	57
20	S.A.P	47
21	T.K.H	43
22	V.S.L	57
23	V.R	53
	TOTAL	1210
	Average	52.60

Appendix 19 : Students' post – test 1

No.	Name	Score Post – test cycle 1
1	A.F.H	60
2	E.S.L	73
3	F.H.M	60
4	F.E.M	70
5	I.P.A.A	70
6	J.L.S	77
7	J.M.P.W	70
8	K.A.H	77
9	L.A	67
10	M.J	86
11	M.R.P.P	77
12	M.R.R	73
13	M.T.P.P	70
14	N.C.W	67
15	N.M.E.S	67
16	N.T	67
17	P.Y.D	70
18	R.F	70
19	R.D.H	67
20	S.A.P	57
21	T.K.H	67
22	V.S.L	67
23	V.R	63
	TOTAL	1592
	Average	69.21

Appendix 20 : Students' Score post – test 2

No.	Name	Score Post – test cycle 2
1	A.F.H	90
2	E.S.L	93
3	F.H.M	93
4	F.E.M	90
5	I.P.A.A	80
6	J.L.S	83
7	J.M.P.W	86
8	K.A.H	100
9	L.A	90
10	M.J	100
11	M.R.P.P	100
12	M.R.R	93
13	M.T.P.P	80
14	N.C.W	73
15	N.M.E.S	90
16	N.T	86
17	P.Y.D	80
18	R.F	100
19	R.D.H	83
20	S.A.P	70
21	T.K.H	100
22	V.S.L	80
23	V.R	90
	TOTAL	2030
	Average	88.26

Appendix 21 : Recapitulation students' Score Pre – test, post – test 1, post – test 2

No.	Name	Score Pre - test	Score Post – test cycle 1	Score Post – test cycle 2
1	A.F.H	43	60	90
2	E.S.L	60	73	93
3	F.H.M	50	60	93
4	F.E.M	53	70	90
5	I.P.A.A	47	70	80
6	J.L.S	63	77	83
7	J.M.P.W	47	70	86
8	K.A.H	53	77	100
9	L.A	57	67	90
10	M.J	70	86	100
11	M.R.P.P	63	77	100
12	M.R.R	67	73	93
13	M.T.P.P	47	70	80
14	N.C.W	50	67	73
15	N.M.E.S	43	67	90
16	N.T	47	67	86
17	P.Y.D	50	70	80
18	R.F	43	70	100
19	R.D.H	57	67	83
20	S.A.P	47	57	70
21	T.K.H	43	67	100
22	V.S.L	57	67	80
23	V.R	53	63	90
	TOTAL	1210	1592	2030
	Average	52.60	69.21	88.26

Appendix 22 : Interview Script**Student 1 (E.S.L)**

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: O.K

Student: O.K

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Aku suka karena gambarnya bagus gitu.

Student: I like it because the picture is good

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya

Student: Yes

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Ya, sedikit – sedikit

Student: Yes, a little

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Saya mengerti jika gurunya menggunakan Bahasa Indonesia.

Student: I understand if the teacher speak in Bahasa Indonesia

Peneliti: Apa yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Ceritanya bagus - bagus dan gambarnya juga bagus – bagus miss, kalo bisa ada lagi yang seperti ini.

Student: The stories and pictures are good miss, if there can be anymore like this.

Student 2 (F.E.M)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya miss.

Student: Yes miss

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Kadang - kadang miss

Student: Sometimes miss

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya miss, karna saya jadi tahu bagaimana cara membaca cerita.

Student: Yes miss, because I know how to read storytelling.

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Iya tapi tidak semuanya.

Student: Yes but not all of them.

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Iya, karena belajarnya asik sih.

Student: Yes, because it's good

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Gambarnya menarik, trus dikasih tahu cara bacanya sama missnya.

Student: The pictures are interesting, and then miss given us the way how to read

Student 3 (I.P.A.A)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya

Student: Yes

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Tidak begitu suka

Student: Not really

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya

Student: Yes

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Sedikit – sedikit miss

Student: A little miss

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: karena dijelaskan pelan - pelan aku jadi mengerti.

Student: because explained slowly I understand

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Ceritanya bagus dan menyenangkan

Student: The story is good and fun

Student 4 (J.L.S)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya

Student: Yes

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Sebenarnya tidak suka tapi karena membaca cerita hal yang baru buatku jadi lebih tertarik

Student: Actually I don't like it but reading story is a new thing for me so make me more interested

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya

Student: Yes

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Iya, sedikit -sedikit

Student: Yes, A little miss

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: karena dijelasin pelan - pelan aku jadi mengerti.

Student: because explained slowly I understand

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Ceritanya bagus dan menyenangkan

Student: The story is good and fun

Student 5 (M.J)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: O.K

Student: O.K

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Iya saya sangat suka

Student: Yes, I like it very much

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya, sangat menyenangkan

Student: Yes, it is fun

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Iya bisa

Student: Yes, I can

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Iya, saya mengerti dan gurunya menyenangkan

Student: Yes, I understand and the teacher is fun

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Apa ya, ceritanya bagus dan juga gambarnya bagus, kalau ada yang salah baca langsung dikoreksi sama gurunya.

Student: what is it, the story is good and also the picture, if there is a mistake when reading the teacher give a correction.

Student 6 (S.A.P)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya

Student: Yes

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Iya, sedikit

Student: yes, a little bit

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya, menyenangkan walaupun agak susah dimengerti

Student: Yes, it's fun although a little bit to understand

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: karena bahasanya agak susah jadinya saya ingatnya hanya sedikit miss.

Student: because the language rather difficult so I only remember a little bit miss.

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Agak susah miss.

Student: A little bit hard miss

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: kalau aku sih, cara membacanya agak berbeda dari membaca biasa.

Student: I think is how to read the story is different from regular reading.

Student 7 (M.R.R)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya

Student: Yes

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Iya

Student: Yes

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya, apalagi pas dapat hadiahnya

Student: Yes, moreover when get the present

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Iya, saya bisa tapi nggak semuanya

Student: Yes, I can but not all

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Iya

Student: Yes

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Hmm, cara membacanya tuh asik kayak sedang bercerita

Student: Hmm, how to read is fun like telling a story

Student 8 (K.A.H)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya miss

Student: Yes, miss

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Iya, baru – baru ini aja miss

Student: Yes, recently

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya, karna pake gambar gambar gitu.

Student: Yes, because used pictures

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Hanya sedikit - sedikit

Student: Only a little bit

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Ya lumayanlah miss

Student: Yes, not bad

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Yang paling saya inget itu cara membacanya seperti orang yang lagi bercerita

Student: The most I remember is the read story like someone who tell a story

Student 9 (N.T)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya

Student: Yes

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Iya, tapi hanya beberapa cerita saja

Student: Yes, but only few stories

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya, sangat menyenangkan

Student: Yes, it's very fun

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Iya saya ingat beberapa kosakata yang baru

Student: Yes, I remember few new vocabulary

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Iya, karena cara mengajarnya bagus

Student: Yes, because the way she's teaching was good

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Pertama itu dari cara membacanya beda dari membaca yang biasa, terus yang kedua ceritanya bagus – bagus

Student: The first from the reading is different from regular reading, and then the second the stories are good

Student 10 (R.D.H)

Peneliti: Selamat siang saya ingin bertanya beberapa pertanyaan mengenai kosakata Bahasa Inggris

Researcher: Good afternoon, I want to ask some questions regarding to English vocabulary.

Murid: Iya

Student: Yes

Peneliti: Apakah anda suka membaca cerita dalam bahasa Inggris?

Researcher: Do you like reading story in English language?

Murid: Sedikit

Student: A little

Peneliti: Apakah menurut anda belajar bahasa Inggris itu menyenangkan?

Researcher: Do you think that learning English Vocabulary is fun?

Murid: Iya, suka

Student: Yes, I do

Peneliti: Apakah anda dapat menghafal kosakata bahasa Inggris dengan bercerita?

Researcher: Can you memorize English vocabulary with storytelling?

Murid: Iya, tapi tidak banyak

Student: Yes, but not much

Peneliti: Apakah anda mengerti dengan penjelasan guru anda ketika anda belajar bahasa Inggris?

Researcher: Do you understand with your teacher's explanation when you learn English?

Murid: Iya, gurunya asik terus cara menjelaskannya pelan – pelan jadi saya mengerti

Student: Yes, the teacher is fun and the way she explain slowly so I understand

Peneliti: Apa sih yang bikin menarik dari storytelling?

Researcher: What is interesting from the storytelling?

Murid: Ceritanya bagus sama gambarnya juga bagus, dan kita dikasih tahu cara membacanya

Student: The story is good and also the picture, and then give us how to read the story



Universitas Kristen Indonesia Fakultas Keguruan dan Ilmu Pendidikan

Jl. Mayjen Sutoyo no 2
Cawang - Jakarta 13630
INDONESIA

Telp. 021 8092425 8009190
Paw. 310 301 302 303
Faks. 021 80685229
E-mail: fkip-ukijpki.ac.id
<http://www.uki.ac.id>

Nomor : 330/FKIP/Wadek/Gn/2017

24 Juli 2017

Perihal : Permohonan Izin Melaksanakan Penelitian

Kepada Yth;
Kepala Sekolah
SDS Tadika Puri
Jakarta

Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami :

Nama	: Magdalena Manullang
NIM	: 1312150007
Semester/ Program Studi	: VIII/Pendidikan Bahasa Inggris
Judul Skripsi	: "Developing Student's Vocabulary Using Storytelling at SDS Tadika Puri."

kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa/i tersebut melaksanakan penelitian di sekolah yang Bapak/Ibu pimpin.

Atas perhatian Bapak/Ibu, kami mengucapkan terima kasih.

Jurusan Ilmu Pendidikan
Program Studi Bimbingan dan Konseling

Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan MIPA
Program Studi Pendidikan Matematika
Program Studi Pendidikan Biologi
Program Studi Pendidikan Fisika
Program Studi Pendidikan Kimia

Jurusan Pendidikan Agama Kristen
Program Studi PAK (S1)

Jurusan Bahasa Murni
Program Studi Pendidikan Bahasa Murni



Wakil Dekan,

Kerdid
Drs. Kerdid Simbolon, M.Pd.
NIP. 961424



YAYASAN PENDIDIKAN TADIKA PURI
SEKOLAH DASAR TADIKA PURI KLENDER
(Tadika Puri Elementary School of Klender)

Jl. Malaka I No. 207 Telp. (021) 8601663 - 8621489 Jakarta Timur 13460
 NIS : 101070, NSS : 102097207128, NPSN : 20108893, STATUS : TERAKREDITASI (A)

SURAT KETERANGAN

No. 06 / SD / KLDR / VII / JKT / 2018

Sesuai dengan surat permohonan dari Universitas Kristen Indonesia nomor: 330/FKIP/Wadek/Gn/2017 tentang permohonan ijin melaksanakan penelitian. Dengan ini Kepala Sekolah SDS TADIKA PURI Jakarta, menerangkan bahwa:

Nama : Magdalena Manullang
 NIM : 1312150007
 Program Studi : Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar yang bersangkutan telah mengadakan penelitian dalam rangka penulisan skripsi dengan judul “ Developing Students’ Vocabulary Using Storytelling”.

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jakarta, 13 Juli 2018

Kepala SDS TADIKA PURI



Budiman Hutapea, SE

*Menjadikan kehidupan anak lebih berarti
 dimana potensi diri tergali.*