

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
ENGLISH SONGS AND PUPPETS AT GRADE IV OF  
SD N ADISUCIPTO II IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

**Presented as a Partial of Fulfillment of the Requirements for the Attainment  
of the Degree of *Sarjana Pendidikan* in English Language Education**



**By:**

**Veronica Christamia**

**08202241021**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

**APPROVAL SHEET**

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
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SD N ADISUCIPTO II IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**



**Supervisor,**

**Dr. Agus Widyantoro, M.Pd.**

**NIP. 19600308 198502 1 001**

## RATIFICATION SHEET

### IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH SONGS AND PUPPETS AT GRADE IV OF SD N ADISUCIPTO II IN THE ACADEMIC YEAR OF 2013 / 2014

#### A THESIS

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of State University of Yogyakarta on October , 2014 and declared to have  
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#### Board of Examiners

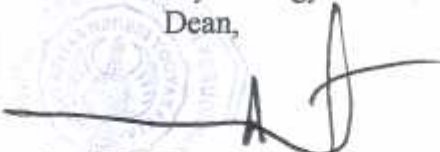
Chairman : Siti Sudartini, M.A.

Secretary : Lusi Nurhayati, M.App.Ling.

Examiner I : Dr. Margana, M.Hum., M.A.

Examiner II : Dr. Agus Widyantoro, M.Pd.

Yogyakarta, October , 2014  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,

  
Prof. Dr. Zamzani, M.Pd.  
NIP 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan di bawah ini,

Nama : Veronica Christamia  
NIM : 08202241021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi :

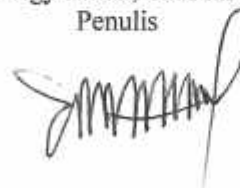
### **IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH SONGS AND PUPPETS AT GRADE IV OF SD N ADISUCIPTO II IN THE ACADEMIC YEAR OF 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta , Oktober ,2014  
Penulis



Veronica Christamia

## Mottos

*"I am not bound to win, but I am bound to be true.  
I am not bound to succeed, but I am bound to live by the  
light that I have."*

(Abraham Lincoln)

*"We all have the duty to do good."*

(Pope Francis)

*"The future starts today, not tomorrow."*

(Pope John Paul II)

*"It is not what to do, but how much love we put into the doing.  
We can do not greats, only small things with great love."*

(Mother Teresa)

## DEDICATIONS

I dedicate my thesis for:

*My Parents*

*My Sister and My Brother*

*My Best Friends*

*My Friends in International Office of WNY*

*And to all people who encourage me in writing this thesis*

There are no words to show you my appreciation.  
You have my gratitude

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Finally, I realize that this thesis might still need some improvements. However, I hope that this could give some contributions to the practice of English teaching and learning, especially at primary school level.

Yogyakarta, October 2014



Veronica Christamia  
pNIM. 08202241021

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**Veronica Christamia  
NIM. 08202241021**

**Abstract**

The study aims at improving the speaking skill of the students at grade IV at SDN Adisucipto II in the academic year of 2013 / 2014. The English songs and puppets were chosen as the teaching media in this study.

This study was an action research consisting two cycles. The research was carried out at the second semester from April to May 2014. It involved the researcher, the collaborator, and the students. The participants of this research were 23 students of grade IV at SDN Adisucipto II in the academic year of 2013/2014. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing teaching and learning process during the implementation of the actions and interviewing. It was in the form of field notes and interview transcripts. The quantitative data were taken by assessing the students speaking skill through the pre-test and the post-test.

The finding of the first cycle indicated that the students' speaking skill and involvement improved along with a lot of speaking practices. The result of the second cycle shows that the implementation of English songs and puppets improved the students' speaking skill, especially their accuracy and interest by providing them with various topics, songs, and activities. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that: (1) Students were more motivated in learning English and to be involved in speaking activities; (2) Students were actively answer the question and give comment; (3) Students were more active in the speaking activities during the teaching and learning process, and (4) There were many kinds of activities in every meeting, and also pictures that make the students feel interested to do the activities. Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 6.2 in the pre-test and to 7.3 in the post-test.

## **CHAPTER I INTRODUCTION**

### **A. Background to the Problem**

English as a foreign language has been learned by Indonesian learners since they were in Elementary Schools. The importance of English as the key to the international communication and commerce makes it a compulsory subject for students from the Elementary Schools to the Senior High Schools. According to the current curriculum, the School-Based Curriculum (KTSP) in Elementary Schools' aim is to develop the students' communicative competence, both in oral and written forms. Therefore, the emphasis of the English teaching and learning is to develop the four macro language skills, namely listening, speaking, reading, and writing skills. Those macro skills are used to respond or to produce discourse in social life. Thus, the subject is directed to develop the English language skills so that the students are able to communicate in English on a certain level of literacy and discourse.

The level of literacy includes performative, functional, informational, and epistemic levels. On the performative level, students are able to read, write, listen, and to speak. On the functional level, students are able to use language to comply the needs of daily routines such as reading newspapers, or user manuals. On the informational level, students are able to access the knowledge of the language skills, while on the epistemic level students are able to express the knowledge in the target language (Wells, 1987) cited in (Depdiknas, 2006: 278).

As the School-based Curriculum or KTSP for Elementary School stated, English education in Elementary School is intended to develop the language skills that are used to accompany the action. English is used for interactions and are "here and now". The topic of the conversation involves around things that situate in the context. It is expected that the graduate students are prepared for the next language study in Junior High School.

In line with School-based Curriculum, it is expected that the Elementary school students to be able to speak and communicate in English. Therefore, speaking skills are important for students to be mastered. The objective that needs to be achieved by the students is the ability to express and to respond to a simple instruction and information in the context of class with the use of language functions such as giving instructions, asking and giving things, asking and giving services, introducing themselves, inviting, agreeing or disagreeing, complimenting, and congratulating. It is expected that the students can use the language functions in real communication in their daily life.

However, based on the observation and interview that was conducted on Monday, on the 7<sup>th</sup> of April, 2014 at SD N Adisucipto II, most students are still on the least satisfying level of proficiency in speaking English. This problem was discovered at grade IV of SD N Adisucipto II. The observation of the teaching and learning processes was conducted in grade IV on Monday, 7<sup>th</sup> of April.

Based on the observation, the researcher found some problems dealing with the teaching and learning processes. The students had low motivation in learning



English, especially in speaking activities. The researcher also found that the students were still not familiar to the English sounds and pronunciation. It can be seen when the students repeated the teacher or answered the teachers' questions. The researcher also found the problem in the teacher's way of teaching. The teacher only used whiteboard for teaching English and the activities were less varied that made the students bored in the classroom. Related to this case, based on an informal discussion, the teacher believed that such classroom did not satisfy the requirements of a successful teaching and learning process. The teacher then found a reference which was related to a successful teaching and learning process. She agreed that most students seemed to be less motivated in the class. The teacher also confirmed that there were some students, which were very difficult to speak to and always refuse to join the activities. She had some difficulties in persuading all of the students to speak. Based on the discussion with two collaborators of research, the effort to improve students' speaking skill as well as the teachers' ability needs to be enhanced to motivate the students.

There are many kinds of strategies in teaching speaking. One of them is by using English songs and puppets. English songs are fun, authentic materials, and also good for teaching vocabulary and pronunciation. There are many types of songs which can be used in the classroom, ranging from nursery rhymes to pop music. There are also songs written specifically for English language teaching. Songs that the students listen to and play every day could be motivating in the classroom.

Nowadays, it is very easy to find and get English songs. The teacher can download them or get it from the CDs.

Puppets can be used for practicing grammar rules in a more light-hearted way, reviewing the materials with humor and explaining the materials in a fun way. There are many kinds of puppets that can be used in the classroom such as hand puppets and finger puppets. Those kinds of puppets are very easy to get or make. People can buy them in a store or make them themselves. By using both tools, the students are expected to be more interested in having speaking class. They are also expected to have more opportunities to practice speaking, which in turn will make them attend the speaking class.

## **B. Identification of the Problem**

In identifying the problem, the researcher conducted observation and interview. The observation and the interview were held on Monday, 7<sup>th</sup> of Aprilin SD N Adisucipto II. The observation was held on class IV B that consists of 23 students. The photographs and the field notes describing the pre-research classroom situation were documented. The English teacher and some students were interviewed related to the teaching and learning processes.

Based on the observation and the interview with the teacher and students, some problems were found especially related to the students' speaking skill in teaching and learning process. The problems are presented as follows.

## **1. Teacher**

A teacher is the leader of the class. A good teacher can play his/her role well in the classroom and is able to manage the class and encourage the students to study well in the classroom. A teacher also guides the students to fulfill the objectives of the study. He or she also should be able to motivate the students, maintain the situation of the class, and monitor the students from the beginning to the end of the class.

However, based on the observation, it could be seen that the English teacher could not arrange the activities well. The teacher only used whiteboard for teaching English especially speaking. The teacher only used whiteboard for writing the lesson and then explained it to the students. She also only used the English book for the exercise after explaining the materials. The activities that she brought to the class were less varied and the teacher often only explained the materials then asking some students about the explanation. She also sang a song for helping the students memorize the words but sometimes she made a mistake in pronouncing the words. She often corrected the students' pronunciation, too. In the relation to the speaking activity, she did not give any speaking activity that can make the students speak to others and apply the lesson they got.

## **2. Students**

Ideally, the students should have strong curiosity over what they have learned. They should be active, attentive, and responsive towards the teaching and learning

processes. However, As the observation done over the matter at hand, it was shown that the students reluctantly engaged into the activities conducted by the teacher. The students had low motivation in learning English, especially in the speaking activities. Many students did not pay attention to the teachers' explanation. While coming to the speaking activities, the students tend to be passive during the teaching and learning processes. The students who were active were limited to those who sat on the front rows. The students in the back rows were very noisy but when the teacher asked them to speak they became quiet and afraid of speaking. On the other hand, the students' pronunciation was not very good. The researcher found out that the students are still unfamiliar with English sounds

In line with the problems presented above, through the formal interview, the students said that they were afraid of making mistakes and felt less motivated to speak in the classroom. The students seldom communicated in English during the study period in the classrooms.

### **3. Learning Materials**

The teacher should give appropriate and attractive materials for the students so that they have high motivation in learning English. Furthermore the materials also should be in line with the curriculum. The materials should provide a lot of opportunities for the students to learn to speak English. It is also important to get various sources of materials so that the students can avoid getting bored during the classroom activities.

However, through the observation, it could be seen that the materials solely relied on the course book and the explanation of the teacher. The teacher explained the materials orally and then wrote it on the whiteboard. After that, the teacher asked the students to do the exercise on the course book. The course book used in the class was "*Grow with English book 4*".

### **C. Limitation of the problem**

The collaborators of this research and the researcher agreed to conduct a study on the activities which are potential to motivate the students in getting them focus on the English teaching and learning process as well as to improve the students' speaking skill. Therefore, the problem of the study is limited to improving the students' speaking skill through English songs and hand puppets at grade IV of SD N Adisucipto II.

### **D. Formulation of the problem**

Based on the background, identification, and limitation of the problem, the problem in this study is:

"How can students' speaking skill be improved through English songs and puppets at grade IV of SD N Adisucipto II?"

### **E. Objective of the study**

The objective of the study is to improve students' speaking skill at grade IV of SD N Adisucipto II through English songs and puppets.

## **F. Significance of the study**

The results of this study confer significance for the following parties:

### **1. Teachers**

Teachers may have more experience in dealing with problems related to the teaching and learning processes and also finding the solution to improve the teaching ability. This can also be one of the references and inputs for the teaching and learning processes.

### **2. Students**

It can help them to improve their speaking skills in a fun way and understand the lesson better.

### **3. The Researcher**

The results of the study are beneficial to the researcher as an experience in how to conduct action research related to the problem-solving capability.

### **4. English Education Department Students**

It can be used as a reference for the future research and also as a picture of the successful teaching and learning method in improving the students' speaking skills.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

It has been mentioned in the previous section that this study aims to improve students' speaking skill at grade IV of SD N Adisucipto II through English songs and puppets. The basis to develop the students' speaking skill is by reviewing some theories such as teaching English in Elementary School, teaching English for Children, the curriculum of English for Elementary School, speaking skill, instructional media and songs and puppets

##### **1. Speaking**

###### **a. Definition of Speaking**

Brown and Yule (2000) state that speaking was to express the needs—request, information, service, etc. The speakers say words to the listener not only to express what in his mind but also to express what he needs. Most people might spend of their everyday life in communicating to others. Therefore; communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

The speakers must consider the person they are talking to as listeners. The activity that the person does is based on particular goal. So, it is important that everything that the speaker wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that

involves transferring messages. Therefore, the speaking process should pay attention to how to say as well as to whom the speaker talking to.

Speaking is an activity used by someone to communicate with others. It takes place every where and has become a part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication.

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268).

### **b. Teaching Speaking**

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, teachers can use balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening



activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content-oriented or form-oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, teachers combine content-oriented and form-oriented input. The amount of input which is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focused on the correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced,

sometimes in combination with previously learned items. Teachers often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Incommunicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the teachers have just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. According to Bahrani (2012), effective teachers teach students speaking strategies by

using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

The first speaking strategy was using minimal responses. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

The next part to discuss is how to recognize scripts. Some communication situations are associated with a predictable set of spoken exchanges: a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that

they can predict what they will hear and what they will need to say in response. Through interactive activities, teachers can give students practice in managing and varying the language that different scripts contain.

Next, using language to talk about language. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Teachers can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

### **c. Problems during Speaking Activities in the Classroom**

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students themselves, their friends or the teacher. There are several problems which occur during speaking activities that influence students' speaking fluency.

Lawtie (2004) offers three problems which often occur during speaking class. Those problems are: (1) students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) when students work in pairs or groups, they just end up chatting in their own language, and (3) when all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

#### **d. Teaching Speaking in Elementary School**

It is commonly believed that teaching children is much more complicated than teaching adults. To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001: 87). Young children are natural language acquirers; they are self-motivated to pick up language without conscious learning. Brown proposes five categories that may be effectively used to give some practical approaches to teaching children, namely: (1) intellectual development; (2) attention span; (3) sensory input; (4) affective factors; and (5) authentic, meaningful language.

##### **1) Intellectual development**

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centered on the here and now and on the functional purpose of language (Brown, 2001: 88). It means that presenting abstract notions will not work well for children

## 2) Attention span

According to Brown (2001: 88), short attention span occurs when children have to deal with materials that are boring, useless and too difficult to them. To keep the children's attention, activities should be designed to capture their immediate interest.

## 3) Sensory input

The designed activities for children should cover the visual and auditory modes. Since children need to have all five senses stimulated, physical activities like role plays, TPR, projects and games should be included. Those kinds of activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2001: 89).

## 4) Affective factors

According to Brown (2001: 89), children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language in communication.

## 5) Authentic, meaningful language

Brown (2001: 90) states that children are should be driven to the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. Storylines, real-life conversation familiar situation and characters will create a context in which language can be used to improve children's attention.

In terms of their intellectual development, children are said to be in the period of function. They tend to be aware of to the purposes of language rather than on the

rules and also explanations of the language items. Therefore, in conducting the teaching and learning in the classroom teachers need to avoid explaining grammar explicitly and also stating the grammatical rules by using abstract terms. It would be better if they show their children certain patterns and examples in explaining the grammatical concepts (Brown, 2001: 88).

Then, in order to have a successful English classroom, teachers also need to think the category of authenticity of the materials as well as the use of meaningful language in their classroom. This is particularly in line with their students' intellectual development. Children are commonly very aware to the language which is used in their familiar context of situation, therefore the use of story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language are strongly recommended in establishing the context of the language use as well as improving children's attention and retention (Brown, 2001: 90).

Before the children can say words, there must be a time when they hear the words said by someone else. Children imitate the pronunciation and intonation then they can say the words aloud. Children's listening skills become the basis of their speaking skills. Through listening to a language, they learn the way to speak it. After children have been exposed to English through listening, they soon want and are able to participate in interactions with the teacher and each other (Pinter 2006:56). It can be seen that teaching listening and speaking cannot be separated as children get their language input in their listening activities then they can produce language in their speaking. Pinter (2006:62) also says that the development of listening can be the basis

of initial speaking practice. There should be many opportunities in the class to combine listening and speaking through meaningful activities. Brown and Yule in Nunan, (1999: 237) also says when children start learning English, they need to be given language before they can produce it. It means that before being able to speak, they should start with listening first. Prior experience as a listener helps speakers to improve their performance as a speaker.

Based on the principles and statements above fun atmosphere must be created in order to help children learning. Children must also be given a lot of opportunities to practice speaking English. Visual support is also important in the teaching of English to children. Those aspects must be taken into account before the speaking technique and activities are designed.

#### **e. The Curriculum in Elementary School**

In the document of standard of competence and basic competence of English subject in Elementary school, English is aimed to give them a skill that can be beneficial in making them more prepared to learn English at Junior High School. The skill is the ability to interact in English to support the activities in the class and school.

The teaching and learning of English at elementary school covers skills to communicate in the spoken way in the context of school. It covers 4 skills as mentioned, namely listening, speaking, reading, and writing. Reading and writing skills are expected to support the teaching and learning of spoken communication.



Table 1 and 2 show the standard of competence and basic competence of English subject in Elementary school during semester 1 and 2 respectively.

**Table 1: Standard of Competence and Basic Competence in Elementary School for 4th Grade Semester 1**

<b>4th Grade, Semester 1</b>	
<b>Standard of Competence</b>	<b>Basic Competence</b>
<p><b>Listening</b></p> <p>1. Comprehending very simple instruction with the actions in the context of class</p>	<p>1.1 Responding by doing actions based on the instructions in the classroom context</p> <p>1.2 Responding very simple instructions verbally in the context of class</p>
<p><b>Speaking</b></p> <p>2. Expressing very simple instructions and information in the context of class</p>	<p>2.1 Having a conversation to show actions involving language functions on: self introduction, greetings, leave taking, and giving commands.</p> <p>2.2 Having a conversation to ask/give service/things involving language functions on: asking for help, asking for something, and giving something.</p> <p>2.3 Having a conversation to ask/give information involving language functions on: thanking, apologizing, forgiving, prohibiting, complementing, and inviting.</p> <p>2.4 Expressing politeness involving language functions on: thank you, sorry, please, and excuse me</p>
<p><b>Reading</b></p> <p>3. Comprehending very simple English writing in the context of class</p>	<p>3.1 Reading aloud by pronouncing alphabets and appropriate pronunciation involving words, phrases, and very simple sentences</p> <p>3.2 Comprehending very simple sentences and written messages</p>
<p><b>Writing</b></p> <p>4. Spelling and copying very simple English writing in the context of class</p>	<p>4.1 Spelling very simple English expressions appropriately with the correct punctuation involving words, phrases, and very simple sentences</p>
	<p>4.2 Copying very simple English writing appropriately such as: congratulatory and written messages</p>
<p>❖ <b>Expectations on students' character :</b>  <i>Trustworthines, respect, diligence, responsibility, courage</i></p>	

**Table 2: Standard of Competence and Basic Competence in Elementary School for 4th Grade Semester 2**

<b>Standard of Competence</b>	<b>Basic Competence</b>
<b>Listening</b> 5. Comprehending very simple instructions with actions in the context of class	5.1 Responding by doing actions based on the instructions in the the context of class and various games 5.2 Responding very simple instructions verbally
<b>Speaking</b> 6. Expressing very simple instructions and information in the context of class	6.1 Copying very simple expressions 6.2 Having a conversation to show actions involving language functions on: giving examples in doing something and giving commands. 6.3 Having a conversation to ask/give service/ things appropriately involving language functions on: asking for help, asking for something, giving something 6.4 Having a conversation to ask/give information appropriately involving language functions on: asking for permission, giving permission, agreeing, and disagreeing, denying, and clarifying. 6.5 Expressing politeness appropriately involving language functions on: thank you, sorry, please, and excuse me
<b>Reading</b> 7. Comprehending very simple English writing in the context of class	7.1 Reading aloud by pronouncing alphabets and appropriate pronunciation involving words, phrases, and very simple sentences 7.2 Comprehending very simple sentences and written messages
<b>Writing</b> 8. Spelling and copying very simple English writing in the context of class	8.1 Spelling very simple English expressions appropriately with the correct punctuation involving words, phrases, and very simple sentences 8.2 Copying very simple English writing appropriately such as: congratulatory and written messages
<b>Expectations on students' character :</b> <i>Trustworthines, respect, diligence, responsibility, courage</i>	

## **2. Teaching with Media**

### **a. Definition of Media**

In the teaching and learning process, teachers use media to maintain the process. Briggs in Ruis et al. (2009:2) defines that media are physical tools used to

convey message to the learners and give them learning encouragement. It helps teachers to deliver materials in the class. It also helps children to build concepts about something learned. It can also motivate the students to learn in many ways. It is important to use the media to create fun atmosphere in the class.

#### **b. Types of Media**

Media can be presented in various ways. The media include traditional media such as chalkboards, handouts, charts, slides, overheads, real objects, flash card and videotape or film, as well as newer media and methods such as computer, DVDs, CD-ROMs, the Internet, and interactive video conferencing. Learning resources which refer to the instructional media offer various ways for learning. It is considered as devices to facilitate teacher in the approaches and techniques they are using.

### **3. Media in Teaching English**

#### **a. Kinds of Media for Teaching Speaking**

There are three kinds of teaching media that suitable for teaching speaking; audio, visual, and audio-visual media.

##### **1) Audio media**

Audio media refer to media which deliver messages in an audible form. In this case, the messages are delivered through sounds. Audio media that are commonly used in English teaching are audiotapes, cassettes, CDs, etc.

## 2) Visual media

Visual media in language teaching are simply defined as media that can be seen during the process of teaching and learning. Wright (1976:194) also says that a visual aid is anything which can be seen while the language is spoken. Types of commonly used visual media are pictures, flashcards, flannel boards, puppets and so on.

## 3) Audio-visual media

Audio-visual media combine the two kinds of media. It basically cannot only be seen but also heard. Films and video recordings are examples of audio-visual media.

### **b. English Songs and Puppets for Teaching Speaking**

Teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. As Schoepp (2001) suggests "The enjoyment aspect of learning language through songs is directly related to affective factors." The affective filter is one of the five hypotheses that Krashen presents. Krashen in Schoepp (2001) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present. Schoepp (2001) adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Griffe (2001:10) says, “Song is part of music that you sing through words. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be defining simply just an activity which is combining the words together into something understandable.

By using a song, it can improve students’ speaking skills as well as their pronunciation, vocabulary, and fluency. Griffe (2001:39) states, “Teaching English using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American.”

Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. The Most children’s songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition.

Children are often keen to learn how to make new sounds and this can take a great deal of practice. Some teachers use minimal-pair drills, yet these types of activities are rarely interesting for young learners. Songs, on the other hand, can allow young learners to practice a new sound without producing the same level of boredom. Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress. In addition, using puppets in the classroom is one of the ways to encourage students to learn English. Ozdeniz (2000, Para. 9) states that

"Puppets can encourage your students to experiment more with the language and "have a go" when they may have otherwise remained silent." In the classrooms students are not comfortable and feel hesitant to speak English because they are not sure of the words. So as Ozdeniz (2000, Para. 9) states, "when a child speaks through the puppet, it is not the child who is perceived as making errors but the puppet, and children find this liberating."

The strategies the teacher uses can be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers' and students' time. Good & Brophy (2000, p. 30) state that "learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery." It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the classroom. According to Brown (2001), if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking skills.

### **c. Advantage of using English Songs**

There are many reasons that language teachers could use songs as part of their repertoire of classroom teaching. Songs provide vocabulary, grammar, cultural aspects and are fun for students. They can provide valuable practice for speaking, listening and language practice inside and outside of the classroom but what is really interesting is how to motivate the development of skills for the progressive development of the use of English.

Read (2006) also states similar reasons for using songs with children in a class:

- 1) They are memorable
- 2) They provide enjoyable repetition practice
- 3) They provide a variety and change of pace
- 4) They promote class identity
- 5) They reinforce rhythm and pronunciation
- 6) They integrate with other class activities
- 7) They integrate with topic work
- 8) They provide opportunities for movements/ drama
- 9) They take English out of the classroom
- 10) They develop listening skills
- 11) They provide integrated practice of all 4 skills
- 12) They build confidence and sense of success

As mentioned above, teachers and students find singing songs entertaining and relaxing. Songs offer a change from routine classroom activities. Learning and memorization are accelerated because both the left and right sides of the brain are active at the same time.

According to several authors these are some of the most common reasons why teachers should incorporate songs in English lessons,

- 1) Environment:** Songs and music can be used to relax the learning environment. According to Stanowski (2002), they provide a non-threatening atmosphere for students who are tense or nervous when they are speaking English in the classroom. (Stanowski, 2002)

- 2) **Cultural:** Through songs, cultural themes are presented effectively (Stanowski, 2002)
- 3) **Vocabulary:** Because of their meaningful context, songs are good for introducing vocabulary. They provide a natural situation in which the new words can be practiced and they have very popular words and expressions. (Salah, 2001)
- 4) **Grammar:** Songs have common structures that students can easily learn by listening to them. In a song, we can find verb tenses, prepositions, and collocations. There are many chances to find songs that contain the structures students are learning (Griffe, 2001)
- 5) **Pronunciation:** Teachers can present pronunciation, stress, rhythm, and intonation in a creative way through songs. They are a good model to imitate. (Griffe, 2001) The only way to get a good pronunciation is through practice. Students have a variety of songs to choose from for pronunciation practice.
- 6) **Memorization:** Students learn patterns and language in chunks by reading and hearing the song (Griffe, 2001). Students practice structures, vocabulary, pronunciation and intonation unconsciously. Songs remain in the students' minds for a long time. (Carrier, 2002)
- 7) **Motivation:** If teachers bring something that interest students, they are more likely to feel more cooperative and participative in the classroom. (Griffe, 2001).



Not all songs are suitable for teaching English, especially for children. Vernon (2010) states that the teacher should use appropriate songs which are sung by the native speaker. Appropriate means match with the topics. Then he also states that the songs should not be too fast and difficult. The students will lose their interest in listening to the songs since they cannot follow the songs. Lastly, the songs should repeat the same words all the time. Repetition can be extremely helpful in learning new language.

#### **d. Advantages of using Puppet**

Most of students, especially elementary school students that are still in young age, like a media that is fun and colorful that can motivate them to study actively in class. Then, puppet as colorful and funny things can help them to easily understand the material. The benefits of the use of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student to express their thought. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and sharing of ideas. The use of puppets can motivate student interest in the reading selection or topic. According to Alam (2002),

“using puppet has special benefit to shy and nervous children and also gives the feeling of involvement and participation to the entire class.”

For many students the group work the use of a puppet can provide help with public speaking, especially for the shy or apprehensive student. The use of puppets is

beneficial to the student who prefers to learn kinesthetically. Puppet activities keep students actively engaged with hands-on activities.

## **B. Conceptual Framework**

English is one of the compulsory subjects for Elementary School students. According to the current curriculum, the School-based Curriculum (KTSP) the purpose of teaching and learning process in Elementary School is to develop the students' communicative competence, both in oral and written forms. SD N Adisucipto II is one of the Elementary School which uses this curriculum. However, based on the observation and interview, the students still found some problems in the class. One of the problems is the low mastery of speaking skills, whereas speaking is one of the skills that should be mastered by the students. For developing the students' speaking skill, the teacher needs to provide fun activities in order to stimulate and encourage them to speak in the class.

Using English songs and puppets are suitable to be conducted in speaking class to improve the students' speaking skills. First, it is necessary to know how to teach English in Elementary School which is different from teaching in Junior or Senior High School. In Elementary School it is important for the teacher to pay attention to some practical approaches to teaching children, namely: (1) intellectual development; (2) attention span; (3) sensory input; (4) affective factors; and (5) authentic, meaningful language. Furthermore, in conducting the teaching and learning in the classroom teachers need to avoid explaining grammar explicitly and also

stating the grammatical rules by using abstract terms. However, the teacher also should create fun and interesting activities in order to encourage the students to speak because the goal of the learning itself is to be able to communicate in English. Using media namely English songs and puppets believed to be able to improve the students' interest in learning and speaking skill. Songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning, while puppets helps students to interact with each other.

Efforts to improve students' speaking skills can be made through action research. The research participants including the principal, the English teacher and the researcher need to do collaborative work to reach success of the research. There are five steps in conducting action research. The first step is identifying the problems in the English teaching and learning process at grade IV of SD N Adisucipto II, the second step is planning the feasible actions to be carried out, the third step is implementing the planed actions, and the last one is evaluating the result of the implemented actions.

## **CHAPTER III RESEARCH METHOD**

This chapter covers the following sections: type of research, setting of the research, subject of the research, time of the research, instruments of the research, data collecting technique, data analysis technique, procedure of the research, and validity and reliability of the research data.

### **A. Type of Research**

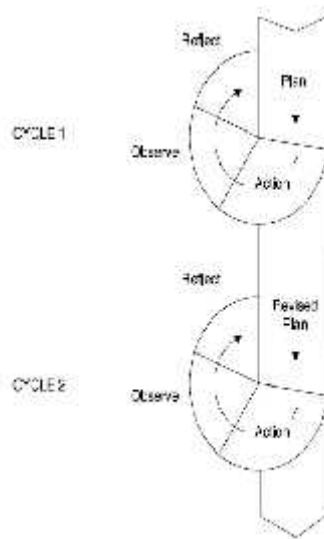
This research was an action research study. The structural research was adapted from the model proposed by Kemmis and McTaggart in Burns (1999). According to Winter and Munn-Giddings (2001: 8) action research is a study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding, captures the essence of the philosophy underlying the action research approach.

According to Burns (1999: 30), action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving collaboration and cooperation of researchers, practitioners and laymen. Some of those definitions suggest a number of common features which can be considered to characterize action research:

1. Action research is contextual, small-scale, and localized. It identifies and investigates problems within a specific situation.

2. It is evaluate and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaboration investigation by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the data which provides the impetus for change.

Action research occurs through a dynamic and complementary process, which consist of four essential steps: planning, action, observation, and reflection. The researcher and the other research team members collaboratively found difficulties and weaknesses of the speaking learning process, identified some problems, and planned and implemented the proposed actions. After that, the researcher and other research team members made evaluation, reflection and discussion related to the implemented actions.



**Picture 1: The cycle of action research**

Action research is research about something that happened in the society or target community, and the result will be received by that society. The main characteristic in action research is participation and collaboration between the researcher and the member of that target community. In this case, the target community was class IV in SD N Adisucipto II. This research was done collaboratively in the implementation. The researcher cooperated with one of the English teacher of the IV grade in SD N Adisucipto II.

## **B. Setting of the Research**

The setting of the research was at SDN Adisucipto II. It is located at Jalan Janti, Caturtunggal, Depok, Yogyakarta 55281. The school has six classes. There is only one class for each grade. The average number of students of each class is 24 students. They are from some different social backgrounds. Some are from Caturtunggal itself, and some others are from different places. Based on the researcher's observation on April 7<sup>th</sup> 2014, she found that the students of SDN Adisucipto II had some problems related to the speaking ability. Related to English learning and teaching activities, SDN Adisucipto II has two English teachers. The English subject is taught 1 time a week. Each meeting lasts for about 70 minutes.

The facilities supporting the English teaching and learning activities in the listening laboratory are a whiteboard, board markers, 12 student desk, 24 student chairs, a teacher desk, a teacher chair and a speaker. The research was done in March-

May. This research was conducted in three months, starting from making proposal to making report. The schedule could be seen in the table below.

**Table 3: Research Schedule**

No	Month	March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation: interview, observation.												
2	Making Proposal												
3	Making instrument												
4	Cycle 1												
5	Cycle 2												
6	Making report												

**C. The Subject of Research**

The subjects of this research were the IV grade students in SDN Adisucipto in the academic year of 2013/2014. The class consists of 23 students, 14 males and 9 females. This research was done in this class because of this class have the problem in speaking skills.

**D. Data Collecting Technique and Instruments of the Research**

The technique for collecting data aims to support the success of the research. It helped the researcher to get data and the information about the process of

improving the students' speaking skills by using English songs and puppets. Related to the research, the researcher used some techniques for collecting the data, namely:

### **1. Observation**

The researcher and the collaborator used observations because they wanted to know the fourth year students' activities in speaking skills in the speaking class. On the observation the researcher used observation sheet and interview guideline as the instrument for collecting data. The researcher observed the students' activity during the class and the teachers' way of teaching during the class. The researcher then interviewed the students and the teacher to get more information about the English teaching and learning process in the class IV. The researcher used recorder for recording the interview and video recorder for recording the teaching and learning process during the class and cell phone for taking the class situations' picture.

### **2. A Test**

Test was used to know the students' ability about speaking. The tests used in this research consist of pre-test and post-test. The pre-test was given to the students aiming to know their ability in the speaking skills before conducting the first cycle. The post test was be given to the students at the end of the second cycle. The test was in the form of description. The students were asked to describe the puppet that the researcher brought. The researcher used puppet as a pre-test instrument and score table for writing the students' speaking score. Those instruments were intended to get the data related to students' speaking skills.



### 3. Documentation

Payne and Payne(2004) stated thatthe documentary method is used in investigating and categorizing physical sources, most commonly written documents, whether in the private or public domain. Documents provide information which is relevant with the problems' investigation. There are many documents included in the research, they are: a course grid, a lesson plan and students' score. The documents that were used in this research were: names of the students, students' speaking score, and photographs and videos of the activities in the research.

### 4. Interview

Interview was used to get data about students' response after the teaching learning process. The researcher asked some questions, which were prepared to the respondents. The researcher interviewed the English teacher to get information related to the research. The researcher used the general interview guide to make the interview process runsmoothly. Furthermore, the detail instruments of the research were presented on the following table.

**Table 4: Instruments of the Research**

NO.	TECHNIQUE	INSTRUMENT	RESULT
1.	Observation	Observation's guideline	Fieldnote
2.	Test	Test of Speaking Skill	Score
3.	Interview	Guideline of interview	Transcript

## **E. Data analysis technique**

The qualitative data were analyzed from field notes and interviews during the research. Meanwhile, the students' speaking tests were scored by using speaking rubric. The data were analyzed in five stages proposed by Burns (1999). The first stage was assembling the data. In this stage the data were collected to be reread in order to state important points to show up the broad pattern and to classify them. The second stage was coding the data in which the data can be specified. The next stage was comparing the data that had been specified to see the repetition of the data pattern and the connection among the different data sources. The next stage was building interpretation. This stage developed explanation why particular patterns of interaction and attitude had come up in this project. The last stage was reporting in which the data were presented to others.

## **F. Procedure of the research**

### **1. Reconnaissance**

In this step, the researcher began to find out information concerning on the students' speaking skill. The researcher observed and interviewed the English teacher and the students of grade IV to identify the existing problems on the students' speaking skill. She also collected the information by observing the English teaching-learning process in grade IV. The problems existing based on the interview and observations were:

- a. The speaking class was seldom conducted in the class.
- b. The students also had a problem in pronunciation.
- c. The students had poor pronunciation and limited vocabularies.
- d. The students had low motivation in learning speaking.

After identifying the problems found, the researcher determined some plans to solve the problems on the students' speaking skill.

## **2. Planning**

The researcher and the English teacher planned the solution based on the problems. The solution should be in line with the nature of the problem and based on the relevant theories. In this case the researcher identified the problems related to the students' English speaking skill. After identifying the problems, the researcher and the English teacher made a plan about what kind of action would be carried out and prepared the instruments dealing with the action research.

## **3. Action and Observation**

After the lesson plans were agreed by both the teacher and researcher, the actions would be implemented in the class. The teaching and learning process was observed and recorded in the form of field notes and observation sheets. In this stage the researcher also identified some problems found during the teaching and learning process. During the teaching and learning process, the implementations were observed by the teacher to give the researcher feedbacks on her teaching technique. Then, they evaluated the implementation to improve the next action.

#### **4. Reflection**

The reflection would be done to know what happened in the actions and to know whether the objectives were achieved or not. If the actions carried out were successful, they would be continued. The reflection was from the observation and the interview with the English teacher and six students of grade IV. Based on the observations, notes, and records of the students' responses in the action, the research members discussed the implementation.

#### **G. Validity and Reliability of the research data**

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) were employed. Those five criteria are namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

Outcome validity is related to the notion of action leading to outcomes that are "successful" within the research context. This research solved more than one problem in the teaching-learning process, for example those which are related to speaking skills, motivation and involvement.

Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field

notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time initiated the process of this study.

Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes. In this case, the students and the teacher's responses to the changes occurring to themselves were asked.

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process fulfilled this criterion.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, the headmaster, and the students of IV class. The researcher triangulated the data by analyzing them using field notes of the teaching-learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes were used to record the activities done in the class and keep the supporting documents such as the lesson plan, and the students' recorded assignment. After that, the interview was conducted to reveal the students' feeling about the class activity and to get some comments, perceptions, and suggestions about the actions from the researcher.

## **CHAPTER IV**

### **THE RESEARCH PROCESSES, FINDINGS AND DISCUSSIONS**

This chapter presents the processes of the research, findings, and discussions. There are three sections in this chapter. The first section presents the reconnaissance step. The second section reports the implementation of the actions and discussion. The third one presents the result of the pre-test and the post-test of the students' speaking skills.

#### **A. Reconnaissance**

In this step, to identify the field problems, the researcher conducted some activities. First, the researcher did observations concerning the English teaching and learning process in IV class of SDN Adisucipto II Yogyakarta. Then, the researcher did interviews with the English teacher and the students.

##### **1. Identification of the field problems**

The research was started by gathering initial information from the English teacher and grade IV students of SDN Adisucipto II Yogyakarta. It was done by interviewing the English teacher and the students, observing the teaching and learning process, and conducting a pre-test. Some problems found by the researcher at the beginning of the study could be seen from the following vignette.

## Vignette 1

R and ET entered the classroom right after the bell rang. **The class situation was very noisy. ET controlled the situation.** The children went back to their seats. After that, ET checked the attendance list and opened the class by greeting them. The teacher greeted and the Ss answered her.

Then, ET explained why R was here to do observation because next week R would conduct research in that school especially in science class. After that ET reviewed the material they had learned before, and then ET explained the previous material and what will they have today. ET repeated some vocabularies they had in the previous material. Ss repeated the words after ET. **ET heard Ss pronounced incorrectly, so ET corrects the pronunciation.** Then, **ET explained today's material and but Ss still noisy.** ET wrote the material on the whiteboard. ET asked the Ss some questions related to the material but Ss cannot answer correctly, so ET warned the Ss to listen to her. **The ET explained once again. ET asked the Ss to make sentences and questions.** Ss made them with the help of the teacher. After that the bell rang, Ss had their first break.

15 minutes later the lesson started again. ET checked the Ss understanding by asking them the meaning of the sentences. ET asked the Ss one by one. Some Ss still found it hard to answer so the **ET explained again what they had today.**

ET helped the Ss by singing a song that she made herself. The Ss sang along. **R noticed that ET made a mistake in pronouncing the words.** After that **ET asked the Ss to write down the material in their note book and answer the questions in the English book.** Fifteen minutes later, the bell rang, so ET ended the class.

After the Ss left the class, ET and R left the class together while talking about the problem related to the students' speaking skill. ET said that Ss had low motivation in speaking English.

ET: English Teacher

R: Researcher

Ss: Students

The vignette above proves that the teaching and learning process did not run well. The class was very noisy and uncontrolled. The teacher's materials were less varied. The students had a low speaking ability. They were afraid of making mistakes

when they spoke in English. They also seemed uninterested in joining the lesson and kept making noise. The students also got a little opportunity to speak. The problem could be seen in the table below:

**Table 5: The Field Problems**

Categories	Problems
The use of the media	Teachers only used whiteboard as the media for teaching English.
The teacher's teaching style	Using the whiteboard to write the material. Using the English book for the exercise.
Students' interaction: with peers	Mostly disturbing their friends Talking to their friends during the lesson
with the English teacher	Limited to those who sit in the front rows
Students' participation	Limited to those who sit on the front Rarely volunteering in learning activities
Students' speaking habits	Listening the teachers' explanation Repeating the teacher
Students' speaking skills	On average, having problems in motivation of speaking. Having problems with the spelling and sounds

The observation above was also supported by the result of the interview with the English teacher which revealed the problems in the field below.

- 
- R: *Ohh begitu, jadi menurut Bu Erna, skill apa yang kurang dikuasai siswa?*  
(Ohh I see, so in Bu Erna's opinion, what skill is less mastered by the students?)
- ET: *Kalau menurut saya speaking dan reading... mungkin karena perbedaan cara membacanya.. karena guru juga banyak yang tidak pakai logat luar...*  
(I think, speaking and reading... maybe because the differences in the pronunciation.. because many teachers do not use foreign accent).
- R: *kesulitannya lebih ke kurang PD dan kurang konsentrasi tadi ya, Bu?*  
(The difficulties rely more on the problem related to less confidence and concentration, ma'am?)
- ET: *Ya kurang lebih seperti itu. Mereka udah malas duluan gitu untuk diajak ngobrol bahasa Inggris.*  
(Yes, more or less. They got lazy to talk in English.)
- R: *Memangnya biasanya bagaimana Bu Erna mengajarkan skill berbicara di kelas 4?*  
(So how do you usually teach the speaking skill in the 4th grade?)
- ET: *Kalau saya, saya suka pakai buku dan nulis di papan tulis. Sebetulnya kalau di SD kelas 4 kan belum yang speaking banget, baru kalimat simple.*



(For me, I like using books and writing on the whiteboard. Actually in the 4th grade their speaking skills are still limited in simple sentences.)

(Interview/07/04/2014)

From the interview, the researcher made notes to gather some problems found in the class as presented in Table 6.

**Table 6: The Field Problems in the English Teaching and Learning Process in IV Class for SD N Adisucipto II Yogyakarta**

No.	Field Problems	Code
1.	The students had low motivation in learning English, especially in speaking activities.	S
2.	The students were ashamed and unconfident to speak in English	S
3.	Some students were passive during the teaching and learning process	S
4.	The students lacked vocabularies.	S
5.	Many students used their mother tongue to have interaction during the lesson.	S
6.	Many students did not pay attention to the teachers' explanation.	TL
7.	The teacher did not give the students a speaking activity	T
8.	The activities that the teacher gave were less varied.	T
9.	The teacher only used whiteboard for explaining the material	T
10.	The tasks given by the teacher were not interesting enough.	MT
11.	The material made by the teacher is sometimes inappropriate.	MT
12.	The students had inadequate time to practice speaking during the lesson.	TL

S: Students T: Teacher TL: Teaching and Learning Process MT: Materials

From the identified problems above, the researcher then decided some crucial problems that were feasible to solve as presented in Table 7.

**Table 7: The Feasible Field Problems to Solve**

No.	Field Problems	Code
1.	The students had low motivation in learning English, especially in speaking activities.	S
2.	The students were ashamed and unconfident to speak in English	
3.	Some students were passive during the teaching and learning process.	S
4.	The students lacked of vocabularies.	S
5.	The tasks given by the teacher were not interesting enough.	T

S: Students T: Teacher

## 2. Identification of the field problems to solve

As stated in the beginning of Chapter I, the research only focused on improving the students' speaking skills through English songs and puppets.

Therefore, the research would only concern on solving the problems related to the students' speaking skill.

The researcher and the English teacher discussed the crucial problems to be solved. The students of Grade IV had lack of opportunities to learn speaking. This could be seen from the fact that they seldom had the opportunity to speak. It made them feel afraid and not confident to speak. Moreover, they had limited vocabulary. Also, they often got wrong in pronouncing some English words. Because of those existing problems, the English teaching and learning processes did not run effectively and successfully so that the researcher needed to solve them.

From the observations and the pre-test, the researcher noted that the students did not talk much. They were also shy to speak and afraid of making mistakes. Moreover, most students were still lack of vocabularies.

### **3. Determining the actions to overcome the selected problems**

After the researcher and English teacher discussed the crucial problems that needed to be solved, they agreed that those problems were related to the speaking skill. Then, the researcher and the English teacher agreed to do the following actions to improve the students' speaking skill.

- a. First of all, to get students' attention to the lesson, the researcher and the English teacher agreed to use puppets in explaining the material since the puppets were assumed to be interesting enough for the students.
- b. Next, in order to make the students familiar with English sounds and spelling, the researcher agreed to use English songs in every meeting.

- c. Then, to drill the students' vocabularies, the researcher and the English teacher agreed to use more classroom English and English songs in every meeting.
- d. In the relation to the teaching and learning process of speaking, the researcher and the English teacher agreed to use some kinds of appropriate speaking games for the students' speaking ability.
- e. Next, to make the students have more opportunities to speak English, the researcher and the English teacher agreed to use games and speaking performance related to the material.
- f. Finally, to make students more interested in the speaking class, they agreed to use an interesting topic for the speaking class and also interesting songs.

The researcher hoped that by applying English songs and puppets, the students of IV class of SD N Adisucipto II Yogyakarta in the academic year of 2013 / 2014 would be able to improve their English speaking skill and achieve the score of their English speaking skills at least 6.5 as the minimum passing criteria or *Kriteria Ketuntasan Minimal* (KKM).

#### **4. Action Plans**

The researcher planned to solve the fieldproblems by using some steps. The first step waswriting a course grid. The course grid consisted of the basic competence, indicators, learning materials (topic, function, vocabulary, key structure), and teaching learning activities.

Cycle 1 was conducted in two meetings. The basic competency for Cycle 1 was copying very simple expressions. Cycle 2 was conducted in two meetings. The basic competency for Cycle 2 was conversation to show actions involving language functions on: giving examples in doing something and giving commands. The media consisted of speakers, laptop, puppets and pictures. The English songs and puppets related to the activities were used in every meeting. They were used in every meeting to improve the students' speaking skill.

The second step was writing lesson plans for every meeting. There were four lesson plans in this research because the researcher got to the class to do the activities in four meetings. The lesson plans were made according to the course grid made before. All of the elements in the lesson plans were based on the course grid. The course grid and the lesson plans could be seen in the appendix.

## **B. The Implementation of the Actions and Discussions**

### **1. The Implementation of Cycle 1**

#### **a. Plans of Cycle 1**

In this planning session, the researcher and the English teacher determined the form of the pre-test and the use of English songs and puppets to be applied in Cycle 1. Then, she designed the lesson plans and the tasks. In order to know the students' achievement on their speaking skill, the researcher gave a pre-test in the first meeting on 14<sup>th</sup> April, 2014. The test was in the form of describing a puppet.

Cycle 1 consisted of two meetings. The use of English songs and puppets which were applied in Cycle 1, the researcher and the English teacher agreed to make the activities that would be used to improve the students' speaking skill. First, the researcher would use classroom English to check the students' vocabulary mastery. Second, the researcher and the English teacher planned to make many kinds of assignment in the form of speaking activity using puppets. The researcher would also check students' pronunciation. Third, the researcher and the English teacher planned to use interesting games to encourage the students to speak more. Lastly, the researcher used English songs to drill the vocabularies and make the students familiar with English songs and pronunciation.

In order to make the activity interesting, the topics of the songs were changed in every meeting. Therefore, the students would not feel bored in joining the speaking class. The researcher hoped that by giving an interesting topic the students would be more enthusiastic and interested in having the speaking class.

#### **b. Action and Observation in Cycle 1**

The pre-test was carried out in the first meeting on Monday, 14<sup>th</sup> April, 2014. The implementation using English songs and puppets in Cycle 1 was conducted in two meetings. The first meeting of Cycle 1 was conducted on Thursday, 17<sup>th</sup> April, 2014 and the second meeting was conducted on Saturday, 19<sup>th</sup> April, 2014. The actions were focused on implementing English songs and puppets which required the students to perform the puppet and the picture description. In this cycle, while the

researcher implemented the action, the teacher took notes at the back of the class to observe the teaching and learning process by fulfilling the observation checklist sheet. The data during Cycle 1 were collected through classroom observation and interviews.

### 1) 1<sup>st</sup> meeting

The first meeting was conducted on Thursday, 17<sup>th</sup> April, 2014. The theme of the first meeting was “*I Love my Family*”. First of all, the researcher stimulated the students by asking them to tell about their family. The researcher used English in the classroom. The students were still afraid to speak and then the researcher let the students answer in Indonesian first. Then, she explained the topic. The researcher played the first song entitled “*Finger Family*” and asked the students to listen carefully. Some students already sang the song and then the researcher used the *finger puppet* and sang along. The researcher sang the song with the students and also used the puppet. Then they sang together with music. After that the researcher asked the students to repeat the name of the role of the puppet together in English. They seemed to be enthusiastic and interested in repeating the words. Then she asked them to play listen and point to check their understanding.

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*S menirukan dengan baik dan senang ditambah dengan adanya finger puppets. P mengulang melafalkan nama-nama anggota keluarga dalam bahasa Inggris dan S menirukannya.*

(Ss imitated well and were happy to have the finger puppets. R repeated pronouncing the names of family members in English and Ss imitated them.)

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Ss: Students

R: Researcher

**Field note 4, April 17, 2014**

After that the researcher explained the materials. The researcher explained the material using the puppets. She introduced a family with the puppets. The researcher explained the puppets' name, age, and occupation. The students were listening carefully to the researchers' explanation. The researcher asked the students about the explanation using English. The students answered unconfidently. After that the researcher asked the students "*is it clear?*" and the students said "*yes*". Then the teacher asked "*is there any difficult words?*". The students answered that they still donot understand about jobs. So the researcher asked the students to mention what kind of occupation they know. She wrote them on the white board in Indonesian and English. The researcher pronounced the words and asked the students to repeat it. The researcher complimented the students' enthusiasm and checked their understanding. She asked the students to read the name of the occupation one by one. Some students mispronounced the words, and then the researcher corrected their pronunciation.

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*P mengecek pemahaman S dengan meminta masing-masing S membaca satu nama pekerjaan. P membenarkan pelafalan yang salah.*  
(R checked the Ss' understanding by asking them to read a name of occupation. R correted the false pronunciation.)

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**Field note 4, April 17, 2014**

The situation became noisy since the students tried to pronounce the words they just have got. Then the researcher said that they were going to play the last activity with the puppet. The researcher gave each students finger puppet. She explained that each puppet has its own role. The students got busy choosing the puppet they want. The researcher also divided the students into 4 groups. Then the

researcher gave them the role they got. The information written in the paper were name, age and occupation. Each student got different role.

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*Lalu P memberikan finger puppet kepada masing-masing S berikut dengan perannya. S dibagi menjadi 4 kelompok dan S diminta untuk bertanya pada masing-masing temannya: nama, umur dan pekerjaan mereka.*

(Then R gave the finger puppet to each S along with their role. Ss were divided into 4 groups and were to ask to each of their friends about name, age, and occupation.)

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**Field note 4, April 17, 2014**

The students looked at their own role carefully. Then the researcher explained the activity. She explained that one group means one family and the information they got is the clue to know the role of each person. The researcher asked whether the students know how to ask the name, age and occupation to the others, the students said they did not know how to ask ones' occupation. So the researcher wrote it on the whiteboard. The students look confused so the researcher explained the activity again in Indonesian while approaching the groups. After that, the students understand what they have to do. The researcher gave them 3 minutes to discuss with their friends. They cannot show the paper to their own friends. The researcher looked around and checked the groups. The situation became noisy since they were engage in discussion. Some groups finished quickly. The researcher asked the students to perform in the front of the class. They had to introduce their role with the groups. The researcher demonstrated the performance first and then the students started the performance. Even though they were still shy, the researcher encouraged them and complimented their effort. The activity ended after the last group performed their performance. Then the researcher wrapped up the lesson of the firts meeting.



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*P menyelesaikan menulis nilai S terlebih dahulu, kemudian setelah selesai P mereview pelajaran pada hari tersebut. S menjawab dengan antusias mengenai apa saja yang mereka pelajari hari itu. P bertanya kepada S apakah ada hal yang belum jelas saat pelajaran berlangsung, S menjawab tidak ada. Kemudian P menutup pelajaran pada hari itu.*

(R finished giving score to Ss first, and then reviewed the materials on that day. Ss answered enthusiastically about what they had learned that day. R asked Ss whether they still had not understood the materials yet. Ss answered that they understood. Then R ended the lesson that day.)

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**Field note 4, April 17, 2014**

## 2) 2<sup>nd</sup> meeting

The second meeting was conducted on Saturday, 19<sup>th</sup> April, 2014, with a topic on “*Body and Face*”. The meeting was started by asking the students some questions about parts of the body. The students answered the questions loudly in Indonesian. The researcher asked again how to say in English. Some students still did not know how to say in English so the teacher played the “*head, shoulder, knees and toes*” song. The students looked excited to listen to the new song. The researcher played the song twice while matching the moves with the parts of the body. The researcher also wrote the words on the whiteboard. Then the researcher explained the song with the move. Then she asked the students to do together with her. Some students still found difficulty in singing correctly so the researcher asked them to sing in groups according to their line. The researcher corrected the students’ pronunciation and then asked them to sing it once together again. Then the researcher took out the puppet and the class became noisy again. They became more (excited) when they looked at the puppet. Then the researcher asked them to give a name to the puppet.

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*P mengeluarkan puppet dan S menjadi sangat bersemangat. P meminta S untuk memberi nama untuk puppet yang ia bawa.. (R showed the puppets and Ss became so enthusiastic. R asked Ss to give name to the puppets that they held. )*

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**Field note 5, April 19, 2014**

In this stage, the researcher gave the students stimulation before she explained the topic to them. She asked them to mention any parts of the body they know. Most of the students answered in Indonesian. The researcher wrote the words on the whiteboard. The researcher used the puppet to explain the parts of the body in English. She also wrote the words on the whiteboard. In this meeting, the researcher wanted to encourage the students to speak more and be more active in speaking. So, the researcher asked them to play “listen and point”, the students shouted the name of the body parts of the puppet that the researcher point at.

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*P mengulang kosa kata dalam bahasa Inggris sekali lagi dengan menggunakan puppet. Lalu P mengecek pemahaman S dengan mengajak S bermain “Listen and Point”. (R repeated vocabularies in English once again by using puppet. Then R checked the Ss’ understanding by inviting the Ss to play “Listen and Point”).*

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**Field note 5, April 19, 2014**

The last activity was playing “*Simons’ says*”. The students looked a little bit tired so the researcher decided to bring the one who answered incorrectly in the front of the class and sing the “*head, shoulder, knees and toes*” song. The students seemed to be more interested. The researcher explained the game and gave the example to the students. Since the game is easy the students did not look tired anymore. Then they tried to play with the others while the researchers scoring for them. The game became more interesting when some students made mistakes and were asked to come forward. After 7 students stood in the front, they sang the song together as penalty. After that they went back to their seats and the researcher wrapped up the lesson that

day. The researcher asked the students if they had any question about the lesson but the students said no. Next, the researcher closed the lesson for that day.

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*Lalu S yang maju ke depan memimpin S lain untuk menyanyi lagu “head, shoulder knees and toes” dengan gerakannya. Setelah itu P bertanya apakah ada yang masih belum mengerti tentang pelajaran hari ini. S menjawab tidak ada. (Then S came forward to lead the other Ss to sing a song “head shoulders knees and toes” with some movements. After that, R asked whether they had not understand some materials on that day. Ss answered that they understood.)*

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**Field note 5, April 19, 2014**

### **c. Reflection of Cycle 1**

After implementing the action, the researcher and the collaborator evaluated the action. The discussion was done based on the observations in the teaching and learning process, the students’ and the collaborator’s opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

From the first until the second meeting in Cycle 1, the researcher always used classroom English to motivate the students. She used English when she explained the materials and asked the students some questions. Sometimes she used Indonesian when the students got difficulties in understanding. They answered the researcher’s questions using both English and Indonesian. The researcher also gave the students some interesting activities using interesting songs. Different English songs used in every meeting to avoid boredom. The English teacher gave positive responses to the researcher as shown in the following interview.

- R : *Menurut Ibu Erna bagaimana media yang saya gunakan.. English songs dan puppet selama 1 cycle dalam 2 kali pertemuan kemarin? (In Miss Erna's opinion, how is the media that I used. the English songs and puppets for 1 cycle in the last 2 meetings?)*
- ET : *Sudah bagus Miss, saya lihat anak-anak juga udah mulai keliatan bedanya. Saya kan pertamanya kan takutnya anak-anak jadi nakal gitu sama orang baru, sama guru baru maksudnya... hahaha tapi nggak kok, mereka senang. Itu yang paling penting pertama. Terus kalau penggunaan medianya. dari 2 kali pertemuan ini...saya rasa sudah cukup bagus.. sama materinya juga pas.*  
*(It's been good, Miss. I saw that they children have shown some differences. At first, I was afraid if the students might be naughty to new person, i mean the new teacher...hahaha but there's nothing to worry about, they are happy. That's the most important thing. After that, about the use of media, from these 2 meetings.. I think it's been pretty good and the materials are appropriate as well. )*

R: Researcher ET: English Teacher **(Interview 9 line 3-4, April 19, 2014)**

There were two English songs that the researcher used in her research, “*Finger Family*” and “*head, shoulder, knees and toes*”. Those songs were very easy to listen to and consisted of many new vocabularies that the students were less familiar with. Therefore, the students did not feel bored in the class because they always listened to some different interesting songs in every meeting. The activities could improve the students' vocabulary mastery. Besides, they became more active to speak since they were singing together.

- R : *kalau dari kemampuan bicaranya bagaimana, Bu? Anak-anak di kelas*  
*How about the speaking skill of the students in the class? )*
- ET : *Saya lihat karena miss Vero pakai lagu dan permainan yang banyak bicaranya mereka jadi lebih banyak bicara sekarang. Miss vero juga sering ngulang-ulang gimana cara bacanya, cara ngomongnya kan jadi lebih bener juga daripada saya.*  
*Hahahaha*  
*(I think because Miss Vero used a lot of songs and games, the students talked more now. Miss Vero also always repeats how the words are pronounced, so they speak better than me. Hahahaha)*

**(Interview 9 line 11-12, April 19, 2014)**

In order to make the speaking class more interesting, the researcher used puppets for explaining the material. The students found it interesting to listen to the

explanation while looking at the puppets. Therefore, the students did not feel bored in the class because they always got the chance to play with the puppet and also sing together with their friends. There were two topics in Cycle 1. They were “*I Love my Family*” and “*Body and Face*”. Based on the interview conducted after the action of Cycle 1, the researcher found the students were interested in both topics taught in their speaking activities. It can be seen in the following interviews.

- R : *mau tanya soal pelajaran sama Miss Vero 2 kali ini, gimana menurut Devi?*  
(I want to ask about these 2 meetings with Miss Vero. What do you think?)
- S : *Asik Miss, Miss nya lucu, pake boneka juga, masih tak simpen lho bonekanya Miss*  
(It’s exciting, Miss. Miss Vero is funny, used dolls also. I still keep the doll.)
- R : *Oya? Makasih Ya.. kamu suka pelajarannya? Nggak bosen?*  
(Really? Thanks. Do you like the lesson? Are you bored?)
- S : *Nggak Miss, seru asik!! Yang heaaaad, shoulder knees and toes knees and toooes itu aku suka miss, aku masih hafal lho Miss*  
(No Miss, it was exciting. The one with “head, shoulders, knees, and toes..knees and toes” I like that one. I still memorize it well.)

R: Researcher                      S: Student                      **(Interview 11 line 3-6, April 19, 2014)**

- R : *Iyaa.. kamu yang ke-3. Hehehe.. mau Tanya nih soal pelajarannya sama Miss Vero, gimana menurut Yudha pelajarannya?*  
(Alright..you are the 3rd one. Hehehe.. I want to ask about these 2 meetings with Miss Vero. What do you think, Yudha?)
- S : *Menurutku? Asik, lebih rame kelasnya Miss. Aku suka heaaaad, shoulder knees and toes.*  
(In my opinion? The class became exciting and cheerful. I like “head shoulders knees and toes”.)
- R : *Ohh kamu juga suka head shoulders knees and toes ya? Devi juga tadi.. menurutmu lagunya nggak sulit? Kamu suka belajar pake lagu jadinya?*  
(Ohh..you also like “head shoulders knees and toes”. Devi also likes it. Do you think the song is a bit difficult? So you like to learn using songs, don’t you?)
- S : *Yaa suka, soalnya gampang Cuma ini, ini, ini... nggak sulit*  
(Yes, I do. Because it is easy. Only this, this, this.. not difficult)
- R : *Ohh gitu.. kalau pake bonekanya gimana?*  
(Ohh I see..So how about using dolls?)
- S : *Suka juga, bisa main-main. Trus ditunjuk-tunjuk.*  
(I like it, too. I can play with it. And pointing it, too.)

**(Interview 12 line 3-8, April 19, 2014)**

In conclusion, the implementation of the speaking class by using English songs and puppets in Cycle 1 was generally successful in improving the teaching of

English speaking skill practices and students' involvement. The English songs that the researcher gave to the students could help them improve their speaking skill especially in pronouncing English sounds and pronunciation. English songs were able to improve the students' vocabulary mastery skill in the practice of teaching speaking skills and puppets made them more interested in joining the speaking class in the first cycle. Most of them were actively engaged in the activities.

The interviews held after the actions indicated that they were enthusiastic about the activities. But some students still found it difficult to pronounce some words since they heard them for the first time. To overcome that problem, the researcher corrected the pronunciation and played the songs once again so that the students can find the correct pronunciation by themselves. The students also said that the first activity was too many and difficult. So, to overcome that problem, the researcher used simple activity for the next cycle.

## **2. The Implementation of Cycle 2**

### **a. Plans of Cycle 2**

After implementing the actions in Cycle 1, the researcher and the English teacher did a reflection. Based on the reflection in the first cycle, they agreed to continue the similar actions, used classroom English, used English songs for improving their speaking skill and vocabulary, also use puppets for explaining the material to the students and lastly, some kinds of speaking assignments that increased the students' speaking ability.

The English teacher gave the researcher idea to add picture and drawing activity for the assignment in order to make the students more interested. Based on the reflection in the first cycle, some of the students still had difficulties in pronunciation, so that the researcher planned to drill them some vocabulary. In Cycle 2, she would ask them to describe something for checking the students' understanding. By describing, the researcher expected that they would have better score in the speaking activity.

Still the same as in the first cycle, in the second cycle the researcher and the English teacher agreed tried to apply interesting topics for the English songs in order not to make the students bored. The topics were changed in every meeting. Besides, to make the students more active the researcher gave the same opportunity for all students to speak up more in the classroom.

## **b. Action and Observation in Cycle 2**

### **1) 1<sup>st</sup> Meeting**

The first meeting of the second cycle was on Friday, 2<sup>nd</sup> May 2014. The topic of the meeting was "*Body and Face*", but she was focused on the face. In this cycle, the activities were almost the same as in the Cycle 1. The researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson.

In the first meeting in Cycle 2, the researcher started the presentation by asking about the material they have got on the last meeting. The students seemed so

enthusiastic in answering and some students started singing the “*head, shoulder, knees and toes*” song. The researcher played the songs once again and asked the students to sing the song together. Then the researcher explained the material which was similar to the last material. The researcher asked the students which part of face that they like the most. Then she asked about how was her face and asked the students to describe her face. The students answered in Indonesian and the researcher wrote the words on the whiteboard.

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*P bertanya pada S bagian dari wajah apa yang S suka dan menurut S bagaimana wajah P. S menjawab dengan baik. S menjawab dengan bahasa Indonesia dan P menuliskannya di papan tulis.*

(R asked Ss about which part of face that they like and what Ss think about R’s face. Ss answered well. Ss answered with Indonesian and R wrote on the board.)

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**Field note 6, May 2, 2014**

Then the researcher brought the puppet and the students became more interested after they saw the puppet again. The researcher explained the material with the puppet and wrote the words in the white board. The researcher asked the students to repeat all the words after her. Then for checking the students’ understanding, the researcher asked the students to play “*Simon Says*”. The students had played the game before so the researcher did not have to explain the rule again. The students looked focused on the researcher. The students seemed to understand quickly that the game ended very fast. Then the researcher jumped to the next activity. On the next activity the students should guess the person in the classroom that the researcher described. The researcher described 3 students in the classroom. After describing 3



students, the students seemed to be ready enough to do a performance in the next activity.

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*P menyebutkan cirri-ciri 3 S dan S berebut menjawab Beberapa S dapat menjawab kuis dengan benar. (R mentioned characteristics of 3 Ss and they other competed to answer. Some Ss could answer the quizzes well.)*

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**Field note 6, May 2, 2014**

The researcher gave each student papers and asked them to draw their family members' face. The researcher gave 5 minutes for the students to draw. She also checked the students' work. In the last teaching and learning process, the students had to describe the picture they made. Each student got the same opportunity. The researcher and the English teacher scored to the students. The students described the picture quite well, their pronunciation was also getting better from the last meeting. The activity ended after the last group performed their performance. Then the researchers wrapped up and end the lesson that day.

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*Setelah itu P membagikan kertas dan meminta S untuk menggambarkan wajah salah satu anggota keluarga mereka. S diminta untuk mendeskripsikan gambarnya. S dapat mendeskripsikan dengan baik meskipun pelan-pelan. P dan GBI memberikan nilai saat S mendeskripsikan. (After that, R gave paper and asked Ss to draw one of their family members. Ss were asked to describe their drawing. Ss can describe well eventhough they did it slowly. R and ET gave score while Ss were describing. )*

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**Field note 6, May 2, 2014**

## 2) 2<sup>nd</sup> Meeting

The second meeting was conducted on Saturday, 3<sup>rd</sup> May, 2014. The researcher began the lesson by asking the students about material of the previous meeting. The students answered very well. Then the researcher asked the students their favorite clothes. The students answered enthusiastically. The researcher listened

to the students answer while writing their answers on the whiteboard. Most of the students answered in Indonesian. The researcher asked the students how to say those words in English. The students hesitated to answer. Then the researcher played the “*My Clothes*” song. The students carefully listened to the song. The researcher asked the students what clothes that they heard from the song. The students became very noisy and asked the researcher to play the song once again. Then the researcher played the song once again. The researcher asked the students whether the song is difficult or not, and then the students said the song was not difficult. Then the researcher asked the previous question. The students answered it and the researcher wrote the lyric in the whiteboard. The students answered it right. The researcher played the song again and sang together with the students.

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*Lalu P menulis lirik di papan tulis dan mengajak S untuk menyanyi dengan lirik yang telah P tulis di papan tulis. Setelah 2 kali mencoba, mereka menyanyi dengan music. (And then R wrote lyrics on the board and asked Ss to sing with they lyrics on the board. After trying twice, they sang with music.)*

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**Field note 7, May 3, 2014**

The researcher showed the puppet and explained material using the puppet. The researcher explained the clothes that the puppet wore by using “I am wearing....”. The researcher asked about the color of the puppets’ clothes and the students had already known. Then the researcher explained the clothes that she wore that day. Some students also mentioned the clothes. Then the researcher asked the students, “What do you wear today?”. The students still hesitated to answer. The researcher repeated the explanation before and asked the students again. Some students could answer it right. The researcher explained the answer and wrote it on

the whiteboard. The researcher asked the students once again then they answered together. Then the researcher checked their understanding by asking the students to mention their favorite clothes and their color in the terms of “I am wearing...”. The researcher also corrected the students’ spelling.

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*Setelah itu P meminta S untuk mendeskripsikan baju yang dia pakai, karena mereka memakai seragam yang sama, P meminta S untuk mendeskripsikan baju yang berbeda sesuai keinginan mereka. S satu persatu mendeskripsikan baju kesukaan mereka, ada yang panjang dan ada yang singkat. P mengoreksi kesalahan S. (After that, R asked Ss to describe the clothes they were wearing. Because they were wearing the same uniform, R asked them to describe different clothes as they wish. Ss describes their clothes one by one. Some Ss had long paragraphs and some others had short ones. R corrected the Ss’ mistakes.)*

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**Field note 7, May 3, 2014**

For the last activity, the researcher distributed some pictures of a person wearing colorful clothes. Each student picked one picture and had to describe the clothes that he/she wears. The researcher gave 2 minutes to prepare the description. The students may prepare the description by writing some notes. After 2 minutes the students described the picture they got and the researcher give score to their performance. The activity ended after the last student performed her performance. Then the researchers wrapped up the lesson today and end the lesson today.

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*P meminta S untuk mendeskripsikan satu persatu sesuai dengan urutan absen. S bisa menjelaskan dengan lebih baik dari latihan. P dan GBI memberikan nilai saat S maju. P memperhatikan S sambil memberikan nilai.. (R asked Ss to describe one by one using their student’s number in order. Ss can explain better than in the rehearsals. R and ET gave score when the Ss performed. R paid attention to Ss while giving score to them.)*

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**Field note 7, May 3, 2014**

At the second meeting in Cycle 2, the researcher gave more speaking performance to check their speaking skill, especially in pronunciation and vocabulary mastering. It could be seen from the use of describing something in both meetings.

She also gave the source of English songs to drill their speaking skill in the beginning of the meeting.

### c. Reflection of Cycle 2

Having implemented the actions in Cycle 2, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the English teacher and the students after the actions were implemented. The English songs and puppets used in Cycle 2 could improve students' motivation in learning the materials. Many of them tried to answer the questions using English according to their knowledge. And sometimes the researcher corrected their vocabulary mistakes. This cycle indicated that the students' speaking skill and the teaching-learning process improved.

- R : *Iya, Bu terimakasih.. menurut Ibu Erna bagaimana media yang saya gunakan.. English songs dan puppet selama 2 cycle dalam 4 kali pertemuan kemarin?*  
(Yes, ma'am. Thank you. What do you think about the media that I used..I mean the English songs and puppets during 2 cycle in the last 4 meetings?)
- ET : *Bagus, bagus sekali. Kalau saya lihat dari yang pertama sama yang ini .. murid-murid makin aktif, ngomongnya lebih banyak anak-anak jadi tahu banyak lagu-lagu bahasa Inggris juga, langsung dengar dari audio gitu bukan saya. Hahahaha. Jadi pelafalannya juga meningkat bagus.*  
(Good..It's really good. If I compare it with the first meeting and this meeting..the students are more active, they speak more. The students also get to know many English songs. They listen directly from the audio instead of from me. Hahahaha. So they pronunciation has improved.)
- R : *Kalau dilihat dari muridnya bagaimana Bu? Ada perubahan signifikan dari pertemuan-pertemuan yang kemarin?*  
(How about the students, ma'am? Is there any significant changes after these meetings?)
- ET : *Iya ada. Mereka jadi lebih aktif jawab, ngomong bahasa Inggris juga sudah mulai mau gitu. Artinya sudah nyaman ya, sudah nggak takut lagi.*  
(Yes. They are more active to answer questions. They are also willing to speak in English. It means that they feel comfortable already, they are not afraid anymore.)

**(Interview 20, line 3-6, May 07, 2014)**

The students felt the speaking skills improved during the Cycle 2. Many of them had improvement in the vocabulary mastery, English pronunciation after having speaking activities through English songs and puppets. It could be seen from the following interviews.

- R : *Ohh OK, makasih.. menurut kamu kemampuan ngomong bahasa Inggrisnya Hendra jadi nambah nggak? Jujur ya..*  
(Ohh OK, thank you. Do you think that your English speaking skill has improved? Please be honest..)
- S : *Nambah Miss. Nambah kok..*  
(Yes, it has, Miss. It has. )
- R : *Ouuh, baguuss.. ngerasa lebih semangat nggak belajar pake musik sama boneka kayak kemarin?*  
(Ouhh, good. Do you feel more enthusiastic learning English with music and puppets like yesterday?)
- S : *Iya Miss, nggak bosan*  
(I do, Miss. I don't feel bored)
- R : *Berarti Hendra ngerasa ada kemajuan ya di pelajaran bahasa Inggris?*  
(So it means that your skill in English subject has improved?)
- S : *Iya ada Miss*  
(Yes, It has, Miss)
- R : *Ohh OK, makasih.. menurut kamu kemampuan ngomong bahasa Inggrisnya Hendra jadi nambah nggak? Jujur ya..*  
(Ohh OK. Thank you.. Do you think that your English speaking skill has improved as well, Hendra?. Please be honest...)
- S : *Nambah Miss. Nambah kok..*  
(Yes, it has, Miss. It has).

**(Interview 15, line 7-12, May 07, 2014)**

In Cycle 2, the researcher focused on the vocabulary more than in Cycle 1. She asked the children to mention the vocabulary themselves and help them with the English. She also repeated the words as vocabulary drilling. The researcher and the English teacher found that the students now had more vocabulary than before. The English teacher also gave positive remarks upon the teaching-learning process.

- R : *Wah, syukur deh.. hahaha saya sudah khawatir kalau nggak berhasil bikin murid-murid jadi nyaman di kelas..Nah, kalau dari vocabnya Bu?*  
(I have been worried about making the students feel comfortable in the classroom. What about the vocabulary, Mam?)
- ET : *Ya, itu juga banyak. Kan waktu awal kemarin malah blas nggak mau ngomong*

*apa-apa waktu disuruh ndeskripsiin boneka itu to? Tadi sudah banyak vocab yang keluar, kalimat juga udah mulai betul. Dari nilainya juga sudah kelihatan. Saya senang!*

(Yes, that was also improved. In the beginning they even did not want to say anything while being asked to describe the puppets, right? Today there were many words produced, the sentence also getting better.)

**(Interview 20, line 7-8, May 07, 2014)**

The interview script above shows that the students' vocabulary improved. The students also show improvement in comprehending the lesson. They showed positive attitudes during the lessons. They did the activity better than before. It was because they know more vocabulary and know how to say it; and the students became more confident to speak. Therefore, the researcher was able to evaluate the students' performance better. In some previous meetings, many of the students were very shy to speak.

At the end of the actions the researcher could get the students' attention that led the children to be more focused on the lesson and explanation. By using the English songs and puppets, the children felt more interested in joining the lesson which was hard to find the previous meetings. The English teacher believed that the students could get a better score because they enjoyed the speaking class.

R : *Kalau dari keadaan kelas bagaimana, Bu? Terlihat menikmati atau tidak anak-anaknya Bu?*

(How about the class situation, Mam? Did the students enjoy it?)

ET : *Iya, menikmati.. menikmati. Mungkin karena aktivitasnya beragam trus pakai permainan juga jadi anak lebih seneng. Kalau nggak seneng nggak mungkin naik nilainya, ya to? Hahahah*

(Yes they did.. maybe because of the various activities and games made the students happier. If they did not enjoy it, their score would not be improved, right?)

**(Interview 20, line 11-12, May 07, 2014)**

The students were also invited to give their comments about using English songs and puppets in the teaching and learning of speaking. The following script is one of the interviews with the students at the end of the second cycle.

- R : *Hhmm... OK..nah kamu ngerasa kemampuan speakingnya nambah nggak Raras?*  
(Do you think that your English skill has improved, Raras?)
- S : *Nambah Miss, soalnya sama Miss Vero banyak ngomongnya di kelas.*  
(Yes I do, Miss. Because we could talk more with Miss Vero in the classroom.)
- R : *Jadi lebih semangat nggak belajar bahasa Inggrisnya pake lagu sama boneka kemarin?*  
(Do you feel more enthusiastic in learning English with music and puppets like yesterday?)
- S : *Iya Miss, asik soalnya*  
(Yes Miss, because it was exciting)
- R : *Ohh gitu.. materi yang di pake Miss Vero sulit nggak?*  
(Is the material difficult for you?)
- S : *Nggak kok Miss lagunya gampang*  
(No Miss, the song is so easy)
- R : *Kalo materi sama permainannya gimana? Suka nggak? Gampang dimengerti nggak?*  
(how about the material and the game? Do you like it? Is it easy to understand?)
- S : *Iya kok Miss. Suka!*  
(Yes Miss, I like it)
- R : *Kalau gitu masih takut ngomong pake bahasa Inggris nggak sekarang?*  
(Then, are you still afraid of speaking in English? )
- S : *Kalo sekarang nggak Miss, lebih berani malah*  
(Not for now, Miss. I feel more confident now)
- R : *Kalau dulu tuh masih takut kenapa sih?*  
(So why are you afraid then?)
- S : *Soalnya kan takut salah ngomong Miss, nanti nggak diketawain kalo salah*  
(Because I am afraid of making mistakes, Miss, they will laugh at me if I made a mistake)

(Interview 17, line 9-20, May 7, 2014)

## C. General Findings and Discussions

### 1. Cycle 1

In Cycle 1, there were some problems related to speaking skills that have to be solved. First of all, the students had low motivation in learning English especially in learning activities and they were also unconfident to speak in English on the

previous meeting. In order to solve this problem, the researcher agreed to use speaking performance as their last activity. In this activity the students got the opportunity to speak up or have conversation with their friends. The researcher found that the students became more active because they did the activities together with their friends. They talked to one another and had to solve the problem together.

Next is the students' attention to the researchers' explanation. In the previous meeting with the teacher, the students were very noisy and did not listen well to the teacher. Therefore, the researcher and the teacher agreed to use puppets for explaining the material. Since it was something new for the students, especially in the first meeting, the students gave their full attention to the finger puppets used by the researcher. The students found it interesting to look at the puppets and used them in the last activity. In the second meeting the students could point the puppets' body parts well.

After that, in the previous meeting the researcher found that the students made mistakes in pronouncing the words because they were not familiar with the English sounds and pronunciation. In this case the researcher used the English songs. The students said that they never listen to any English song, except the songs that the teacher taught them, so they never got a chance to hear the correct sounds of English in the class. In this cycle, the researcher used 2 different English songs and played more than once so that the students could listen to it well. The researcher also corrected the pronunciation and asked to the students to check by themselves from the



songs. Since they found it by themselves, hopefully it would be easier for them to remember.

The last is the students' speaking opportunity. In the previous meeting with the teacher, the students only got a little time to practice speaking. During Cycle 1, the researcher used games related to speaking and speaking activity to make the students speak more. The researcher used speaking games to check the students' understanding and asked them to perform something in front of the class so the students got more time to speak than before.

For instance, the implementation of speaking by English songs and puppets was generally successful in improving the teaching of English speaking skills practices and student's involvement. English songs and puppets were used to improve the students' speaking skill and made the students more interested in the class. Most of students were actively engaged in the activities. Based on the interviews held after the action, those indicated that they were enthusiastic in the activities.

## **2. Cycle 2**

After conducting some actions, the students have improved in four main issues addressed in this research. Firstly, the students' vocabularies were increased during the first cycle. By using the English songs the students could get more new vocabulary. The researcher also asked the students some vocabularies related to the material and helped them with their English speaking skills. The actions in Cycle 2 were aimed to get better achievements of the learning indicators for speaking and establish a conductive teaching and learning process.

Secondly, in terms of the speaking skills, the students became more familiar with the English sounds and comfortable to speak English. They could speak more than before in individual tasks. The students also became more competitive than before while playing the game. Thirdly, the various activities make the materials given by the researcher interesting enough, so they did not get bored in the class. The researcher also added the drawing activity and brought some pictures.

The last, giving reward to the students who had highest score in every assignment was effective to motivate the students in learning speaking skills. Moreover, the students also love to play and joke around. The researcher once asked the students to lead to sing a song when they got wrong in doing the game. The students became more competitive because of that and also pay attention to others.

Classroom English in every meeting also made the students' vocabulary skill improved. In Cycle 2, there were many of them tried to answer the questions using English, although they still had some vocabulary mistakes. The researcher also paid more attention to the students' sentence production and sometimes corrected their vocabulary mistake.

The English songs and puppets were successful to make the students interested in learning speaking. Drilling the students some vocabularies with English songs could make them speak English correctly. They had better score since they could speak more than before. Using different topics in each meeting could make the students enjoy with the activities. They were not bored because they listened to the different songs and they did various activities.

#### **D. The Results of the Speaking Test**

The use of the English songs and puppets with applying some activities was successful in improving the students' speaking skill in two Cycles. That finding could be inferred from the observations of the teaching and learning process, and the interviews with the students and the teacher. Besides, it was also supported by the result of the pre-test and the post-test of the students' speaking skill. The researcher conducted the pre-test on Monday, 14<sup>th</sup> April 2014. In this speaking test, the students were asked to describe a puppet. The topic of the pre-test was describing people. There was only one assignment in the test. The researcher had made score table to gather all of the students' score.

Meanwhile, the post-test was conducted on Wednesday, 7<sup>th</sup> May 2014. The topic was still the same. The students were asked to describe the same puppet as in the pre-test. To assess the students' speaking skill in the post-test, the researcher also made score table of the test. The students' speaking scores in the pre-test can be seen in the Appendix. Meanwhile, the summary of the result of the pre-test can be seen in the table below:

**Table 8: The Result of the Students' Speaking Skill Scores in the Pre-test**

<b>Data</b>	<b>Pre-Test</b>	<b>MEAN</b>
Total	141.87	6.222
Number of the Students	23	23

From the table8, based on the researcher’s assessment, it was found that the mean of the students’ speaking skill score was 6.22. From that assessment, it can be inferred that the students’ speaking skill was low because the minimum passing criteria (KKM/*Kriteria Ketuntasan Minimum*) of the English subject in this school was 6.5.

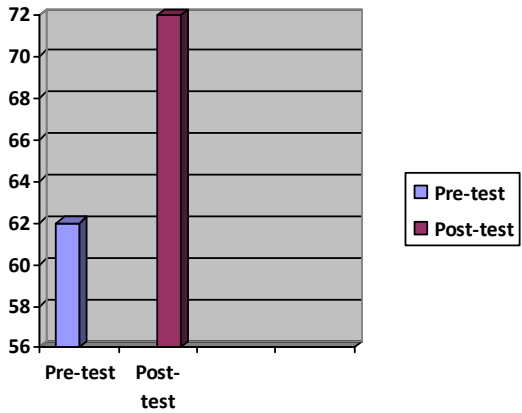
In the post test, the researcher reviewed the students’ speaking skill scores by using the same score table. The result of the students’ speaking scores in the post-test can be seen in the Appendix. The summary of the students’ speaking skill in the post-test was presented in Table 9 below.

**Table 9: The Result of the Students’ Speaking Skill Scores in the Post-test**

<b>Data</b>	<b>Post-Test</b>	<b>MEAN</b>
Total	166.625	7.2638
Number of the Students	23	23

Based on the table 9, from the researcher’s assessment, it was found that the mean of the students’ speaking skill score was 7.26. Thus, almost the students had passed the minimum passing grade (KKM). From that result, it could be concluded that the students’ speaking skill had improved since the means of the students’ speaking skill score had improved. The table shows that the mean is6.22 in the pre-test, while in the post-test is7.26.

To make the data clearer, the researcher presents the data in the following chart:



**Figure 1: The chart of the students’ score improvement from the pre test and the post test**

**E. Discussions**

At both Cycles, students were given short English songs. The duration of the song material was not more than one minute. At this cycle students seemed enthusiastic to listen to the material. Medina (2002) stated that the greatest advantage of using songs and music in the enjoyable experience they bring to students and the relaxed atmosphere created in a class. The more relaxed students are, the more receptive to learn they are. In addition, through songs, students are exposed to authentic examples of the second language.

In addition, Krashen in Schoepp (2001) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present. Schoepp (2001) adds that songs are one of the media that achieve a weak affective filter and promote language learning, and can be used to

present topic, practice language, stimulate discussion of attitude and feelings, provide a comfortable atmosphere and bring variety and fun to learning. By using the English songs, the researcher also aimed the students to be more familiar with English sound and be able to improve the speaking skill especially the pronunciation. The researcher played the song more than once to make let the students listen to the pronunciation well. When the students got the pronunciation wrong, the researcher also played the song again after correcting the mistake in order to let them heard the correct one.

Using puppets in the classroom is one of the ways to encourage students to learn English. In Cycle 1 the students were given a task to ask the others and found information using a puppet. The students became more active and busy trying to talk to others in order to get the information. It can be seen that the puppet helped the students to speak more. Ozdeniz (2000) states that puppets can encourage the students to experiment more with the language and ‘have a go’ when they may have otherwise remained silent. He also stated that when a child speaks through the puppet, it is not the child who is perceived as making errors but the puppet, and children find this liberating.

As the previous discussion, the researcher and the English teacher discussed the material before conducting the research. The researcher also adapted the materials which are appropriate with the students’ speaking skills. The researcher would make the students feel interested first in the class, so they would enjoy the material.

The researcher and the collaborator decided to end the research in Cycle 2 because they saw that the students’ speaking skills had improved. In conclusion, the

differences of teaching and learning process of speaking skill during Cycle 1 and Cycle 2 can be seen in Table 10.

**Table 10: The Changes (Before and After the Implementation)**

<b>Before Cycle</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
The students had low motivation in learning English, especially in speaking activities.	Students were motivated in learning English.	Students were more motivated in learning English and to be involved in speaking activities.
The students were ashamed and unconfident to speak in English	Students were more confident to answer the question and give comment.	Students were actively answer the question and give comment.
Some students were passive during the teaching and learning process.	Students were more active during the teaching and learning process	Students were more active in the speaking activities during the teaching and learning process.
The students lacked of vocabularies. The students had low motivation in learning English, especially in speaking activities	The students had already had many vocabularies from the English songs and researchers' explanation.	The students were asked by the researcher to write the difficult vocabulary they heard from the songs and the assignments so they had many vocabulary list on their book.
The tasks given by the teacher were not interesting enough.	The researcher make interesting tasks by given interesting English songs and games to the students, so they were not feel bored in the class.	There were many kinds of activities too in every meeting, and also pictures that make the students feel interest to do the activities.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

#### A. Conclusions

Based on the research findings in Chapter IV, this research was successful in the effort to improve the students' speaking skills through English songs and puppets supported by some other actions such as correcting the pronunciation, applying speaking games and speaking performances. After conducting the research at SD N Adisucipto II Yogyakarta, the researcher concluded that English songs and puppets could improve students' speaking skills. It could be seen from the improvement of students' speaking skills at each meeting for two cycles. The researcher created some fun activities using English songs and puppets for the students. During the teaching and learning process, she often used the English songs to motivate them in learning speaking. In addition, she also used the songs with varied activities, so the students did not get bored.

In Cycle 1, the researcher conducted teaching and learning process by using English songs and puppets as the media to improve students' speaking skills. During the two meetings in Cycle 1, the researcher gave the students some interesting activities using interesting songs. Different English songs used in every meeting to avoid boredom. Those songs were very easy to listen to and consisted of many new vocabularies that less familiar for the students. Therefore, the students did not feel bored in the class because they always listened to some different interesting songs in



every meeting during the research was conducted. The activities could improve the students' vocabulary mastery. Besides, since they were doing the activity together, they became more active to speak.

The implementation of the speaking class by using English songs and puppets in Cycle 1 was generally successful in improving the teaching of English speaking skills practices and students' involvement. The English songs that the researcher gave to the students could help them improve their speaking skills especially in pronunciation. English songs were able to improve the students' vocabulary mastery and puppets made them more interested in joining the speaking class in the first cycle. It could be seen from the increasing number of the students who got high scores in the last assignments. The weakness in Cycle 1 was only about the complexity of the game, the students said that the first assignment given by the researcher was too difficult to understand. However, it certainly fixed in the second cycle.

In Cycle 2, the English teacher gave the researcher an idea to add the picture drawing activity for the assignment in order to make the students more interested. Based on the reflection in the first cycle, some of the students still had difficulties in pronunciation, so that the researcher planned to drill them some vocabulary. In Cycle 2 she asked the students to describe something for checking their understanding.

In the second cycle, many students got good scores. It means that there was an improvement in their speaking skills. In addition, the students' participation was also improved. The researcher found that the students were more comfortable to speak since they already mastered some vocabulary.

It is believed that English songs and puppets could improve students speaking skills. The students' problems about speaking and pronunciation could be successfully solved through English songs and puppets. The use of English songs and puppets could make the speaking activities more enjoyable and interesting. The students also got more opportunities to speak to others. As a result, they could produce more sentences in describing the puppets and got better in pronunciation. In general, this can be seen from the comparison between the mean score of the pre-test and that of the post-test.

## **B. Implication**

The results of this study have implied several points that can be drawn as follows:

1. The use of English songs and puppets could make the speaking activity more enjoyable and interesting. By using English songs, the students could improve their pronunciation and vocabulary while using puppets improved their motivation to learn English as well as got more opportunities to speak. As a result, they could speak English by using many vocabulary variations and correct pronunciation. It implies that the teacher could use English songs and puppets to improve the students' speaking ability.
2. Classroom English was more various to improve the students' speaking ability and make them more familiar with English. In addition, it could give the students more opportunities to speak up during the lesson. It implies that the teacher needs to use classroom English during the lesson to make the students familiar with English.

3. The use of some media to support the teaching and learning process could make students more enthusiastic and interested in learning English. Also, the media could help to explain the material more communicatively.

### **C. Suggestions**

Based on the conclusion of the study, some suggestions will be directed toward the English teachers, the students of elementary schools and other researchers.

#### **1. To English Teachers**

The English teachers should define English songs and puppets that are able to make students practice their speaking in the meaningful contexts. During the research conducted, the researcher used some media such as laptop, speakers, pictures, and puppets. The English teachers can apply those media that can support the teaching-learning process so that the students will be more interested in learning English. Besides, it is necessary for the English teachers to implement various kinds of speaking activities which enable the students to produce the language.

#### **2. To Other Researchers**

This study is mainly intended to describe how English songs and puppets were implemented to improve the speaking skill of IV class students of SD N Adisucipto II Yogyakarta. The other researchers may follow this study in different contexts in order to find more actions to improve the students' speaking skills. This study may be used as one of the resources before the researchers do action research related to the improving students' speaking skills.

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# APPENDICES

**1**

# **FIELD NOTES**

**Field notes 1****Hari, tanggal : Senin, 07 April 2014****Waktu : 09.15--10.35 WIB****Lokasi : Ruang Kepala SD N Adisucipto II Yogyakarta****Hal : Permohonan ijin penelitian****Keterangan : KS : Kepala SD N Adisucipto II Yogyakarta****GBI : Guru Bahasa Inggris****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 09.15 WIB. P menemui KS di ruangannya. P dan KS berjabat tangan, lalu KS mempersilahkan P untuk duduk.
2.	P mengutarakan maksud kedatangannya. KS menanyakan surat ijin penelitian dari universitas. P menjelaskan bahwa saat ini hanya permohonan ijin informal terlebih dahulu sehingga apabila KS memberikan ijin penelitian, P akan membawa ijin resmi dari universitas pada pertemuan selanjutnya. KS meminta P untuk menemui Ibu Erna, selaku GBI kelas IV terlebih dahulu. KS akan memberi ijin penelitian apabila GBI juga memberikan ijin.
3.	P menunggu GBI di ruang KS. P bertemu GBI, P berjabat tangan dengan GBI. P mengutarakan maksud kedatangannya yakni untuk meminta ijin penelitian di kelas IV. GBI menyambut baik kedatangan P dan menanyakan perihal penelitian. Kemudian GBI memberi ijin penelitian kepada P. GBI mempersilahkan P untuk melakukan penelitian di kelas IV. P meminta waktu untuk melaksanakan observasi kegiatan belajar-mengajar di kelas terlebih dahulu sebelum melakukan penelitian. GBI mempersilahkan P untuk datang hari Kamis, 10 April 2014, untuk melakukan observasi kelas.
4.	Pada pertemuan P dengan GBI kali ini, selain meminta ijin untuk penelitian, P juga melakukan wawancara kepada GBI terkait pembelajaran Bahasa Inggris di kelas IV yang diterapkan oleh GBI serta kendala-kendala yang sering dijumpai GBI. Selain itu P juga menanyakan tentang jenis kegiatan dan media apa yang digunakan GBI selama mengajar di kelas. GBI menunjukkan materi berupa LKS dan buku Bahasa Inggris pada P. selesai mewawancara, pada pukul 10.35 WIB P mohon diri kepada GBI juga kepada KS.



**Field notes 2****Hari, tanggal : Kamis, 10 April 2014****Waktu : 09.45-11.30 WIB****Lokasi : Ruang Kepala SD N Adisucipto II Yogyakarta dan kelas IV****Hal : Observasi kegiatan belajar-mengajar****Keterangan : KS : Kepala SD N Adisucipto II Yogyakarta****GBI : Guru Bahasa Inggris****S : Siswa****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 09.40 WIB. P menemui KS untuk memberitahu KS bahwa pada hari itu P akan melakukan observasi kegiatan belajar mengajar bahasa Inggris di kelas IV. KS mempersilahkan P untuk menunggu GBI. P bertemu GBI dan langsung menyerahkan surat ijin penelitian kepada GBI. Sebelum masuk ke ruang kelas IV, GBI menanyakan perihal jenis observasi yang akan dilakukan hari ini. P menjelaskan bahwa P akan berada di ruang kelas untuk mengamati kegiatan belajar mengajar termasuk di dalamnya kegiatan guru dan siswa. P juga menjelaskan akan mengambil gambar dan video proses belajar mengajar bahasa Inggris. GBI menyetujui rencana observasi tersebut. Kemudian P dan GBI menuju ruang kelas IV.
2.	Kelas bahasa Inggris hari Kamis dimulai pada pukul 10.10. GBI dan P memasuki kelas tepat saat bel pergantian pelajaran selesai berbunyi. Suasana kelas gaduh saat GBI dan P masuk ruang kelas. GBI menertibkan S dengan memberi sapaan " <i>hello everybody, sit down please! Good morning...</i> " S menjawab " <i>Good Morning Mam Erna</i> ". Kemudian GBI melanjutkan dengan bertanya " <i>How are you today?</i> ". Lalu S menjawab " <i>I'm fine, thankyou and you?</i> ". GBI menjawab " <i>I'm fine too</i> ". Setelah itu GBI mengecek presensi S kelas IV.
3.	GBI memperkenalkan P kepada S dan menjelaskan maksud kedatangan P. P kemudian memperkenalkan diri sebentar sebelum pelajaran dimulai. P duduk di kursi paling belakang dan memulai observasi dengan merekam video.
4.	Pelajaran dimulai dengan menanyakan pelajaran yang telah dipelajari pada pertemuan yang lalu. Setelah <i>review</i> sebentar, GBI lalu menyampaikan materi

	<p>yang akan dipelajari pada hari tersebut. Kebetulan hari itu mereka masuk ke bab baru dengan tema keluarga. Materi tersebut telah dibahas sedikit dipertemuan sebelumnya sehingga guru juga menambah dengan materi lain dengan topic yang sama. GBI mengulang beberapa kosa kata yang telah dipelajari di pertemuan selanjutnya dan menuliskan di papan tulis. Lalu S diminta untuk mengulang kata-kata GBI setelah GBI membaca kosa kata tersebut. Beberapa S ada yang masih salah dalam pelafalan kata dan GBI mengoreksi pelafalan kata S.</p>
5.	<p>Setelah selesai membahas kosa kata, GBI menambahkan materi baru terkait tema dan mengajak S untuk membuat kalimat sederhana dan kalimat Tanya sederhana dari materi tersebut. 5 menit kemudian bel istirahat kedua berbunyi. GBI meninggalkan kelas dan P bertemu dengan 5 S untuk meminta tolong akan diwawancara oleh P sesuai sekolah.</p>
6.	<p>15 menit kemudian S masuk ke kelas dan pelajaran dimulai lagi. GBI masuk 5 menit setelah bel masuk berbunyi. Pelajaran dilanjutkan dengan mengecek pemahaman siswa, GBI bertanya pada beberapa S tentang materi yang diberikan dan meminta S untuk menjelaskan arti kalimat di depan. Ada S yang dapat menjawab dan ada yang tidak. GBI menjelaskan lagi materi yang kurang dimengerti S menggunakan lagu yang beliau buat sendiri. Disini P menangkap GBI melakukan kesalahan pelafalan. Setelah itu GBI meminta siswa untuk menulis materi yang ditulis di papan tulis dan mengerjakan pertanyaan-pertanyaan yang ada di buku Bahasa Inggris. 10 menit kemudian bel berbunyi dan GBI merangkum pelajaran hari ini dan menutup pelajaran.</p>
7.	<p>Sesuai dengan kesepakatan tadi, P mewawancarai 6 S di dalam kelas. P bertanya seputar pelajaran hari ini. Setelah 20 menit wawancara berakhir. P menuju ke kantor guru untuk bertemu GBI.</p>
8	<p>P ke kantor guru untuk mendiskusikan observasi hari ini. P menanyakan beberapa pertanyaan terkait minat siswa dalam pelajaran bahasa Inggris terutama pada keterampilan berbicaranya. GBI menjawab pertanyaan P seputar observasi hari ini. S juga masih malu untuk berbicara di depan kelas. Setelah itu P dan GBI berdiskusi waktu yang tepat untuk melakukan penelitian. Setelah itu P berpamitan pada GBI dan meninggalkan sekolah.</p>

**Field notes 3****Hari, tanggal : Senin, 14 April 2014****Waktu : 07.00-08.00 WIB****Lokasi : Ruang kelas IV****Hal : Pre-test****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS
1.	P ditemani O yang P mintai tolong untuk mengambilkan gambar sewaktu P melakukan penelitian tiba di sekolah pukul 06.50 WIB.
2.	Pukul 07.00 WIB P, GBI, dan O masuk ke ruang kelas IV. GBI memberitahu S bahwa untuk beberapa pertemuan ke depan akan di ajar oleh P.
3.	Kemudian GBI mempersilahkan P untuk memulai mengajar S. P memulai pelajaran dengan mengucapkan salam “good morning everyone” dan S menjawab dengan “Good morning Miss Erna and Miss Vero.”. P menjelaskan kepada S bahwa untuk pertemuan pertama P hanya akan melakukan <i>pre-test</i> . P menjelaskan test yang akan diadakan adalah test speaking. Sebelumnya, P memperkenalkan O yang akan membantu kegiatan hari ini. Lalu P menjelaskan bahwa hari ini P hanya akan meminta S untuk menjelaskan sebuah boneka tangan. S diberi waktu 10 menit untuk mempersiapkan penjelasannya. Sementara itu P mengecek daftar hadir S dan memastikan semua S ada di kelas.
4.	S bertanya pada P beberapa kata dan mengeluh tidak bisa. P menjelaskan bahwa tes ini dilakukan sesuai dengan kemampuan saja. Lalu S kembali gaduh mempersiapkan penjelasannya.
5.	Setelah 10 menit P bertanya apakah S sudah siap menjelaskan bonekanya di depan kelas dan S menjawab “sudah”. Lalu P memulai <i>pre-test</i> dengan memanggil S sesuai dengan urutan tempat duduknya.
6.	P dan GBI menilai kemampuan berbicara S ketika S maju menjelaskan bonekanya
7.	Setelah semua S maju, P memberitahu S bahwa untuk beberapa kali

	pertemuan ke depan P akan menggunakan boneka dan lagu bahasa Inggris untuk mengajar pelajaran bahasa Inggris khususnya kemampuan berbicara di kelas mereka. P mengakhiri <i>pre-test</i> pada pukul 07.50
7.	P, O dan GBI berbincang-bincang mengenai <i>pre-test</i> yang baru saja dilaksanakan. Pukul 08.00 WIB P dan O berpamitan pulang kepada GBI.

#### Field notes 4

**Hari, tanggal : Kamis, 17 April 2014**

**Waktu : 10.10 – 11.35 WIB**

**Lokasi : Ruang Kelas IV**

**Hal : Implementasi kegiatan speaking dengan media English Songs dan puppets dengan tema ‘I love my Family’. Cycle 1a**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	P, GBI, dan O masuk ke kelas IV, suasana S masih ramai. GBI menenangkan S dan S duduk di tempat duduk masing-masing. P mengucapkan salam “ <i>Good morning everyone</i> ” dan S menjawab “ <i>good morning Miss Vero</i> ”. P bertanya lagi “ <i>how are you today?</i> ” lalu S menjawab “ <i>I’m fine thank you, and you?</i> ”. P menjawab “ <i>I’m fine too, thank you</i> ”. Kemudian P bertanya kepada S “ <i>Who is absent today?</i> ” S menjawab serentak “ <i>no one absent Miss.</i> ”. GBI dan O duduk di belakang untuk mengamati P.
2.	<b>Presentation</b> <ul style="list-style-type: none"> <li>▪ P bertanya kepada S tentang</li> </ul>	P bertanya kepada S “ <i>do you have any brothers or sisters?</i> ” Sebagian besar S

	<p>keluarga mereka.</p> <ul style="list-style-type: none"> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P menunjuk beberapa S untuk menceritakan tentang keluarganya.</li> <li>▪ P bertanya kepada S tentang keluarga meliputi: <ul style="list-style-type: none"> <li>✓ Siapa saja anggota keluarga mereka</li> <li>✓ Berapa saudara mereka</li> <li>✓ Berapa umur saudara mereka</li> <li>✓ Apa pekerjaan orang tua atau saudara mereka</li> </ul> </li> <li>▪ P memutar lagu “<i>Finger Family</i>”</li> <li>▪ P mengajak S untuk bermain “<i>Listen and Point</i>” dengan menggunakan <i>puppets</i></li> </ul>	<p>“<i>yes yes</i>”. P mempersilahkan beberapa S untuk angkat tangan dan menceritakan keluarga mereka. Beberapa S kurang menangkap pertanyaan sehingga P mengulang pertanyaannya. S menjawab dengan bahasa Inggris kecuali nama pekerjaan. Hazigh dan Ridwan masih salah dalam pengucapan kata. Kemudian P mengajak S untuk mendengarkan lagu tentang keluarga yang berjudul “<i>Finger Family</i>”. S mendengarkan dengan cermat sambil sesekali menirukan. P mengeluarkan <i>finger puppets</i>. P meminta S untuk menyanyi bersama dengan P. sambil menyanyi P menggunakan <i>finger puppets</i> untuk menjelaskan nama-nama anggota keluarga. S menirukan dengan baik dan senang ditambah dengan adanya <i>finger puppets</i>. P mengulang melafalkan nama-nama anggota keluarga dalam bahasa Inggris dan S menirukannya. Lalu P mengajak S untuk bermain “<i>Listen and Point</i>”. S dapat menjawab dan menunjuk dengan benar. P mengganti dengan menunjuk <i>finger puppets</i> dan S dapat melafalkan nama anggota keluarga dengan benar.</p>
3.	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>▪ P memberi tambahan kosa kata baru dengan menggunakan <i>finger puppets</i>.</li> <li>▪ S diminta untuk mengulang</li> </ul>	<p>P memperkenalkan sebuah keluarga dengan menggunakan <i>finger puppets</i>. P menjelaskan nama, umur dan pekerjaan anggota keluarga tersebut. S sangat antusias mendengarkan penjelasan P</p>

	<p>kosa kata yang diberikan oleh P</p> <ul style="list-style-type: none"> <li>▪ P mengulang dan menulis kosa kata di papan tulis.</li> <li>▪ P memberikan <i>finger puppet</i> kepada masing-masing S dan perannya</li> <li>▪ S yang dibagi menjadi 4 kelompok diminta untuk berdiskusi dengan temannya dengan bertanya: <ul style="list-style-type: none"> <li>✓ Siapa nama mereka</li> <li>✓ Berapa umur mereka</li> <li>✓ Apa pekerjaan mereka</li> </ul> </li> </ul>	<p>dengan menggunakan <i>finger puppet</i>. P bertanya pada S sepuluh pekerjaan yang diinginkan S dan menuliskan di papan tulis. P menuliskan sepuluh pekerjaan tersebut dalam bahasa Inggris dan mengucapkannya dengan lantang lalu meminta S untuk menirukan P. P mengecek pemahaman S dengan meminta masing-masing S membaca satu nama pekerjaan. P membenarkan pelafalan yang salah. Lalu P memberikan <i>finger puppet</i> kepada masing-masing S berikut dengan perannya. S dibagi menjadi 4 kelompok dan S diminta untuk bertanya pada masing-masing temannya: nama, umur dan pekerjaan mereka.</p>
4.	<p><b>Production</b></p> <ol style="list-style-type: none"> <li>a. S diminta untuk menemukan masing-masing peran dari teman-temannya.</li> <li>b. S diminta untuk memperkenalkan anggota keluarga mereka di depan kelas.</li> </ol>	<p>P menjelaskan bahwa setiap satu kelompok adalah satu keluarga. P meminta S untuk menemukan masing-masing peran dari teman-temannya dari informasi yang mereka dapatkan. Kemudian P meminta S untuk menjelaskan di depan kelas masing-masing peran dan memperkenalkannya. S diberi waktu 3 menit untuk berdiskusi. P berkeliling mengecek tiap-tiap kelompok S. Beberapa S yang merasa kesulitan bertanya pada P dan P membantu menjawab. Setelah 3 menit tiap-tiap kelompok maju ke depan untuk memperkenalkan keluarganya. S dengan menggunakan <i>finger puppet</i></p>

		menjelaskan perannya. P dan GBI memberikan nilai saat S maju. P memberikan pujian untuk S yang sudah tampil.
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	P menyelesaikan menulis nilai S terlebih dahulu, kemudian setelah selesai P mereview pelajaran pada hari tersebut. S menjawab dengan antusias mengenai apa saja yang mereka pelajari hari itu. P bertanya kepada S apakah ada hal yang belum jelas saat pelajaran berlangsung, S menjawab tidak ada. Kemudian P menutup pelajaran pada hari itu. Saat itu pukul 11.30 WIB. P menutup pelajaran dengan mengucapkan “ <i>enjoy your day and see you on Saturday,</i> ” dan S menjawab “ <i>see you too Miss</i> ”.

**Field notes 5**

**Hari, tanggal : Sabtu, 19 April 2014**

**Waktu : 07.00 – 08.05 WIB**

**Lokasi : Ruang kelas IV**

**Hal : Implementasi kegiatan Listening dengan media English songs dan puppets dengan tema “Body and Face”. Cycle 1b**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	P, GBI, dan O masuk ke kelas IV, suasana S masih ramai. GBI menenangkan S dan S duduk di tempat

		<p>duduk masing-masing. P mengucapkan salam “<i>Good morning everyone</i>” dan S menjawab “<i>good morning Miss Vero</i>”. P bertanya lagi “<i>how are you today?</i>” lalu S menjawab “<i>I’m fine thank you, and you?</i>”. P menjawab “<i>I’m good, thank you</i>”. Kemudian P bertanya kepada S “<i>Who is absent today?</i>” S menjawab serentak “<i>no one absent Miss.</i>”. GBI dan O duduk di belakang untuk mengamati P.</p>
2.	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>▪ P bertanya kepada S terkait anggota tubuh.</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P memutar lagu “<i>head, shoulder knees and toes</i>”.</li> <li>▪ S menirukan lagu dan bernyanyi bersama P</li> <li>▪ P meminta S untuk menyanyikannya per kelompok.</li> <li>▪ P memberi materi dengan <i>puppet</i></li> <li>▪ S menirukan P</li> </ul>	<p>P bertanya pada S terkait anggota tubuh. S menjawab pertanyaan P dengan jelas dan lantang. Lalu P bertanya bagaimana mengucapkannya di bahasa Inggris. Beberapa S masih belum tahu. Lalu P mengajak S untuk mendengarkan lagu “<i>head, shoulder knees and toes</i>”. S mendengarkan dengan seksama dan beberapa S mencoba menirukan, P memutar lagu sebanyak 2 kali. P menjelaskan lagu dengan gerakan dan menunjuk anggota tubuh, lalu P mengajak S untuk menirukannya. Setelah S dapat menirukan P, P mengajak S untuk menyanyi dengan lagu dan melakukan gerakannya bersama-sama. P mengajak S untuk menyanyikan lagu tersebut per kelompok. Beberapa S masih malu untuk menyanyi, P mengajak S untuk bernyanyi bersama-sama setelah kelompok-kelompok S selesai</p>



		<p>menyanyi. P menanyakan apakah ada yang merasa kesulitan dan S menjawab tidak. P mengeluarkan <i>puppet</i> dan S menjadi sangat bersemangat. P meminta S untuk member nama untuk <i>puppet</i> yang ia bawa. P bertanya anggota tubuh apa saja yang belum disebutkan di lagu “<i>head, shoulder knees and toes</i>” lalu menuliskannya di papan tulis. P menggunakan <i>puppet</i> untuk menjelaskan satu per satu anggota tubuh tersebut dalam bahasa Inggris. S terlihat antusias mendengarkan dan menirukan P. S meminta waktu untuk menulis kosa kata di apapn tulis dan P memberikan waktu 2 menit untuk S mencatat di buku tulis masing-masing.</p>
3.	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>▪ P mengajak S bermain “<i>Listen and Point</i>”</li> </ul>	<p>P mengulang kosa kata dalam bahasa Inggris sekali lagi dengan menggunakan <i>puppet</i>. Lalu P mengecek pemahaman S dengan mengajak S bermain “<i>Listen and Point</i>”. P menjelaskan dulu aturan permainan ini dan bagaimana menjawabnya. P bertanya “<i>which one is leg?</i>” lalu S menunjuk <i>puppet</i>. Setelah S mengerti, P memulai permainannya. P bertanya kepada S per meja dengan kosa kata yang berbeda.</p>
4.	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>c. P mengajak S untuk bermain “<i>Simon Says</i>”</li> <li>d. S bermain “<i>Simon Says</i>” dengan S lain.</li> </ul>	<p>P mengajak S untuk bermain “<i>Simon Says</i>”. P memberitahu aturan permainan “<i>Simon Says</i>” dan memulai permainan dengan S. P bertanya sebanyak 2 kali dan P meminta S untuk bertanya pada</p>

		<p>temannya sesuai dengan urutan tempat duduknya. Apabila ada siswa yang menyentuh anggota tubuh yang salah akan diminta untuk maju ke depan sampai mendapatkan 5 orang. P dan GBI memberikan nilai saat S bermain. Setelah selesai permainan ternyata ada ada 7 S yang melakukan kesalahan, sehingga ada 7 S yang maju ke depan. 7 S yang maju ke depan diminta untuk menyanyi “<i>head, shoulder knees and toes</i>”. Lalu S yang maju ke depan memimpin S lain untuk menyanyi lagu “<i>head, shoulder knees and toes</i>” dengan gerakannya. Setelah itu P bertanya apakah ada yang masih belum mengerti tentang pelajaran hari ini. S menjawab tidak ada. P meminta S untuk kembali ke tempat duduknya masing-masing.</p>
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	<p>P memberikan pujian pada S yang telah belajar dengan antusias hari ini dan mengucapkan terimakasih atas semangatnya hari ini. P menanyakan pada S apa yang telah mereka pelajari hari ini. S menjawab dengan semangat. P memberikan waktu pada S untuk bertanya hal yang belum jelas tentang pelajaran hari ini. S serentak menjawab tidak ada. P merangkum pelajaran hari ini dengan menggunakan <i>puppet</i> dan S menirukan bersamaan dengan P. P sekali lagi memberikan pujian untuk S</p>

		dan mengingatkan S untuk mengulang lagi di rumah. P menutup pelajaran dengan doa dan meminta beberapa S untuk tinggal di kelas karena akan di wawancara oleh P. P mengucapkan terimakasih dan salam “ <i>see you again, everyone!</i> ”. Lalu S menjawab “ <i>see you miss Vero</i> ”. P meminta 5 S untuk tinggal di kelas dan mewawancarai mereka satu per satu. GBI menuju kantor guru dan P diminta untuk menemui GBI di kantor setelah mewawancarai S.
6.	<b>Wawancara</b> <ul style="list-style-type: none"> <li>▪ P melakukan wawancara kepada S dan GBI</li> </ul>	Selesai kelas P meminta 5 S untuk tinggal di kelas untuk diwawancara. P melakukan wawancara kepada 5 S terkait pendapat S pada cycle 1. Setelah melakukan wawancara kepada S, P menuju ruang guru untuk bertemu dengan GBI dan melakukan wawancara kepada GBI.

### Field notes 6

**Hari, tanggal : Jum’at, 02 Mei 2014**

**Waktu : 07.00 – 08.05 WIB**

**Lokasi : Kelas IV**

**Hal : Implementasi kegiatan Listening dengan media English songs dan puppets dengan tema “Body and Face”. Cycle 2a**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
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1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	<p>P, GBI, dan O masuk ke kelas IV. P mengucapkan salam “<i>Good morning students</i>” dan S menjawab “<i>good morning Miss Vero</i>”. Kemudian P bertanya kepada S “<i>Who is absent today?</i>” S menjawab serentak “<i>no one absent Miss.</i>”. Lalu P bertanya “<i>How are you today?</i>” S menjawab dengan “<i>I’m fine thankyou, and you?</i>” lalu P menjawab “<i>I’m fine too, thankyou very much</i>”. GBI dan O duduk di belakang untuk mengamati P.</p>
2.	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>▪ P bertanya kepada S tentang kosa kata yang telah dipelajari minggu lalu</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P bertanya kepada S tentang bagian dari wajah yang S tahu.</li> <li>▪ S menjawab pertanyaan P.</li> <li>▪ P bertanya bagaimana wajah P</li> <li>▪ S menjawab pertanyaan P</li> <li>▪ P menjelaskan materi dengan <i>puppet</i>.</li> <li>▪ S mendengarkan penjelasan materi dengan baik dan menulisnya di buku tulis masing-masing.</li> </ul>	<p>P bertanya apakah S masih ingat hal-hal yang dipelajari di minggu lalu. S menjawab masih dengan antusias dan beberapa S mulai menyanyi lagu “<i>head, shoulder knees and toes</i>”. Karena ada beberapa S yang masih malu-malu, P mengajak S untuk menyanyi dan melakukan gerakan lagu “<i>head, shoulder knees and toes</i>”. S menyanyi bersama “<i>head, shoulder knees and toes</i>” dengan P dan melakukan gerakannya juga. P memberikan pujian pada S yang telah bernyanyi bersama dengan bagus dan menjelaskan topic hari ini. Minggu lalu P memberikan materi dengan topic yang sama namun membaginya ke dalam dua bagian, bagian pertama telah dipelajari di minggu lalu yaitu tentang “<i>body</i>” dan hari ini akan belajar bagian kedua yaitu tentang “<i>face</i>”. P bertanya pada S</p>

		<p>bagian dari wajah apa yang S suka dan menurut S bagaimana wajah P. S menjawab dengan baik. S menjawab dengan bahasa Indonesia dan P menuliskannya di papan tulis. P mengeluarkan <i>puppet</i> yang sama dengan minggu lalu. S menjadi lebih bersemangat karena mereka yang memberi nama <i>puppet</i> tersebut dan mereka senang melihat <i>puppet</i> tersebut lagi. P memberikan materi dengan <i>puppet</i> dan menuliskannya di papan tulis dan meminta S untuk menirukan P. P menjelaskan dengan <i>puppet</i> terlebih dahulu sambil menjelaskan bagaimana mengucapkannya dalam bahasa Inggris. P juga memberikan materi tentang kata-kata sifat terkait dengan anggota tubuh. P meminta S untuk membaca kosa kata tersebut. P mendengar masih ada S yang salah S menirukan P dengan baik. meminta waktu pada P untuk menuliskannya di buku tulis. P memberikan waktu S untuk mencatat kosa kata tersebut.</p>
3.	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>▪ P mengajak S untuk bermain “<i>Simon Says</i>”.</li> <li>▪ S bermain “<i>Simon Says</i>”</li> </ul>	<p>P bertanya apakah S sudah selesai mencatat dan S menjawab sebentar lagi. P berkeliling memeriksa catatan S lalu P mengajak S untuk bermain “<i>Simon Says</i>”. P akan meminta S untuk memegang anggota tubuh yang disebutkan oleh P. Pertama, P memberikan contoh terlebih dahulu</p>

		<p>sebanyak 2 kali..Lalu P meminta S untuk bermain seperti yang telah P contohkan. P meminta S untuk bermain “<i>Simon Says</i>” dengan teman-temannya. S berpasangan bermain “<i>Simon says</i>” dengan S lain. Beberapa S ada yang masih salah, P membantu membenarkan. S bermain dengan sangat bersemangat dan satu sama lain saling cek. Permainan selesai setelah semua pasangan mendapatkan giliran bermain.</p>
4.	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>▪ P meminta S untuk mendeskripsikan gambar yang mereka buat.</li> <li>e. P mengajak S untuk bermain bermain “<i>who is he/she?</i>”</li> <li>f. S bermain bermain “<i>who is he/she?</i>” dengan teman-temannya.</li> <li>g. Beberapa S menjawab kuis yang diberikan dengan benar.</li> </ul>	<p>S menjawab dengan antusias. Lalu P mengajak S untuk bermain “<i>who is he/she?</i>”. Aturan dari permainan tersebut adalah: P akan menyebutkan ciri-ciri salah satu S di dalam kelas dan mereka akan menebaknya. P menyebutkan ciri-ciri 3 S dan S berebut menjawab Beberapa S dapat menjawab kuis dengan benar. Setelah itu P kertas dan meminta S untuk menggambar wajah salah satu anggota keluarga mereka. S diminta untuk mendeskripsikan gambarnya. S dapat mendeskripsikan dengan baik meskipun pelan-pelan. P dan GBI memberikan nilai saat S mendeskripsikan. Setelah semua S mendapatkan kesempatan dan kuis berakhir, P memberikan tepuk tangan dan pujian untuk S</p>
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> </ul>	<p>Bel tanda berakhirnya pelajaran berbunyi. P mengakhiri pelajaran dengan mengajak S bernyanyi lagu</p>

	<ul style="list-style-type: none"> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	<p>“<i>head, shoulder knees and toes</i>”. Lalu bertanya pada S apakah masih ada yang belum jelas dan S menjawab serentak “tidak”. Kemudian P merangkum pelajaran hari ini dengan menggunakan <i>puppet</i> dan S serentak menirukan. P meminta S untuk belajar lagi di rumah dan menutup pelajaran dengan doa.</p>
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### Field notes 7

**Hari, tanggal : Sabtu, 03 Mei 2014**

**Waktu : 07.00 – 08.05 WIB**

**Lokasi : Kelas IV**

**Hal : Implementasi kegiatan Listening dengan media English songs dan puppets dengan tema “My Clothes”. Cycle 2b**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	<p><b>Pembukaan</b></p> <ul style="list-style-type: none"> <li>▪ P mengucapkan salam.</li> <li>▪ P mengecek daftar hadir S.</li> </ul>	<p>P, GBI, dan O masuk ke kelas IV diikuti S. P mengucapkan salam “<i>Good morning students</i>” dan S menjawab “<i>good morning Miss Vero</i>”. Kemudian P bertanya kepada S “<i>Who is absent today?</i>” S menjawab serentak “<i>no one absent Miss.</i>”. Lalu P bertanya “<i>How are you today?</i>” S menjawab dengan “<i>I’m fine thank you, and you?</i>” lalu P menjawab “<i>I’m fine too, thank you very much</i>”. GBI dan O duduk di belakang untuk mengamati P.</p>
2.	<p><b>Presentation</b></p>	<p>P bertanya apakah S masih ingat hal-hal</p>

<ul style="list-style-type: none"> <li>▪ P bertanya kepada S tentang pakaian yang paling mereka suka.</li> <li>▪ S menjawab pertanyaan yang diberikan P.</li> <li>▪ P memberi tahu S topik yang akan di ajarkan.</li> <li>▪ P memutar lagu berjudul “<i>My clothes</i>”</li> </ul>	<p>yang dipelajari kemarin. S menjawab masih dengan antusias. P mengulang pelajaran kemarin. Lalu P bertanya pada S pakaian apa yang mereka suka. S menjawab dengan berebutan. Lalu P menuliskan jawaban S satu persatu di papan tulis. S masih menjawab dengan bahasa Indonesia. Setelah P menuliskan di papan tulis, P bertanya apakah S tahu semua kata itu dalam bahasa Inggris. S menjawab tidak. Lalu P mengajak S untuk mendengarkan lagu berjudul “<i>My clothes</i>”. P memutar lagu “<i>My clothes</i>” satu dan bertanya apa yang S dengar, lalu S meminta P untuk memutar lagunya sekali lagi. Lalu P memutar lagu “<i>My clothes</i>” sekali lagi. S mendengarkan lagu sampai selesai. Lalu P bertanya apakah lagunya sulit, lalu S menjawab tidak, mereka hanya kesulitan dengan liriknya. P bertanya lagi jenis pakaian apa yang mereka dengar di lagu tersebut. Lalu P menulis lirik di papan tulis dan mengajak S untuk menyanyi dengan lirik yang telah P tulis di papan tulis. Setelah 2 kali mencoba, mereka menyanyi dengan music. Lalu P bertanya pada S ada jenis baju apa saja yang S tahu dari lagu tersebut dan P menuliskannya di papan tulis sesuai dengan bahasa Indonesiannya. Lalu S menuliskan bahasa Inggris dari kata yang tersisa. P</p>
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		mengeluarkan <i>puppet</i> dan menjelaskan tentang baju yang dipakai. P menjelaskan tentang warna dan beberapa S sudah mengerti.
3.	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>▪ P meminta S untuk membaca semua kosa kata yang ada di papan tulis.</li> <li>▪ S membaca dengan baik.</li> <li>▪ P bertanya pada S: <ul style="list-style-type: none"> <li>✓ Baju apa yang kamu pakai hari ini?</li> </ul> </li> <li>▪ S menjawab pertanyaan P</li> </ul>	P bertanya pada S apakah S tahu bagaimana cara mengucapkan “saya memakai...” dalam bahasa Inggris. Beberapa S sudah tahu lalu P kembali menjelaskan dengan menulis di papan tulis. S meminta waktu sebentar untuk menulis di buku catatannya, P memberikan waktu 2 menit untuk S mencatat. Setelah itu P mendeskripsikan baju yang dipakai oleh <i>puppet</i> lagi dengan menggunakan “ <i>I am wearing</i> ” dan bertanya pada S apa yang dipakai oleh <i>puppet</i> pada beberapa murid. S bisa menjawab dengan baik meskipun belum lancar. Lalu P mendeskripsikan baju yang ia pakai hari ini. Setelah itu P meminta S untuk mendeskripsikan baju yang dia pakai, karena mereka memakai seragam yang sama, P meminta S untuk mendeskripsikan baju yang yang berbeda sesuai keinginan mereka. S satu persatu mendeskripsikan baju kesukaan mereka, ada yang panjang dan ada yang singkat. P mengoreksi kesalahan S.
4.	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• P membagikan gambar dengan berbagai macam jenis pakaian pada S.</li> <li>• S diminta untuk menjelaskan</li> </ul>	Setelah latihan, P membagikan berbagai macam gambar pada S dan meminta S untuk memilih gambar tersebut. Setelah semua S memilih gambar P meminta S untuk mendeskripsikan gambar tersebut

	<p>pakaian yang dipakai oleh orang pada gambar.</p> <ul style="list-style-type: none"> <li>• S mendeskripsikan pakaian yang dipakai orang pada gambar.</li> </ul>	<p>tanpa bantuan P. P memberikan waktu 2 menit untuk mempersiapkan <i>performance</i> nya. Beberapa S ada yang bertanya pada temannya dan belajar mengucapkannya. P berkeliling untuk memeriksa. Setelah berkeliling P bertanya apakah S sudah siap dan S menjawab sudah. P meminta S untuk mendeskripsikan satu persatu sesuai dengan urutan absen. S bisa menjelaskan dengan lebih baik dari latihan. P dan GBI memberikan nilai saat S maju. P memperhatikan S sambil memberikan nilai. P juga meminta S lain untuk memperhatikan temannya.</p>
5.	<p><b>Penutup</b></p> <ul style="list-style-type: none"> <li>▪ P memberi kesempatan S untuk bertanya.</li> <li>▪ P menanyakan kepada S tentang apa yang telah dipelajari hari itu.</li> <li>▪ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ P menutup kegiatan belajar mengajar.</li> </ul>	<p>Bel tanda berakhirnya pelajaran berbunyi. P mengakhiri pelajaran dengan mengajak S bernyanyi lagu “<i>head, shoulder knees and toes</i>”. Lalu bertanya pada S apakah masih ada yang belum jelas dan S menjawab serentak “tidak”. Kemudian P merangkum pelajaran hari ini dengan menggunakan <i>puppet</i> dan S serentak menirukan. P meminta S untuk belajar lagi di rumah dan menutup pelajaran dengan doa. Kemudian P meminta 5 siswa untuk tinggal di kelas setelah kelas selesai karena akan diwawancarai oleh P. P mengucapkan salam “<i>thankyou for today, you guys are very good!! Thankyou for the work and everything. Hope you like the lesson. thankyou!</i>”</p>

		dan S menjawab “ <i>you’re welcome miss Vero</i> ”. Sebelum meninggalkan kelas P memberikan bingkisan kecil untuk S dan mengambil foto bersama. Lalu P dan O meninggalkan kelas dan pergi ke kantor guru.
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### Field notes 8

**Hari, tanggal : Rabu, 07 Mei 2014**

**Waktu : 07.00 – 07.40 WIB**

**Lokasi : Ruang kelas IV**

**Hal : post-test**

**Pertemuan 6**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**S : Siswa**

**O : Observer**

NO.	AKTIVITAS
1.	P ditemani O tiba di sekolah pukul 06.50 WIB.
2.	P menuju kelas IV bersama O. Disana sudah ada GBI. P mempersiapkan keperluan <i>post-test</i> dibantu oleh O. pada pukul 06.55 S sudah siap di kelas. GBI mendampingi S berdoa terlebih dahulu.
3.	Kemudian P dan O menunggu S selesai berdoa dikelas sambil mengecek kembali persiapan <i>post-test</i> .
4.	Setelah selesai berdoa bersama, GBI meninggalkan kelas menuju kantor guru.
5.	Pada pukul 07.05 WIB, P memberi salam pembuka dan membuka pertemuan pada hari ini. P menjelaskan bahwa hari ini P akan melakukan tes seperti yang pernah mereka lakukan bulan lalu.
6.	P menjelaskan bahwa tes hari ini sama dengan tes yang P berikan sebelum P mengajar di kelas IV. P akan menggunakan <i>puppet</i> untuk S deskripsikan <i>Puppet</i> yang digunakan juga <i>puppet</i> yang sama seperti waktu <i>pre-test</i> . S tidak tahu akan mendapat <i>puppet</i> yang mana. Lalu P menjelaskan aturan tes hari ini
7.	P akan meminta 2 S untuk maju sekaligus dan mendapat 2 <i>puppet</i> yang

	berbeda. Seperti waktu <i>pre-test</i> , S yang lain tidak akan tahu bentuk <i>puppet</i> karena 2 siswa akan menjelaskan di meja guru dengan P. P akan memperlihatkan 2 <i>puppet</i> seklaigus dan menyimpannya, lalu P memberikan waktu 1 menit untuk berpikir.S yang sudah siap bisa langsung presentasi.
8.	P memulai dengan 2 murid di depan lalu 2 murid di belakang, P memanggil secara acak untuk menghindari S lain bertanya pada teman yang sudah maju dan agar S selalu siap.
9.	P membantu membenarkan pronunciation S. S dapat mendeskripsikan dengan baik pelan-pelan. Setelah beberapa pasangan, S tampak tegang, P berkata di tes ini tidak ada yang salah atau benar, jadi S bisa menjawab sesuai dengan kemampuannya. Lalu P melanjutkan tes dengan pasangan S selanjutnya.
10.	Tes selesai pada pukul 07.35. P mengeluarkan <i>puppet</i> yang digunakan dan membahas bersama-sama. P mengucapkan banyak terimakasih pada S yang telah banyak membantu P selama penelitian dikelas IV.
11.	Setelah ke luar dari ruang kelas IV, P kemudian menuju ruang guru ditemani O untuk bertemu kepada GBI dan melakukan wawancara terkait implementasi podcast pada cycle kedua.
12.	P dan O pamit pulang kepada GBI dan KS dan mengucapkan terimakasih banyak kepada beliau.

### Field notes 9

**Hari, tanggal : Rabu, 07 Mei 2014**

**Waktu : 12.20 – 13.10 WIB**

**Lokasi : Ruang kelas IV**

**Hal : Mewawancarai guru terkait dengan pembelajaran Listening menggunakan media English songs dan Puppets**

**Keterangan : GBI : Guru Bahasa Inggris**

**P : Peneliti**

**KS : Kepala Sekolah**

NO.	AKTIVITAS
1.	P kembali lagi ke sekolah pukul 11.40 WIB. P menemui GBI di ruang guru dan bertanya apakah pelajaran terakhir hari ini sudah selesai karena P akan melakukan wawancara. GBI meminta P untuk menunggu di kantor guru

	sementara GBI mengecek kelas IV.
2.	GBI kembali ke kantor gur dan bertanya apakah P akan melakukan wawanvara di kelas atau di kantor guru, karena kantor guru agak ramai maka P menjawab akan melakukan wawancara di ruang kelas IV. GBI meminta P dan untuk langsung ke kelas IV karena kelas sudah selesai dan siswa yang akan di wawancara sudah diminta untuk menunggu P di kelas.
3.	P menuju ke kelas IV dengan O. P bertemu dengan 5 siswa yang akan diwawancarai dan menjelaskan bahwa P akan ebertanya seputar pembelajaran yang dilakukan dengan P kemarin.
4.	P mewawancarai S terkait pembelajaran listening dengan media <i>English songs</i> dan <i>puppets</i> yang telah mereka laksanakan dan selesai pada minggu sebelumnya.
5.	Setelah wawancara selesai P mengucapkan banyak terimakasih pada S dan berpamitan pada S. kemudian P kembali ke kantor guru untuk bertemu dengan GBI dan KP untuk berpamitan. Pukul 13.10 P dan O meninggalkan sekolah.

# 2

## **INTERVIEW GUIDE LINE AND INTERVIEW TRANSCRIPTS**

## INTERVIEW GUIDELINE

### A. In the reconnaissance process

#### 1. Guru Bahasa Inggris

- 1) Menurut pendapat Ibu kelas mana yang memiliki minat bahasa Inggris paling rendah?
- 2) Dapatkah bapak jelaskan tentang kemampuan bahasa Inggris siswa kelas tersebut?
- 3) Menurut bapak, *skill* apa yang kurang dikuasai siswa di kelas tersebut?
- 4) Apakah kesulitan yang sering dihadapi siswa kelas tersebut dalam pelajaran bahasa Inggris?
- 5) Dapatkah bapak jelaskan bagaimana proses belajar mengajar di kelas bapak?
- 6) Bagaimana kemampuan *speaking* siswa kelas tersebut di SD N Adisucipto II Yogyakarta?
- 7) Apakah menurut bapak siswa- siswi di SD N Adisucipto II Yogyakarta memiliki antusiasme dan motivasi yang baik saat belajar *speaking*? Mengapa?
- 8) Kesulitan apa yang biasanya ditemui ketika mengajar *speaking*?
- 9) Apa yang Ibu lakukan untuk mengatasi kesulitan tersebut?
- 10) Aktivitas apa sajakah yang Ibu gunakan untuk mengajar *speaking*?

#### 2. Siswa

- 1) Apakah kamu suka pelajaran bahasa Inggris? Mengapa?
- 2) Kegiatan apa yang biasa diterapkan oleh guru bahasa Inggris di kelas?
- 3) Menurut kamu, bagaimana kegiatan di kelas bahasa Inggris yang biasa diterapkan oleh guru bahasa Inggris?
- 4) Kegiatan seperti apa yang kamu sukai untuk kelas bahasa Inggris?
- 5) Dari keempat *skill* bahasa Inggris, mana yang menurut kamu paling susah? Mengapa?
- 6) Aktivitas apa yang menyenangkan dalam kelas *speaking*?
- 7) Apakah guru bahasa Inggrismu pernah menggunakan media lagu bahasa Inggris dan boneka dalam kelas *speaking*?
- 8) Apakah kamu suka belajar dengan menggunakan lagu?

9) Apakah kamu suka belajar dengan menggunakan boneka?

## B. After The Implementation Of The Action During The Research

### 1. Guru Bahasa Inggris

- 1) Bagaimana pendapat Ibu tentang aktivitas *speaking* dengan media lagu bahasa Inggris dan boneka yang saya implementasikan di kelas?
- 2) Menurut Ibu, apakah siswa menyukai kegiatan dalam pelajaran *speaking* yang saya implementasikan di kelas?
- 3) Menurut Ibu, bagaimana respon siswa ketika proses belajar mengajar?
- 4) Menurut Ibu, bagaimana kemampuan vocabulary anak-anak setelah saya ajar dengan media lagu bahasa Inggris dan boneka?
- 5) Apakah siswa aktif mengikuti kegiatan *speaking* yang saya implementasikan di kelas?
- 6) Apakah dengan menggunakan media lagu bahasa Inggris dan boneka kemampuan *speaking* siswa ada kemajuan?
- 7) Apa sajakah kekurangan dari implementasi media lagu bahasa Inggris dan boneka kemarin?
- 8) Apa saran Ibu untuk pertemuan berikutnya?

### 2. Siswa

- 1) Menurut kamu bagaimana pelajaran bahasa Inggris hari ini? Mengapa?
- 2) Apakah kamu menyukai belajar *speaking* dengan menggunakan media lagu bahasa Inggris dan boneka?
- 3) Apakah kegiatan di kelas membantu meningkatkan kemampuan *speaking* kamu?
- 4) Apakah kamu lebih termotivasi untuk belajar *speaking* dengan menggunakan media lagu bahasa Inggris dan boneka?
- 5) Kemajuan apa yang kamu rasakan selama kegiatan belajar mengajar dengan menggunakan media lagu bahasa Inggris dan boneka?
- 6) Apakah cara saya menjelaskan materi mudah dipahami?
- 7) Apa kesulitan yang masih kamu jumpai ketika berbicara dalam bahasa Inggris?
- 8) Apa saran kamu untuk kegiatan *speaking* di pertemuan berikutnya?



## INTERVIEW TRANSCRIPTS

### Interview 01

Senin, 07 April 2014

Ruang Guru

R: researcher

ET: English Teacher

Line	Interview		
1.	R	:	Selamat pagi Bu, terimakasih atas waktunya...
2.	ET	:	Iya sama-sama mbak... saya panggil Mbak atau Miss? Miss aja. hahahah
3.	R	:	Ahh.. iya Bu... kalau begitu saya mulai wawancaranya saja ya . Menurut Bu Erna, di sekolah ini kelas mana yang minat bahasa Inggrisnya paling rendah?
4.	ET	:	Kalau menurut saya sih hmmm... kelas 4 sama 5. Apalagi yang kelas 4, mereka agak sulit untuk diajak ngomong bahasa Inggris. Tapi gini mbak, pada dasarnya tiap kelas juga beda-beda ya. Tapi yang kelas 4 dan 5 ini agak lambat memang...
5.	R	:	Oh.. memangnya bagaimana kemampuan bahasa Inggris mereka, Miss?
6.	ET	:	Sebetulnya mereka nggak kurang-kurang banget, tapi memang ada murid yang malas. Sebenarnya kan itu tergantung kita.. kalau kita bisa membuat murid enjoy ya mereka senang belajar. Kalau kita bisa jadi teman, menyamakan level dengan mereka kan mereka jadi nggak canggung belajar. Cuma ya saya lihat masih sulit disuruh bicara, males gitu buat ngulang yang mereka tahu, malu buat ngomong, bilang “ga bisa ga bisa”. Tapi mereka bias diminta buat nulis terus dihafalkan dan diminta buat kalimat di buku tulis.
7.	R	:	Kalau di pembelajarannya sendiri gimana Bu?
8.	ET	:	Ya kalau yang kelas 4 ini mereka cenderung suka ramai di kelas, jadi konsentrasinya tidak 100% jadi harus sering diulang. Ada beberapa memang murid yang troublemaker, mereka jadi yang suka bikin gaduh dan mempengaruhi temennya jadi ramai juga.
9.	R	:	Ohh begitu, jadi menurut Bu Erna, <i>skill</i> apa yang kurang dikuasai

			siswa?
10.	ET	:	Kalau menurut saya <i>speaking</i> dan <i>reading</i> ... mungkin karena perbedaan cara membacanya.. karena guru juga banyak yang tidak pakai logat luar..
11.	R	:	Ohh.. yaa.. kesulitannya lebih ke kurang PD dan kurang konsentrasi tadi ya Bu?
12.	ET	:	Ya kurang lebih seperti itu. Mereka udah malas duluan gitu untuk diajak ngobrol bahasa Inggris.
13.	R	:	Memangnya biasanya bagaimana Bu Erna mengajarkan <i>skill</i> berbicara di kelas 4?
14.	ET	:	Kalau saya, saya suka pakai buku dan nulis di papan tulis. Sebetulnya kalau di SD kelas 4 kan belum yang <i>speaking</i> banget, baru kalimat simple. Kalau kelas 5 kan sudah mendekati SMP to, jadi udah.. kalau kelas 6 sudah pakai past. Kalau kelas 5 baru 1 2, paling kalimat Tanya. Kata yang untuk membuat kalimat tanya.. 5W 1H.. Terus saya Tanya mereka, mereka saya minta untuk nulis materinya di buku dan nyoba untuk jawab pertanyaan. Kadang saya juga suka nyambung-nyambingin ke lagu yang familiar misalnya “dimana dimana dimana” nya ayu ting ting untuk “ <i>where is it where is it where is it</i> ”. Mereka lebih cepat ingat kalau pakai lagu. Yang menyenangkan pokoknya.. sambil joget sambil goyang badannya meskipun saya sudah tua..
15.	R	:	Oohh jadi untuk menambah vocabulary pakai lagu ya, Bu? Kalau kemampuan bicaranya sendiri bagaimana, Bu? Pronunciationnya misalnya...
16.	ET	:	Ya itu masih kurang juga mbak. Saya pernah coba kan dulu biar pengucapannya sama kayak orang luar gitu tapi saya ga bisa.. jadi ya masih pakai logat Indonesia. Saya sampai sakit itu mbak karna nyoba terlalu keras... karena lidah saya tidak bisa. mungkin kalau pas ada kesempatan bisa pakai lagu bahasa Inggris bisa ikut pronunciationnya seperti lagu itu.. tapi biasanya ya biasa saja...
17.	R	:	Jadi siswa ya juga mengikuti guru saja ya Bu.. tapi menurut Bu Erna sendiri, apakah siswa kelas IV punya antusiasme dalam

			belajar bahasa Inggris? Secara keseluruhan?
18.	ET	:	Mmmm... saya sih nggak bisa bilang punya atau nggak punya karena pada dasarnya anak SD kan beda sama anak SMP dan SMA ya, mereka lebih suka main gitu jadi ya saya nggak menyalahkan kalau di dalam kelas saya mereka ramai, terus memperhatikan, terus ramai lagi, karena kan masih masanya. Tapi kalau.. ya seperti yang saya bilang di depan tadi, itu semua tergantung gurunya Miss... bisa nggak membuat si anak itu enjoy dengan pelajarannya. Kadang mereka bisa nurut nurut kalau pas kelas itu menyenangkan, kalau mereka pikir kok bosan, ya bakal ramai sekali
19.	R	:	Terutama yang laki-laki ya Bu? Apa yang duduk di belakang?
20.	ET	:	Ya itu udah turun temurun. Hahahaha... soalnya di kelas 4 ini juga ada murid yang tinggal kelas. Ada 3 orang, dia bisa jadi pendiam sekali kalo di kelas sama guru baru. Kalau disuruh njawab gitu dia bisa diem gitu. Tapi kadang juga ramai.
21.	R	:	Oh ada yang tinggal kelas.. wah.. troublemaker beneran ini hahaha.. biasanya bagaimana Bu Erna mengatasi itu?
22.	ET	:	Ya saya suka Tanya mereka gitu. Tiap saya selesai nulis di papan tulis kan saya pasti Tanya gitu siswa yang ramai sendiri, supaya mereka tahu kalau saya juga memperhatikan mereka dan mereka kembali konsentrasi.
23.	R	:	kalau dari Bu Erna sendiri sebagai guru bahasa Inggris, ada kesulitan tidak mengajar kelas yang muridnya beragam begitu dan dengan kesulitan murid yang Bu Erna sudah jelaskan tadi?
24.	ET	:	Kalau saya mungkin di media. Saya jarang bahkan ni nggak pernah pakai media. Saya ga punya laptop jadi sulit untuk memutar lagu buat mereka, di sini juga fasilitas kurang lengkap, saya juga kurang memfasilitasi diri saya sendiri... saya jujur saja sih ya Miss ya. Memang begitu keadaannya..
25.	R	:	Ohh.. kalau begitu bagaimana cara Bu Erna untuk mengatasi masalah itu? Terkait dengan media pembelajaran...
26.	ET	:	Ya saya kalau lagu ya saya nyanyikan sendiri.. saya nggak

			memaksakan untuk harus punya laptop atau gimana. Saya coba pakai cara lain..
27.	R	:	Pernah diajak untuk keluar atau bertemu dengan turis begitu Bu?
28.	ET	:	Belum.. belum Miss, sulit soalnya. hahaha
29.	R	:	Oh, hahahaha.. iya Bu, ribet juga ya ... nah begini Bu, saya akan melakukan penelitian untuk kelas yang tadi Ibu bilang masih kurang kemampuan bahasa Inggrisnya..
30.	ET	:	Iya.. baik.. bagus itu, hahah..
31.	R	:	Iya Bu terimakasih, kebetulan saya juga mau meneliti kemampuan <i>speaking</i> siswa, kebetulan sekali <i>skill</i> itu juga dirasa kurang oleh Miss Erna di sekolah ini selain <i>reading</i> ya Bu..
32.	ET	:	Iya iya betul..
33.	R	:	Dan saya akan mengambil tempat di kelas 4 sesuai tadi yang Bu Erna sudah ceritakan... supaya tepat sasaran juga..
34.	ET	:	Iya.. betul sekali..
35.	R	:	Jadi saya akan mengajar bahasa Inggris dengan menggunakan beberapa lagu bahasa Inggris untuk penguatan vocabulary dan pronunciationnya, saya jelaskan dulu saja ya Bu tentang penelitian saya besok..
36.	ET	:	Oh ya ya.. saya juga baru mau Tanya itu..
37.	R	:	Ya, jadi saya akan menggunakan media lagu dan <i>puppet</i> , bukan wayang kulit tapi seperti boneka tangan dan jari begitu Bu untuk <i>attention gather</i> dan meningkatkan semangat siswa, mungkin mereka malu kalau sama guru tapi kalau dengan “karakter” kan mungkin mereka tidak merasa sedang belajar di kelas gitu Bu.. jadi lebih santai lebih senang..
38.	ET	:	Oh yaya... bagus itu.. nanti instrumennya bawa sendiri kan ya?
39.	R	:	Iya Bu, besok akan saya bawa ke sini, saya juga membuat sendiri instrumennya, <i>puppetsnya</i> ..
40.	ET	:	Ya, bagus, saya setuju.. saya tunggu kalau begitu observasinya tanggal... 10 ya..?
41.	R	:	Iya Bu terimakasih atas ijinnya.. kalau begitu wawancaranya juga saya cukupkan dulu.. sekali lagi terimakasih atas waktunya Bu..
42.	ET	:	Ya Miss, saya juga terimakasih.. Sukses ya

**Interview 02****Kamis, 10 April 2014****Ruang kelas IV****R: researcher****S: student**

Line	Interview		
1.	R	:	Siang dek, makasih ya udah mau diwawancarai sama Miss Vero, Cuma bentar kok.. gapapa ya...
2.	S	:	Iya Miss..
3.	R	:	Namanya siapa dek?
4.	S	:	Anis Miss.
5.	R	:	Ok Anis.. Miss mau Tanya nih, kamu suka pelajaran bahasa inggris gak?
6.	S	:	Suka banget
7.	R	:	Ooo suka banget, berarti suka ngomong pake bahasa Inggris juga dong?
8.	S	:	Kadang-kadang
9.	R	:	Mmm.. kalau ngomong bahasa Inggris kerasa sulit nggak?
10.	S	:	Nggak.. juga....
11.	R	:	Wow.. biasanya sama siapa?
12.	S	:	Tuh Devi..
13.	R	:	Biasanya di sekolah tok apa di rumah?
14.	S	:	mm.. dua-duanya
15.	R	:	Kalau belajar bahasa Inggris susah nggak sih?
16.	S	:	Nggak..
17.	R	:	Kalau dari <i>listening, reading, speaking sama writing</i> bahasa Inggris menurut kamu mana yang paling sulit?
18.	S	:	Semuanya, hahahah
19.	R	:	Yang paliing sulit?
20.	S	:	<i>Listening</i> sama <i>speaking</i> miss, soalnya sulit. Beda gitu.
21.	R	:	Kamu suka belajar bahasa Inggris pakai lagu dan boneka nggak?
22.	S	:	mm.. nggak terlalu
23.	R	:	Sukanya belajar pakai apa?
24.	S	:	Pakai.. pakai apa ya, ya pokoknya bicara gitu lho..

25.	R	:	Oohh, yang banyak kegiatan bicaranya ya?
26.	S	:	Iya miss.. komunikasi gitu
27.	R	:	Ohh.. yaaa.. makasih Ya Anis, wawancaranya udah selesai..
28.	S	:	Ya Miss vero sama-sama

### Interview 03

**Kamis, 10 April 2014**

**Ruang kelas IV**

**R: researcher**

**S: student**

Line	Interview		
1.	R	:	Namamu siapa dek?
2.	S	:	Kenaya Mba.
3.	R	:	Oo.. bagus namanya ya.. Mbak vero mau Tanya-tanya sedikit ya... Miss vero maksudnya.. Kenaya suka bahasa Inggris gak?
4.	S	:	Lumayan suka Miss
5.	R	:	Ohh.. bagus... nah, di bahasa Inggris tuh kan ada <i>listening</i> , <i>reading</i> , <i>speaking</i> sama <i>writing</i> kan.. nah menurut kamu mana yang paling sulit?
6.	S	:	<i>Speaking</i> sama <i>reading</i> miss
7.	R	:	Kenapa itu?
8.	S	:	Soalnya jarang.. kadang kan nulis gitu sama mam Erna. Kadang nyanyi juga tapi kalo yang ngobrol itu jarang
9.	R	:	Kalau kenaya sendiri suka ngomong pakai bahasa Inggris?
10.	S	:	Suka, kadang sih Miss
11.	R	:	Di mana? Di rumah, sekolah apa dua-duanya?
12.	S	:	Dua-duanya.
13.	R	:	Ooo.. dua-duanya, suka ndengerin lagu nggak?
14.	S	:	Suka.
15.	R	:	Lagunya apa?
16.	S	:	Indonesia, hahahah
17.	R	:	Ow.. Indonesia.. kalau yang bahasa Inggris?
18.	S	:	Nggak ngerti artinya Miss jadi nggak sering. Jarang jarang
19.	R	:	Kalau lagu anak-anak bahasa Inggris tau nggak?

20.	S	:	Ahh.. lumayan
21.	R	:	Misalnya?
22.	S	:	Itu.. “if you happy and you know it clap your hand” trus “happy birthday juga” hahahah
23.	R	:	Oh, hahahaha.. terus, suka belajar bahasa Inggris pakai lagu sama boneka ga?
24.	S	:	Hmm.. ya pernah, pernah..
25.	R	:	Oh, pernah. Kamu suka ngga belajar pakai kayak gitu?
26.	S	:	Suka suka..
27.	R	:	Kalau belajar sama Mam Erna tadi gimana, suka nggak?
28.	S	:	Suka! Soalnya lucu
29.	R	:	Oohh, jadi suka belajarnya ya?
30.	S	:	Iya
31.	R	:	Oh.. mam Erna suka pakai media nggak?
32.	S	:	Pernah, pakai lagu pernah. Yang belum tuh boneka..
33.	R	:	Disini sudah pernah belum? Pakai lagu sama boneka?
34.	S	:	Belom.. yang pernah kelas 6 pakai lagu sama boneka
35.	R	:	Oohh.. berarti kamu suka ya kalau misalnya belajar pakai lagu sama boneka?
36.	S	:	Iyaa...
37.	R	:	Ok Kenaya, makasih waktunya ya.. Miss mau ngewawancara yang lain dulu, thankyouu

#### Interview 04

Kamis, 10 April 2014

Ruang kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Halo.. makasih ya udah mau nunggu.. namanya siapa?
2.	S	:	Nurina mbak..
3.	R	:	Nurina... ok Nurina.. mau Tanya-tanya sebentar kayak temennya tadi.. nggak apa-apa ya..
4.	S	:	Iya miss..

5.	R	:	Ok.. nurina.. kamu suka bahasa Inggris gak?
6.	S	:	Lumayan Miss.. gak suka suka banget
7.	R	:	Oohh.. kalau ngomong pakai bahasa Inggris? Pernah kan?
8.	S	:	Iya pernah.. tapi sulit
9.	R	:	Kalau dari <i>listening, reading, speaking sama writing</i> bahasa Inggris menurut kamu mana yang paling sulit?
10.	S	:	<i>Speaking</i> sama <i>listening</i> Miss.soalnya sulit, ngomong itu yang sulit...
11.	R	:	Ohh sulit..? dimana biasanya ngomong pakai bahasa Inggris?
12.	S	:	Di sekolah aja.. jarang di rumah
13.	R	:	Ohh gitu... suka lagu bahasa Inggris? Yang sekarang lagi ngetop misalnya?
14.	S	:	Lumayan Miss tapi nggak suka-suka banget.. paling lagu dari mam Erna
15.	R	:	Ohh lagu dari Mam Erna.. kalau kamu sendiri suka gak misalnya belajar bahasa Inggris pake lagu gitu?
16.	S	:	Suka... nggak bosan
17.	R	:	Ohh.. bisa nggak bosan ya? Emang biasanya di kelas bosan?
18.	S	:	Ya nggak sih. Tapi mesti lebih enak kalo pakai lagu.
19.	R	:	Ohh gitu.. kalau pake media boneka? Kayak boneka tangan gitu... kamu suka?
20.	S	:	Nggak tau.. belum pernah soalnya.. tapi kayaknya asik juga Miss.
21.	R	:	Asik ya? Bisa sambil nyanyi gitu kayak Mam Erna
22.	S	:	Iya Miss.. nggak bosan. Bosan kalau nulis terus
23.	R	:	Ohh.. yaaa.. makasih Ya Nurina, wawancaranya udah selesai..
24.	S	:	Ya Miss sama-sama

### Interview 05

Kamis, 10 April 2014

Ruang kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Halo dek, maaf ya udah nunggu lama.. makasih lho udah mau



			diwawancarai sama Miss Vero.. namanya siapa?
2.	S	:	Yudha Miss..
3.	R	:	Oo Yudha.. hmm.. Yudha suka bahasa Inggris?
4.	S	:	Pelajarannya? Kalo pelajarannya ya.. suka Miss..
5.	R	:	O.. kalo bahasa Inggrisnya?
6.	S	:	Nggak.. hahaaha
7.	R	:	Oh, hahahah... kenapa nggak?
8.	S	:	Sulit hihhi
9.	R	:	Ohh sulit.. kamu ngerasa sulitnya di mana?
10.	S	:	mmm.. semuanya. Tapi paling sulit ya ngomong
11.	R	:	kalo pelajaran bahasa Inggris tadi suka nggak?
12.	S	:	Suka.. soalnya lucu
13.	R	:	Ohh soalnya lucu. Kalau di pelajaran bahasa Inggris kamu banyak ngomong nggak?
14.	S	:	Emm.. nggak tau.. lumayan sih
15.	R	:	Ohh gitu, kamu suka belajar pakai lagu sama media boneka nggak?
16.	S	:	Nggak.. nggak pernah
17.	R	:	Di kelas ini belum pernah?
18.	S	:	Belum
19.	R	:	Kamu kalau belajar bahasa Inggris sukanya pakai apa?
20.	S	:	Pakai apa aja bisa..
21.	R	:	Ow.. berarti pakai lagu sama boneka bisa ya?
22.	S	:	Bisa.. hahaha
23.	R	:	Oohh, OK.. makasih ya waktunya Yudha, wawancaranya udah selesai...
24.	S	:	Sama-sama Miss..

### Interview 06

**Kamis, 10 April 2014**

**Ruang kelas IV**

**R: researcher      S: student**

Line	Interview
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1.	R	:	Halo... makasih udah mau nunggu.. kelamaan ya? Maaf ya.. namanya siapa?
2.	S	:	Nggak apa-apa miss, namanya Prama
3.	R	:	Ou.. makasih ya Prama.. Miss Vero mau Tanya nih soal belajar bahasa Inggris.. Prama suka bahasa Inggris nggak?
4.	S	:	Nggak..
5.	R	:	O? Nggak? Kenapa nggak suka, Prama?
6.	S	:	Soalnya susah..
7.	R	:	Susahnya di bagian mana?
8.	S	:	Ya nggak hafal
9.	R	:	Oh.. nggak hafal? Kalau ngomong bahasa Inggris, susah juga?
10.	S	:	Susah
11.	R	:	Soalnya?
12.	S	:	Soalnya.. ya nggak hafal
13.	R	:	Oh.. kalau pelajaran bahasa Inggris tadi kamu suka nggak?
14.	S	:	Suka. Soalnya lucu, ada permainan juga.
15.	R	:	Ohh.. seneng ya belajarnya? Tapi, masih ngerasa sulit ngomong bahasa Inggris?
16.	S	:	Masih
17.	R	:	Kalau kamu suka diskusi sama temenmu nggak?
18.	S	:	mm.. dikit
19.	R	:	Ngomong-ngomong pakai bahasa Inggris gitu sama temennya Prama?
20.	S	:	Nggak. Hehe.. pakai bahasa Jawa hahah
21.	R	:	Oh, haha. Kamu suka belajar sambil ndengerin lagu sama pakai boneka nggak?
22.	S	:	Nggak. Belum tau
23.	R	:	Ohh.. kalau belajar bahasa Inggris sukanya pakai apa?
24.	S	:	Pakai music suka. Music aja
25.	R	:	Oohh, OK.. makasih ya waktunya Prama, wawancaranya udah selesai...
26.	S	:	Sama-sama Miss..

**Interview 07****Kamis, 10 April 2014****Ruang kelas IV****R: researcher****S: student**

Line	Interview		
1.	R	:	Halo.. maaf nunggu lama banget... makasih ya udah mau diwawancara.. nggak lama kok.. namaya siapa?
2.	S	:	Iya g apapa Miss.. namaku Haziagh
3.	R	:	Ou Haziagh.. Haziagh suka bahasa Inggris nggak?
4.	S	:	Ngg.. nggak begitu
5.	R	:	Karena?
6.	S	:	Susah..
7.	R	:	Oh susah, jadi kalau ngomong-ngomong pakai bahasa Inggris juga ga suka ya?
8.	S	:	Iya, susah. Soalnya nggak tahu
9.	R	:	Oh gitu.. kok Haziagh ngerasa susah itu kenapa? Karena pelajarannya kurang menyenangkan atau kenapa?
10.	S	:	Kadang kurang menyenangkan, sulit aja ngehafalinnya.
11.	R	:	Oh gitu.. kamu suka belajar sambil ndengerin lagu nggak?
12.	S	:	Nggak.
13.	R	:	nggak? oh, kalau belajar bahasa Inggris sukanya pakai apa?
14.	S	:	Pakai permainan..
15.	R	:	Kalau lagu nggak suka?
16.	S	:	Nggak. Kalau lagu barat saya nggak suka
17.	R	:	Kalau lagu anak-anak yang gampang gitu, suka?
18.	S	:	Nggak. Sulit aja miss ngehafalinnya
19.	R	:	Ohh.. gitu... nah, di bahasa Inggris tuh kan ada <i>listening</i> , <i>reading</i> , <i>speaking</i> sama <i>writing</i> kan.. nah menurut kamu mana yang paling sulit?
20.	S	:	Kalau aku.. <i>listening</i> sama <i>speaking</i> Miss. Soalnya sulit, jarang juga.. nggak pernah ndengerin lagu barat
21.	R	:	Oooh, ga terbiasa ya... di kelas ini jarang ya Mam Erna pakai lagu

			barat? Anak-anak gitu misalnya?
22.	S	:	Ya pernah sih Miss, tapi nggak ndengerin lagu, ndengerin Miss Erna
23.	R	:	Oh gitu, ya ya.. hahahah OK Haziagh makasih ya waktunya buat wawancara. Sampai ketemu lagi
24.	S	:	Ya Miss, sampai ketemu juga!

### Interview 08

Kamis, 10 April 2014

Ruang Guru (Diskusi tentang Observasi Kelas)

R: researcher      ET:English teacher

Line	Interview		
1.	R	:	Selamat siang, Bu.. saya mau berdiskusi sebentar mengenai observasi yang baru saja dilakukan, tentang pelajaran bahasa Inggris dan muridnya...
2.	ET	:	Iya silahkan mbak, iya kan ramai banget kelasnya? Agak susah diatur..
3.	R	:	Iya, Bu.. hahaha. Tapi masih bisa dikontrol tadi... emm.. tadi saya lihat memang beberapa anak yang duduk di belakang, laki-laki, suka membuat gaduh.. apalagi waktu diminta untuk menirukan dan menulis..
4.	ET	:	Iya, itu biasanya memang dia, saya sudah <i>niteni</i> , makanya waktu saya minta mencatat saya datangi meja kelompok itu jadi dia tahu kalau saya mengawasi...
5.	R	:	Dan Ibu tadi juga menyanyi lagu yang berhubungan dengan materi, dilagukan gitu ya Bu?
6.	ET	:	Iya itu supaya anak mudah ingat, kan tadi begitu saya minta untuk menyanyi mereka langsung berdiri dan lancar kan.. saya suka pakai cara itu untuk penguatan vocab mereka.
7.	R	:	Kalau saya lihat tadi memang ada kesulitan di <i>speaking</i> nya misalnya siswa kurang PD untuk menjawab pertanyaan, kurang konsentrasi juga sehingga waktu ditanya nggak bisa, apalagi yang di belakang ya Bu, saya tadi kan duduk di belakang dan

			mengamati banyak siswa yang curi-curi waktu untuk rame.. itu bagaimana menurut Ibu?
8.	ET	:	Ya kalau saya sih bialngnya.. ya namanya anak-anak, belum bisa disuruh focus lama. Sukanya main, Cuma ya kalau Miss vero lihatnya seperti itu... kalau menurut saya itu masih wajar. Cuma ya memang akan lebih baik kalau mereka bisa meningkatkan gitu konsentrasinya.. ya kemampuannya juga.
9.	R	:	Menurut Ibu bagaimana cara mengatasi itu?
10.	ET	:	Kalau saya ya saya dekati seperti tadi. Saya tanyai mereka dan saya dekati agar mereka tidak canggung dan tahu kalau diamati. Pokoknya nggak terus marah-marah atau gimana nggak, lebih ke “hey saya lihat kamu lho” seperti itu. Anak kan nanti pasti cerita kenapa, kalau dimarahai kan nanti malah jadi takut atau malah sebaliknya..
11.	R	:	Ohhh, begitu ya Bu.. berarti kalau saya besok mengajar dengan English songs dan saya putarkan audionya kemungkinan mereka mau mendengarkan cukup besar ya Bu?
12.	ET	:	Ya, saya rasa mereka bisa tertarik.. soalnya saya kan nggak pernah pake itu karena keterbatasan fasilitas. Ya mungkin ada yang nanti agak males gitu tapi ... ya saya rasa bisa mbak. Bisa membuat si anak tertarik dulu jadi moodnya bisa bagus buat belajar.
13.	R	:	Oh.. iya iya betul.. kalau pakai boneka.. <i>puppet</i> begitu kan belum pernah ya, Bu?
14.	ET	:	Iya iya belum.. yang pernah itu di.. kelas 6 kalau nggak salah. Jadi yang kelas ini belum pernah. Itu pasti nanti jadi hal baru buat mereka.
15.	R	:	Baik, Bu nanti tanggal 17 saya akan memulai penelitian dengan menggunakan English Songs dan Puppets... doakan ya BU..
16.	ET	:	Iya mbak pasti saya doakan.. setelah ini mau wawancara siswanya juga?
17.	R	:	Iya Bu setelah kelas.. terimakasih Bu atas diskusinya
18.	ET	:	Ya ya mbak.. sama-sama

**Interview 09****19 April 2014****Ruang Guru****R: researcher****ET: English Teacher**

Line	Interview		
1.	R	:	Selamat siang Bu Erna, saya mau Tanya soal cycle pertama.. setelah 2 kali pertemuan dengan saya..
2.	ET	:	Oh ya Miss.. silahkan silahkan..
3.	R	:	Iya, Bu terimakasih.. menurut Ibu Erna bagaimana media yang saya gunakan.. <i>English songs</i> dan <i>puppet</i> selama 1 cycle dalam 2 kali pertemuan kemarin?
4.	ET	:	Sudah bagus Miss, saya lihat anak-anak juga udah mulai keliatan bedanya. Saya kan pertamanya kan takutnya anak-anak jadi nakal gitu sama orang baru, sama guru baru maksudnya... hahaha tapi nggak kok, mereka senang. Itu yang paling penting pertama. Terus kalau penggunaan medianya.. dari 2 kali pertemuan ini...saya rasa sudah cukup bagus.. sama materinya juga pas.
5.	R	:	Kalau dilihat dari muridnya bagaimana Bu? Ada perubahan dari pertemuan yang lalu...
6.	ET	:	Ya anak-anak kelihatan lebih memperhatikan, lebih aktif juga..saya lihat yang belakang juga sudah lumayan aktif. Cuma kalau belum semua ya mungkin karena butuh waktu...
7.	R	:	Wah.. iya bu... memang tidak bisa cepat ya Bu... jadi, menurut Ibu anak-anak sudah lumayan aktif ya, Bu...
8.	ET	:	Iya, terutama waktu mbak Vero pakai boneka <i>puppet</i> nya tadi kan perhatiannya anak-anak langsung ke depan kan? Tandanya kan mereka tertarik sama bonekanya dan jadi lebih senang.
9.	R	:	Oohh begitu.. kalau kekurangannya apa ya Bu?
10.	ET	:	Mungkin di permainannya aja Miss, jangan yang terlalu berat kayak yang di pertemuan pertama.. kan anak juga masih sulit kalau dikasih apa.. permainan yang aturannya kompleks. Jadi yang gampang-gampang aja permainannya miss. Sama mereka dikasih waktu untuk nulis kalau Miss Vero nggak pakai buku.

			Tapi menurut saya sudah bagus kok, mereka lebih banyak bicara sekarang.
11.	R	:	Ohh ya nanti saya perbaiki lagi.. terimakasih Bu.. kalau dari kemampuan bicaranya bagaimana, Bu? Anak-anak di kelas..
12.	ET	:	Saya lihat karena miss vero pakai lagu dan permainan yang banyak bicaranya mereka jadi lebih banyak bicara sekarang. Miss vero juga sering ngulang-ulang gimana cara bacanya, cara ngomongnya kan jadi lebih beernr juga daripada saya. Hahahah
13.	R	:	Waaah, ya tidak, Bu... saya jadi malu hahah...
14.	ET	:	Ahahah beneran ini Miss, oh ya Miss.. kalau anak-anak suka minta waktu buat nulis di buku catetan, itu soalnya tiap pelajaran saya suruh nyatet.. jadi mereka kebiasaan nyatet tiap pelajaran kalau ga nyatet mesti minta waktu..
15.	R	:	Oh.. iya iya Bu.. itu saya juga sering kelupaan 'oh ya mereka kan harus nyatet materi hari ini' iya ya Bu.. saya mengerti besok saya kasih waktu untuk mencatat.. kalau materi saya bagaimana bu?
16.	ET	:	Iya bagus, saya suka. Kreatif juga... saya lihat anak-anak juga suka. Saya suka kalau lihat anak-anak ikut nari .. senang berrarti mereka di kelas. Permainannya juga kreatif Cuma mungkin lain kali jangan yang terlalu susah, yang simple aja tapi mereka tetep bisa bicara sama yang lain...
17.	R	:	Ahh.. iya, Bu.. terimakasih... pasti saya ingat terus.. . saya juga senang di kelas. Hari pertama juga masih lihat-lihat kira-kira anak-anak gimana sama saya... kan kadang kalau sama mahasiswa gitu suka usil.. hahaha soalnya saya dulu gitu, hahaha... jadi saya berusaha dapet perhatiannya dulu..
18.	ET	:	Iya betul, Miss. Miss Vero juga... apa.. bisa tegas sama mereka jadi nggak kalah kalau mereka ramai itu juga bagus...
19.	R	:	Wah.. terimakasih banyak, Bu.. kalau begitu ada masukkan mungkin untuk saya di pertemuan selanjutnya, selain tadi tentang permainan...
20.	ET	:	Ya kalau saya ya permainan itu yang masih perlu diperbaiki, selain itu sudah bagus.. ya kasih kesempatan anak juga untuk

			bicara dengan satu sama lain..
21.	R	:	Oiya Bu, makasih sarannya. Sekian dulu mungkin Bu, mnanti kalau mau merepotkan lagi ya saya minta ijin lagi, hehe..
22.	ET	:	Halah miss kayak apa aja, gak merepotkan kok ini. Malah seneng saya, hehe..

### Interview 10

19 April 2014

Ruang kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Siang dek Ridwan, Miss Vero mau Tanya-tanya sebentar boleh ya..
2.	S	:	Ga boleh, Miss. hahaha
3.	R	:	Waaah, kok ga boleh, sebentar aja.. boleh ya?
4.	S	:	Becanda, Miss... boleh kok. Jangan sulit-sulitya Miss
5.	R	:	Ohh hahaha bukan pertanyaan yang kayak gitu, hahaah.. Cuma Tanya soal pelajaran yang tadi... sama kemarinnya, gimana menurut kamu pelajaran sama Miss Vero?
6.	S	:	Pelajarannya? Asik miss. Tapi jangan sulit-sulit miss permainannya. Kemarin sempet bingung yang disuruh Tanya-tanya itu.
7.	R	:	Ohh.. yang pertama ya? Sulit ya?
8.	S	:	Iya Miss, ngingetnya sulit terus cepet banget jadi bingung mau Tanya apa..
9.	R	:	Oohh.. gitu... selain itu ada lagi nggak yang masih kurang?
10.	S	:	Nggak Miss... lainnya asik
11.	R	:	Asik? Beneran? Asiknya gimana?
12.	S	:	Ya kan pakai lagu, pake boneka juga lain dari Mam Erna. Banyak mainnya juga, kadang bosan juga e kalo Cuma nulis sama jawab pertanyaan dari buku
13.	R	:	Ohh gitu.. kamu suka pelajaran bahasa Inggris pake lagu? Menurut kamu lagunya gimana? Sulit?



14.	S	:	Ya suka miss, pertamanya nggak.. hahah tapi terus jadi inget terus. Nggak sulit kok miss,soalnya diulang-ulang. Gampang inget juga
15.	R	:	Kalo bonekanya? Cowok kan biasanya gak suka...
16.	S	:	Kan gak dipake mainan Miss, ya suka...
17.	R	:	Waktu miss vero njelasin pake <i>puppet</i> itu jelas gak? Apa lebih baik ga usah pakai?
18.	S	:	Enak kalau pake Miss, lebih seru aja, lucu juga
19.	R	:	Ohh gitu... okey. Nah kalau ngajarnya, Miss Vero gimana ngajarnya? Jujur ya?
20.	S	:	Asik juga. Lucu. Hahahaha
21.	R	:	Beneran? Beneran lho ya? Hahaha masih kurang apa? Suaranya kurang keras apa terlalu cepet?
22.	S	:	Nggak kok Miss, suaranya udah keras.. keras banget. Hahaah
23.	R	:	Hahaaha... menurut kamu temen-temen yang lain suka juga nggak?
24.	S	:	Suka.
25.	R	:	Hem? Soalnya lebih rame ya?
26.	S	:	Iya. Biasanya rame gara-gara gelut hahaahah
27.	R	:	Ha? Gelut? Jangan dong hahaha.. ohh OK deh Ridwan makasih ya waktunya...
28.	S	:	Udah miss gini aja?
29.	R	:	Iya, lha mau lebih lama lagi? Hahaha
30.	S	:	Nggak nggak Miss haahah

### Interview 11

19 April 2014

Ruang kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Halo Devi... wawancara bentar ya...
2.	S	:	OK OK Miss, lama ya nggak apa-apa haahah
3.	R	:	Wahahah OK deh... mau Tanya soal pelajaran sama Miss vero 2

			kali ini, gimana menurut Devi?
4.	S	:	Asik Miss, Miss nya lucu, pake boneka juga, masih tak simpen lho bonekanya Miss
5.	R	:	Oya? Makasih Ya.. kamu suka pelajarannya? Nggak bosen?
6.	S	:	Nggak Miss, seru asik!! Yang <i>heaaad, shoulder knees and toes knees and toooes</i> itu aku suka miss, aku masih hafal lho Miss
7.	R	:	Wuaaa baagusss, jangan lupa yaaa... besok masih nyanyi itu lagi.. hahaha jadi emnurut kamu lagunya nggak sulit ya? Dihafalin sulit nggak?
8.	S	:	Nggak kok Miss, gampang buanget Miss kan Cuma <i>heaaad, shoulder knees and toes knees and toooes...</i>
9.	R	:	Ooooouu, baguuuss.... haha kalo penjelasannya Miss Vero jelas nggak?
10.	S	:	Jelas kok Miss, suaranya kedengeran sampe belakang. Kalo aku sih ngerti miss, jelas gitu
11.	R	:	Nggak bingung gitu? Jujur lho ya Devi.. misal kok njelasinnya kecepatan, muter-muter?
12.	S	:	Nggak Miss, nggak. Jelas jelas jelas
13.	R	:	Okeee... kalo pake bonekanya gimana? Jadi lebih jelas nggak? Atau gimana?
14.	S	:	Aku suka pake bonekanya Miss, suka njelasin pake boneka, asik bisa milih juga..
15.	R	:	Seneng ya kalo dapet kayak yang dimau ya? Kalau yang njelasin parts of body tadi?
16.	S	:	Iya jelas Miss kan ditunjuk-tunjuk gitu..
17.	R	:	Oh.. yaa.. nah kalau permainannya suka nggak? Sulit nggak menurut Devi?
18.	S	:	Nggak Miss, seneng kok. Seru.. tapi yang pertama agak bingung. Tapi kelompokku bisa lho Miss
19.	R	:	Oh iyaa.. kamu kelompok yang sama Anis itu juga ya.. sama kenaya.. bagus bagus!! Kalau yang tadi gimana?
20.	S	:	Yang tadi mm.. ya bagus juga Miss.
21.	R	:	Kamu ngerasa ada yang beda nggak sama pelajarannya?

22.	S	:	Adaa Miss. Banyak ngomongnya. Banyak nyanyinya juga. Lebih rame tapi asik
23.	R	:	OK OK.. makasih.. nah menurut kamu masih kurang apa ni dari pelajarannya sama Miss vero?
24.	S	:	Nyatet Miss, kan belum sempet dicatet udah main lagi..
25.	R	:	Oh,, iya ya.. lupa Miss ver nya, kesenangan main soalnya. Hahha ya, besok diingetin ya Miss veronya, Miss vero juga tak inget-inget.. selain itu ada lagi?
26.	S	:	Nggak Miss, udah seru. Bawa boneka lagi ya Miss
27.	R	:	Oh OK, makasih ya waktunya Devi..
28.	S	:	Yaaa Miss Vero

## Interview 12

19 April 2013

Ruang kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Yudha.. apa kabar Yud? Miss vero wawancara lagi ya? Mau kan?
2.	S	:	Ya Miss... tadi yang lain udah?
3.	R	:	Iyaa.. kamu yang ke-3. Hehehe.. mau Tanya nih soal pelajarannya sama Miss Vero, gimana menurut Yudha pelajarannya?
4.	S	:	Menurutku? Asik, lebih rame kelasnya Miss. Aku suka <i>heaaad, shoulder knees and toes.</i>
5.	R	:	Ohh kamu juga suka <i>head shoulders knees and toes</i> ya? Devi juga tadi.. menurutmu lagunya nggak sulit? Kamu suka belajar pake lagu jadinya?
6.	S	:	Yaa suka, soalnya gampang Cuma ini, ini, ini... nggak sulit
7.	R	:	Ohh gitu.. kalau pake bonekanya gimana?
8.	S	:	Suka juga, bisa main-main. Trus ditunjuk-tunjuk.
9.	R	:	Lebih jelas ya? Kamu ngerasa jadi bisa sering ngomong pake bahasa Inggris nggak?
10.	S	:	Iya Miss. Sering..

11.	R	:	Kalau permainannya gimana? Sulit nggak? Apa mbosenin?
12.	S	:	Yang pertama itu agak bingung, lha yang lain pada bingung juga trus nggak tahu gimana caranya ngomong, tapi trus Miss Vero nya kan dating trus jadi tahu..
13.	R	:	Ohh yang <i>family</i> ya.. uhh, maaf yaa.. besok nggak lagi deh,, nah menurut kamu ada bedanya nggak sama pelajaran-pelajaran yang dulu?
14.	S	:	Ada Miss,... mm.. lebih seru, lebih asik trus ngomong terus kita
15.	R	:	Ouuh, bagus bagus ya. Kamu suka?
16.	S	:	Iya. Suka Miss. Nyanyi nyanyi juga, asik asik
17.	R	:	Kamu jadi ngerasa ngomong bahasa Inggris itu sulit nggak?
18.	S	:	Nggak Miss, asik asik
19.	R	:	Asiik.. bagus bagus... nah kalau Miss Vero njelasinnya bikin bingung nggak?
20.	S	:	Nggak kok Miss.
21.	R	:	Ohh makasih.. nah mau ngasih saran nggak buat pelajaran besok? Buat Miss Vero apa buat materinya?
22.	S	:	Nggak Miss udah bagus. Besok nyanyi lagi nggak Miss?
23.	R	:	Iya dong... gimana?
24.	S	:	Nggak apa-apa Miss
25.	R	:	OK deh, makasih Yudhaa.. sampe ketemu minggu depan
26.	S	:	Ya Miss sampe ketemu lagi

### Interview 13

19 April 2014

Ruang kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Siang Hikam... boleh Tanya-tanya sebentar ya..
2.	S	:	Ya Miss..boleh Miss
3.	R	:	Mau Tanya.. gimana kemarin pelajarannya sama Miss Vero?
4.	S	:	Asik Miss, banyak ngomongnya
5.	R	:	Kamu ngerasa jadi banyak ngomongnya? Masih takut nggak

			ngomong pake bahasa Inggris
6.	S	:	Ya, sedikit.. soalnya takut nggak bener,
7.	R	:	Selama pelajaran kemarin materinya sama permainannya gimana? Masih bikin takut ngomong pake bahasa Inggris?
8.	S	:	Kalo kemarin sih nggak Miss. Soalnya kan bareng-bareng. Permainannya asik nunjuk nunjuk bonekanya
9.	R	:	Ngerasa nambah kosa kata nggak Hikam?
10.	S	:	Iya Miss.
11.	R	:	Kalau lagunya gimana? Sulit nggak?
12.	S	:	Nggak Miss gampang, gampang diinget...
13.	R	:	mmm.. kalau pengucapan bahasa Inggrisnya gimana Hikam? Lagunya membantu nggak?
14.	S	:	Maksudnya gimana Miss?
15.	R	:	jadi dari ndengerin lagu itu kamu ngerasa pengucapan bahasa Inggrisnya berubah nggak? missal “mother” sama “father” kemarin itu kan masih ada yang “moder fader”... kalau Hikam ngerasanya gimana?
16.	S	:	Oh itu iya, berubah. Soalnya Mam Erna bilang “Moder” kalau di lagu kan “Maaather”
17.	R	:	hahaha.. ohh gitu yaa.. jadi kemarin jadi lebih banyak ngomong sama pengucapan bahasa Inggrisnya yang bener jadi tahu ya.. OK Hikam makasih.. kamu suka nggak belajar <i>speaking</i> pake lagu sama puppet kayak kemarin?
18.	S	:	Suka. Asik tapi jangan sulit-sulit ya Miss besok lagunya, kayak kemarin aja
19.	R	:	Ohh siaaap.. OK OK berarti buat pelajaran besok lagi jangan pake lagu yang sulit ya? Kalo buat Miss Vero sendiri gimana?
20.	S	:	Buat Miss Vero? Mmm... ga ada
21.	R	:	Beneran? Njelasinnya nggak kecepetan apa kurang jelas?
22.	S	:	Kadang kurang jelas, tapi mesti ditanyain satu satu lagi
23.	R	:	Ooh OK .. makasih ya Hikam
24.	S	:	Sama-sama Miss

**Interview 14****19 April 2014****Ruang kelas IV****R: researcher****S: student**

Line	Interview		
1.	R	:	Rama, hallo.. Tanya-tanya bentar ya.. soal pelajaran sama Miss Vero 2x kemarin.. menurut Rama gimana?
2.	S	:	Asik kok Miss
3.	R	:	Kamu suka belajarnya kemarin?
4.	S	:	Suka Miss, seneng.
5.	R	:	Ngerasa nambah sesuatu nggak? Ada bedanya sama yang dulu-dulu??
6.	S	:	Sama Miss vero itu banyak ngomongnya, pake lagu, pake boneka.. sama Mam Erna kan nggak pernah... terus nambahnya..ngomongnya nambah banyak
7.	R	:	Ohh.. hahaha menurut kamu materi sama permainannya gimana?
8.	S	:	Bagus kok Miss.
9.	R	:	Bisa dimengerti nggak Ram?
10.	S	:	Bisa, jelas kok Miss
11.	R	:	Ohh gitu, kalau dari pakai lagu kamu ngerasa ada perubahan nggak? Misalnya cara pengucapannya gitu?
12.	S	:	Iya ada.
13.	R	:	Misalnya di mana?
14.	S	:	Shoulder, kan harusnya “Syhoulder” terus toes kan “tos” buakn “tus” ya pokoknya itu
15.	R	:	Ohh.. kerasa bedanya ya.. kalau pake bonekanya gimana? Membantu belajar nggak?
16.	S	:	Iya Miss
17.	R	:	Di mana nya?
18.	S	:	Ya jadi lebih jelas gitu, waktu yang pertama juga
19.	R	:	Ohh gitu... hahah kalau Miss Vero njelasinnya gimana?
20.	S	:	Kadang cepet kadang nggak, suka ngulang-ngulang
21.	R	:	Jelas nggak neranginnya? Suaranya kurang keras?

22.	S	:	Keras kok Miss, jelas juga tapi kadang kecepetan gitu..
23.	R	:	Oohh OK, ada saran nggak buat pelajaran yang besok?
24.	S	:	Heemm.. nggak ada Miss
25.	R	:	Bener? Ok deh, makasih Ya Rama
26.	S	:	Sama-sama Miss

### Interview 15

07 Mei 2014

### Ruang Kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Halo Hendra, makasih ya udah mau diwawancarai... cepet kok ini , heheh
2.	S	:	Hehe iya Miss
3.	R	:	Nah, Miss Vero mau Tanya, gimana pelajaran sama Miss Vero 4x pertemuan ini?
4.	S	:	Seru kok Miss. Seneng!
5.	R	:	Hendra seneng sama pelajarannya? Nggak bosan apa sulit gitu?
6.	S	:	Nggak Miss, seneng kok.
7.	R	:	Ohh OK, makasih.. menurut kamu kemampuan ngomong bahasa Inggrisnya Hendra jadi nambah nggak? Jujur ya..
8.	S	:	Nambah Miss. Nambah kok..
9.	R	:	Ouuh, baguuss.. ngerasa lebih semangat nggak belajar pake musik sama boneka kayak kemarin?
10.	S	:	Iya Miss, nggak bosan
11.	R	:	Berarti Hendra ngerasa ada kemajuan ya di pelajaran bahasa Inggris?
12.	S	:	Iya ada Miss
13.	R	:	Di mananya?
14.	S	:	Di <i>speaking</i> nya Miss. Kan banyak ngomong...
15.	R	:	Kalau di cara bacanya? Ngobrolnya sama temen-temen, masih takut?
16.	S	:	Nggak Miss. Udah nggak..

17.	R	:	Emang dulu takut kenapa sih? Kan dulu katanya nggak suka bahasa Inggris?
18.	S	:	Soalnya kan takut salah Miss, malu
19.	R	:	Oh kalau sekarang udah nggak malu ya, berarti bahasa Inggrisnya Hendra udah bagus dong kan udah nggak malu?
20.	S	:	Hehehe, iya Miss..
21.	R	:	OK deh Hendra, minta kesan pesan dong selama Miss vero ngajar disini, ini kan hari terakhir Miss Vero ngajar disini
22.	S	:	Oya Miss? Mm.. Miss Vero tuh lucu kayak Miss Erna, terus nggak pernah marah, baik
23.	R	:	Ouu makasih.. kalau ngajarnya gimana? Jangan yang bagus-bagus aja, hahaha
24.	S	:	Ngajarnya? Udah bagus kok. Seneng
25.	R	:	Waaah makasih ya Hendra... nggak nyangka deh. Miss juga suka ngajar di kelas ini. Seruu banget
26.	S	:	Besok ngajar sini aja Miss, hahaha
27.	R	:	Waaah.. ya liat besok ya, makasih banyak ya hendra..
28.	S	:	Ya Miss vero

### Interview 16

07 Mei 2014

Ruang Kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Nabilla, halo halo.. Miss Vero mau Tanya-tanya sebentar yaa..
2.	S	:	Ya Miss Vero
3.	R	:	OK OK, menurut nabilla gimana pelajaran bahasa Inggris sama Miss Vero selama 4x pertemuan ini?
4.	S	:	Seruuuuuuuu... asik Miss asik !!
5.	R	:	Woaaaaa, serunya dimana asiknya dimana?
6.	S	:	Ya nyanyi! Pake boneka! Masih ada Miss boneka <i>mother</i> nya kemarin
7.	R	:	Masih disimpn? Woaaah.. makasih ya.. seneng ya belajar sambil



			nyanyi sama pake boneka?
8.	S	:	Seneng Miss, mbok besok kesini lagi Miss
9.	R	:	Wahahaha,, besok lihat ya.. OK.. Nah, kegiatan kemarin menurut Nabilla nambah kemampuan <i>speaking</i> Nabilla nggak?
10.	S	:	Iya Miss, kan nyanyi juga trus kemarin yang pake boneka yang njelas-njelasin itu juga...
11.	R	:	Jadi sering ngomong ya?
12.	S	:	Iya Miss
13.	R	:	Bikin semangat nggak belajar pake lagu sama boneka kayak kemarin?
14.	S	:	Iya Miss. Seru, asik bisa nyanyi. Aku paling suka <i>head, shoulder, knees and toes knees and toooes</i>
15.	R	:	Aahh.. bagus baguuuss... terus masih ada kesulitan nggak belajar di bahasa Inggris?
16.	S	:	Kalau sekarang nggak ada Miss
17.	R	:	Kalau Miss Vero njelasinnya gimana Nabilla? Kecepatan atau kurang jelas apa kurang keras?
18.	S	:	Nggak kok Miss, kan Miss suka ngulang-ulang jadi jelas. Paling kadang pada rame jadi nggak tau ngomong apa
19.	R	:	Ohh, ahahahah.. Nah ini kan hari terakhir Miss Vero ngajar disini.. Miss vero minta dikritik dong.. kesannya gimana dari Nabilla?
20.	S	:	Kalo menurutku Miss vero lucu, seneng diajar Miss Vero.. nggak kalah sama temen-temen juga. hahaha
21.	R	:	Ohh.. hahaha makasih ya Nabiila..
22.	S	:	Ya Miss, sering-sering main ke sini yaa..
23.	R	:	Ya nanti liat-liat ya Nabilla.. Miss Vero juga suka ngajar disini.. sampai ketemu lagi ya
24.	S	:	Ya Mis...

### Interview 17

07 Mei 2014

Ruang Kelas IV

**R: researcher****S: student**

Line	Interview		
1.	R	:	Siang Raras... Miss Vero mau Tanya soal pembelajaran kemarin sama Miss Vero, boleh ya..
2.	S	:	Iya Miss..
3.	R	:	Nah gimana menurut Raras kemarin belajar sama Miss Vero pake lagu bahasa Inggris sama boneka?
4.	S	:	Seneng Miss, asik!!
5.	R	:	Oya? Asiknya dimana?
6.	S	:	Ya kan bisa nyanyi <i>head, shoulder knees and toes knees and toes</i> , trus <i>eyes and ears and mouth and nose</i> .. gitu gitu.. trus pake boneka..
7.	R	:	Ohh.. seneng ya kalau belajarnya gitu ya? Nggak bosen?
8.	S	:	Nggak
9.	R	:	Hhmm... OK..nah kamu ngerasa kemampuan <i>speakingnya</i> nambah nggak Raras?
10.	S	:	Nambah Miss, soalnya sama Miss Vero banyak ngomongnya di kelas..
11.	R	:	Jadi lebih semangat nggak belajar bahasa Inggrisnya pake lagu sama boneka kemarin?
12.	S	:	Iya Miss, asik soalnya
13.	R	:	Ohh gitu.. materi yang di pake Miss Vero sulit nggak?
14.	S	:	Nggak kok Miss lagunya gampang
15.	R	:	Kalo materi sama permainannya gimana? Suka nggak? Gampang dimengerti nggak?
16.	S	:	Iya kok Miss. Suka!
17.	R	:	Kalau gitu masih takut ngomong pake bahasa Inggris nggak sekarang?
18.	S	:	Kalo sekarang nggak Miss, lebih berani malah
19.	R	:	Kalau dulu tuh masih takut kenapa sih?
20.	S	:	Soalnya kan takut salah ngomong Miss, nanti nggak diketawain kalo salah
21.	R	:	Ohh gitu.. sekarang udah berani kan ya? Bagus.. nah ini kan hari

			terakhir Miss Vero ngajar kan... minta kesan sama pesannya Raras dong buat Miss Vero..
22.	S	:	Nngg.. kalo kesannya tu, diajarin Miss vero tu enak soalnya Miss Veronya lucu cerita pake Candy. Hahaha terus suka nyanyi-nyanyi bareng di kelas. Pesennya mbok jangan selese Miss, ngajar sini aja... gentian sama Mam Erna
23.	R	:	Waah, itu nanti dulu ya.. Miss Vero selesai sekolahnya dulu hahaa, yaudah makasih ya Raras, wawancaranya udah selesai.. sampai ketemu lagi..
24.	S	:	Ya Miss sama-sama, sering-sering main kesini ya Miss

### Interview 18

07 Mei 2014

Ruang Kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Halo Prama... makasih ya udah mau di wawancara sama Miss Vero.. nggak apa-apa to Miss Vero mau Tanya-tanya sebentar?
2.	S	:	Iya Miss, nggak apa-apa. Mau Tanya apa to Miss?
3.	R	:	Mau Tanya soal pelajaran sama Miss Vero 4x pertemuan itu, menurut Prama gimana?
4.	S	:	Pelajarannya asik, seru Miss
5.	R	:	Prama suka belajar pake lagu sama boneka kayak kemarin?
6.	S	:	Suka Miss, nggak mbosenin jadinya
7.	R	:	Nggak mbosenin ya?
8.	S	:	Nggak Miss kalo aku sih nggak
9.	R	:	Ohh bagus, kamu ngerasa jadi nambah kemampuan <i>speakingnya</i> nggak?
10.	S	:	Iya nambah Miss
11.	R	:	Jadi gimana?
12.	S	:	Ya kan biasanya jarang ngomong Miss, kemarin sama Miss Vero banyak ngomongnya. Trus dibenerin cara ngomongnya juga
13.	R	:	Oohh, gitu.. sekarang masih takut ngomong bahasa Inggris

			nggak?
14.	S	:	Nggak Miss. Ya dikit sih... tapi udah nggak banget
15.	R	:	Soalnya udah bisa ya?
16.	S	:	Ya dikit kok Miss, belum bisa banget
17.	R	:	Waaa... hahaha nah kalo lagu, materi sama permainannya gimana Prama? Gampang nggak?
18.	S	:	Gampang kok Miss
19.	R	:	Gampang dimengerti nggak? Miss Vero ngajarnya gimana?
20.	S	:	Iya gampang. Miss Vero ngajarnya seru, asik. Nggak kayak lagi diajar.
21.	R	:	Oohh gitu, makasih Ya.. Ohya minta kesan sama pesannya Prama dong buat miss Vero..
22.	S	:	Ya Miss vero asik ngajarnya, lucu bagus. Besok mau jadi guru ya Miss?
23.	R	:	Iya.. hehe udah gitu aja? Pesennya apa?
24.	S	:	Pesennya jangan lupa kesini
25.	R	:	Oookeyy.. makasih yaa...
26.	S	:	Sama-sama Miss..

### Interview 19

07 Mei 2014

Ruang Kelas IV

R: researcher

S: student

Line	Interview		
1.	R	:	Halo Rizky... makasih ya dah nunggu, hehehe.. Miss vero Cuma mau Tanya sebentar kok..
2.	S	:	Ya Miss
3.	R	:	Menurut Rizky gimana pelajaran sama Miss Vero 4x ini pake lagu bahasa Inggris sama boneka?
4.	S	:	Ya, suka Miss.
5.	R	:	Iya? Sukanya gimana?
6.	S	:	Ya kan banyak nyanyi, terus banyak mainnya juga sama temen-temen.

7.	R	:	Ohh, seru ya kalau belajarnya gitu? Kalau materinya gimana? Gampang dimengerti nggak?
8.	S	:	Gampang sih Miss daripada disuruh nyatet-nyatet gitu... biasanya kan sama Mam Erna disuruh bikin kalimat gitu, kalo sama Miss Vero kan mainan gitu
9.	R	:	Oh.. gitu.. tap imam Erna kan ngajarnya juga asik..
10.	S	:	Iya sih.. tapi ya beda aja
11.	R	:	Oohh.. OK.. nah kegiatan kemarin bikin kemampuan <i>speaking</i> kamu nambah nggak?
12.	S	:	Iya nambah Miss, jadi suka <i>speaking</i> sekarang. Dulu kan malu
13.	R	:	Beneran?
14.	S	:	Iya Miss.
15.	R	:	Sekarang jadi gimana memangnya?
16.	S	:	Ya jadi bisa <i>speaking</i> Miss
17.	R	:	Jadi PD kalo ngomong bahasa Inggris?
18.	S	:	Ya belum banget juga sih Miss.
19.	R	:	Oh gitu, tapi dah bagus itu.. dulu emang ga suka ya sama <i>speaking</i> ?
20.	S	:	Nggak Miss, soalnya sulit, nggak ngerti artinya, susah gitu..
21.	R	:	Oh gitu, berarti materi sama lagu nya yang dipakai kemarin ga sulit ya?
22.	S	:	Nggak Miss, gampang kok. Ingetnya juga gampang. Yang cewek-cewek tu suka nyanyi <i>head shoulder knees and toes</i> kalo pas istirahat, sama si Yudha itu juga
23.	R	:	Oh gitu, hahahaha.. yah bagus deh.. kalau Miss Vero sendiri gimana njelasinnya?
24.	S	:	Jelas Miss, kadang kecepeten tapi jelas kok
25.	R	:	Ohh, gitu ya. Maaf deh.. nah kamu ada pesan nggak buat Miss vero? Kan ini udah pertemuan terakhir..
26.	S	:	Berarti udah nggak kesini lagi Miss?
27.	R	:	Masih kesini lagi buat post test besok minggu depan..
28.	S	:	Ohh, ya main-main kesini ya Miss. Pesennya jangan lupain kita..
29.	R	:	Ohh, sip! Pasti.. makasih ya..

**Interview 20****07 Mei 2014****Ruang Guru****R: researcher****ET: English Teacher**

Line	Interview		
1.	R	:	Selamat siang Bu, akhirnya selesai juga.. hehehe saya may wawancara terakhir terkait penelitian saya kemarin dan KBM di kelas selama saya di kelas..
2.	ET	:	Ya.. syukur alhamdulillah ya mbak.. ya silahkan-silahkan...
3.	R	:	Iya, Bu terimakasih.. menurut Ibu Erna bagaimana media yang saya gunakan.. <i>English songs</i> dan <i>puppet</i> selama 2 cycle dalam 4 kali pertemuan kemarin?
4.	ET	:	Bagus, bagus sekali. Kalau saya lihat dari yang pertama sama yang ini .. murid- murid makin aktif, ngomongnya lebih banyak anak-anak jadi tahu banyak lagu-lagu bahasa Inggris juga, langsung dengar dari audio gitu bukan saya. Hahahaha. Jadi pelafalannya juga meningkat bagus.
5.	R	:	Kalau dilihat dari muridnya bagaimana Bu? Ada perubahan signifikan dari pertemuan-pertemuan yang kemarin?
6.	ET	:	Iya ada. Mereka jadi lebih aktif jawab, ngomong bahasa Inggris juga sudah mulai mau gitu. Artinya sudah nyaman ya, sudah nggak takut lagi.
7.	R	:	Wah, syukur deh.. hahaha saya sudah khawatir kalau nggak berhasil bikin murid-murid jadi nyaman di kelas..Nah, kalau dari vocabnya Bu?
8.	ET	:	Ya, itu juga banyak. Kan waktu awal kemarin malah <i>blas</i> nggak mau ngomong apa-apa waktu disuruh ndeskripsiin boneka itu <i>to</i> ? Tadi sudah banyak vocab yang keluar, kalimat juga udah mulai betul. Dari nilainya juga sudah kelihatan.Saya senang!
9.	R	:	Waaah... saya juga senang. Kalau gitu berarti penggunaan lagu bahasa Inggris dan puppet ini membantu meningkatkan speaking siswa ya, bu?
10.	ET	:	Betul betul.

11.	R	:	Kalau dari keadaan kelas bagaimana, Bu? Terlihat menikmati atau tidak anak-anaknya Bu?
12.	ET	:	Iya, menikmati.. menikmati. Mungkin karena aktivitasnya beragam trus pakai permainan juga jadi anak lebih seneng. Kalau nggak seneng nggak mungkin naik nilainya, ya to? hahahah
13.	R	:	Waah, ya bener Bu... Nah kalau gitu saya sekarang minta di evaluasi sama Ibu...
14.	ET	:	Miss Vero? Evaluasinya... ngajarnya sudah bagus... trus kreatif juga. Nggak kalah sama muridnya.. tapi mungkin kalau menjelaskan jangan terlalu cepat. Tapi itu nggak apa-apa, kemarin sudah nggak kecepeten kok. Ya.. itu aja, nanti pasti bisa lebih baik..
15.	R	:	Terima kasih, Bu.. saya masih banyak kurangnya. Masih ahrus banyak belajar..
16.	ET	:	Tapi memang kelas ini kan ya kelas yang rame. Mungkin kalau gurunya nggak kuat ya bisa kalah sama muridnya tapi miss vero nggak kok.. bagus, bagus...
17.	R	:	Terima kasih sekali lagi, Bu. Sayang sekali ini sudah terakhir... saya senang sekali bisa mengajar disini. Semoga member manfaat untuk KBM ke depan. Terima kasih, Bu..
18.	ET	:	Amin, amin.. ya sama-sama.. saya juga terimakasih sudah dibantu..

**3**

**OBSERVATION  
SHEET**



## OBSERVATION SHEET

**Kamis, 17 April 2014**

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.			
	2. The students respond to the greeting.			
	3. The teacher asks the students condition and their attendance list.			
	4. The teacher gives opening to the students related to the material will be discussed.			<b>Asks the students about family members</b>
	5. Students are active in responding the lead in given by the teacher.			<b>The students tell about their family members</b>
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher play the English song			
	2. The students listen to the English song.			<b>The teacher uses the finger puppets</b>
	3. The teacher asks the students to sing together.			

	4. The students sing the song			<b>The students repeat the teacher</b>
	5. The teacher asks the difficult words.			
	6. The teacher gives explanation about the song to the students			
	7. The teacher writes the vocabularies on the whiteboard.			
	8. The teacher asks the students to repeat the vocabulary			
	9. The students repeat the words after the teacher.			
	10. The teacher asks the students to play game related to the material			
	11. The students play together with the teacher.			
	12. The teachers correct the student's mistakes and asks the students whether they have questions.			
	13. The students ask questions			
	14. The teacher answer the student's questions			
	15. The teacher checks the students' understanding			
	16. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.			
	17. The teacher asks the students to perform with the puppet			

	18. The students are active in performing with the puppet			
<b>C</b>	<b>Post-Teaching</b>			
	1. The teacher gives opportunity to the students to ask about the material has been given.			
	2. The teacher asks the students what material has just been discussed.			
	3. The teacher concludes and summarizes the lesson with the students.			
	4. The teacher closes the teaching and learning process.			
<b>D</b>	<b>Methods</b>			
	1. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.			
	2. The teacher gives the explanation, examples, and illustration clearly.			
	3. The teacher uses teaching media.			
	4. The teacher corrects the students' mistakes.			

	5. The teacher uses time allocation well.			
<b>E</b>	<b>Teacher-students' interaction</b>			
	1. The students feel free to ask, agree, and express their idea.			
	2. The teacher can control and manage the class.			
	3. The students are encouraged to do their best.			
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	1. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.			

## OBSERVATION SHEET

**Sabtu, 19 April 2014**

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.			
	2. The students respond to the greeting.			
	3. The teacher asks the students condition and their attendance list.			
	4. The teacher gives opening to the students related to the material will be discussed.			
	5. Students are active in responding the lead in given by the teacher.			
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher play the English song			
	2. The students listen to the English song.			
	3. The teacher asks the students to sing together.			
	4. The students sing the song			

	5. The teacher asks the difficult words.			
	6. The teacher gives explanation about the song to the students			
	7. The teacher writes the vocabularies on the whiteboard.			
	8. The teacher asks the students to repeat the vocabulary			
	9. The students repeat the words after the teacher.			
	10. The teacher asks the students to play game related to the material			
	11. The students play together with the teacher.			
	12. The teachers correct the student's mistakes and asks the students whether they have questions.			
	13. The students ask questions			
	14. The teacher answer the student's questions			
	15. The teacher checks the students' understanding			
	16. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.			
	17. The teacher asks the students to perform with the puppet			

<b>C</b>	<b>Post-Teaching</b>			
	1. The teacher gives the students opportunity to ask about the matter has been given.			
	2. The teacher asks the students what material has just been discussed.			
	3. The teacher concludes and summarizes the lesson with the students.			
	4. The teacher closes the teaching and learning process.			
<b>D</b>	<b>Methods</b>			
	1. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.			
	2. The teacher gives the explanation, examples, and illustration clearly.			
	3. The teacher uses teaching media.			
	4. The teacher corrects the students' mistakes.			
	5. The teacher uses time allocation well.			

<b>E</b>	<b>Teacher-students' interaction</b>			
	1. The students feel free to ask, agree, and express their idea.			
	2. The teacher can control and manage the class.			
	3. The students are encouraged to do their best.			
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	1. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.			



## OBSERVATION SHEET

Jumat 4 Mei 2014

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>Pre-Teaching</b>			
	1. The teacher greets the students.			
	2. The students respond to the greeting.			
	3. The teacher asks the students condition and their attendance list.			
	4. The teacher gives opening to the students related to the material will be discussed.			
	5. Students are active in responding the lead in given by the teacher.			
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher play the English song			
	2. The students listen to the English song.			
	3. The teacher asks the students to sing together.			
	4. The students sing the song			

	5. The teacher asks the difficult words.			
	6. The teacher gives explanation about the song to the students			
	7. The teacher writes the vocabularies on the whiteboard.			
	8. The teacher asks the students to repeat the vocabulary			
	9. The students repeat the words after the teacher.			
	10. The teacher asks the students to play game related to the material			
	11. The students play together with the teacher.			
	12. The teachers correct the student's mistakes and asks the students whether they have questions.			
	13. The students ask questions			
	14. The teacher answer the student's questions			
	15. The teacher checks the students' understanding			
	16. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.			
	17. The teacher asks the students to perform with the puppet			

<b>C</b>	<b>Post-Teaching</b>			
	1. The teacher gives the students opportunity to ask about the matter has been given.			
	2. The teacher asks the students what material has just been discussed.			
	3. The teacher concludes and summarizes the lesson with the students.			
	4. The teacher closes the teaching and learning process.			
<b>D</b>	<b>Methods</b>			
	1. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.			
	2. The teacher gives the explanation, examples, and illustration clearly.			
	3. The teacher uses teaching media.			
	4. The teacher corrects the students' mistakes.			
	5. The teacher uses time allocation well.			

<b>E</b>	<b>Teacher-students' interaction</b>			
	1. The students feel free to ask, agree, and express their idea.			
	2. The teacher can control and manage the class.			
	3. The students are encouraged to do their best.			
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	1. Students are motivated to learn and practice their Speaking skills with the new materials and activities provided by the teacher.			

## OBSERVATION SHEET

Sabtu, 05 Mei 2014

	CRITERIA	YES	NO	COMMENTS
<b>A</b>	<b>Pre-Teaching</b>			
	6. The teacher greets the students.			
	7. The students respond to the greeting.			
	8. The teacher asks the students condition and their attendance list.			
	9. The teacher gives opening to the students related to the material will be discussed.			
	10. Students are active in responding the lead in given by the teacher.			
<b>B</b>	<b>Whilst-Teaching</b>			
	1. The teacher play the English song			
	2. The students listen to the English song.			
	3. The teacher asks the students to sing together.			
	4. The students sing the song			

	5. The teacher asks the difficult words.			
	6. The teacher gives explanation about the song to the students			
	7. The teacher writes the vocabularies on the whiteboard.			
	8. The teacher asks the students to repeat the vocabulary			
	9. The students repeat the words after the teacher.			
	10. The teacher asks the students to play game related to the material			
	11. The students play together with the teacher.			
	12. The teachers correct the student's mistakes and asks the students whether they have questions.			
	13. The students ask questions			
	14. The teacher answer the student's questions			
	15. The teacher checks the students' understanding			
	16. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.			
	17. The teacher asks the students to perform with the puppet			

<b>C</b>	<b>Post-Teaching</b>			
	5. The teacher gives the students opportunity to ask about the matter has been given.			
	6. The teacher asks the students what material has just been discussed.			
	7. The teacher concludes and summarizes the lesson with the students.			
	8. The teacher closes the teaching and learning process.			
<b>D</b>	<b>Methods</b>			
	6. The teacher decreases students' low confidence and increase the students' confidence to be more speak up.			
	7. The teacher gives the explanation, examples, and illustration clearly.			
	8. The teacher uses teaching media.			
	9. The teacher corrects the students' mistakes.			
	10. The teacher uses time allocation well.			

<b>E</b>	<b>Teacher-students' interaction</b>			
	4. The students feel free to ask, agree, and express their idea.			
	5. The teacher can control and manage the class.			
	6. The students are encouraged to do their best.			
<b>F</b>	<b>Improvement of Students Speaking Skills</b>			
	2. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.			



**4**  
**PRE-TEST**  
**&**  
**POST-TEST**

**PRE TEST**

**Describe the puppet!**

**POST TEST**

**Describe the puppet!**

**5****COURSE GRID**

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH SONGS AND PUPPETS IN SMP BOPKRI 1,  
YOGYAKARTA GRADE IV IN THE ACADEMIC YEAR OF 2013 / 2014**

**COURSE GRID**

**Cycle 1**

**Standard Competency:** 6. *Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas*

Basic Competency	Indicators	Materials				Activities
		Topics	Functions	Vocabulary	Key structure	
<p>6. <i>Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</i></p> <p>6.1 <i>Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</i></p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>• Imitates speech in very simple expressions</li> <li>• Students can point to the family member mentioned.</li> <li>• Students can repeat after the teacher</li> <li>• Students can follow some instruction given especially in the game.</li> <li>• Students can</li> </ul>	<p>I love my Family</p>	<ul style="list-style-type: none"> <li>• Listen and repeat the vocabulary.</li> </ul> <p>Examples :</p> <ul style="list-style-type: none"> <li>• Father</li> <li>• Mother</li> <li>• Brother</li> <li>• Sister</li> <li>• Teacher</li> <li>• Singer</li> </ul>	<p>Family member:</p> <p>Father, mother, brother, sister, grandfather, grandmother</p> <p>Ages:</p> <p>7 years old, 13 years old 24 years old 45 years old 66 years old</p> <p>Occupations:</p> <p>Teacher,</p>	<ul style="list-style-type: none"> <li>• <b>WH question:</b> <i>What+ to be (is, are)+object+?</i></li> <li>• <b>Simple present tense:</b> <i>S+ to be (is, are)+ object</i></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Who are you?</li> <li>• I am Yudha's mother.</li> </ul>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. The researcher gave information about family members.</li> <li>2. The researcher introduced the new words by playing "The Finger Family" song and using the puppets.</li> <li>3. The researcher asked the students to repeat the words.</li> <li>4. The researcher asked the students to play "Listen and Point" to check their understanding.</li> <li>5. The researcher mentioned the name of the Family members then the students</li> </ol>

	<p>ask clarity about family members.</p> <ul style="list-style-type: none"> <li>• Students can give responses to the questions.</li> <li>• Students can use the expression in the game</li> </ul>			<p>students, singer, actress, actor, doctor</p>		<p>must point at the puppets.</p> <p>6. The teacher explained the age and occupation of each member and ask the students to repeat it.</p> <p><b>Practice</b></p> <p>7. The students were divided into four groups then the teacher gave them a role.</p> <p>8. One group means one family.</p> <p>9. Each of them should find out the role of each member by asking their name, age and occupation.</p> <p>10. The researcher gave each group puppets to be used in the next activity</p> <p><b>Production</b></p> <p>11. Then the researcher asked each group to introduce their family start from the youngest child to the grandfather.</p>
<p>6. Mengungkapkan instruksi dan</p>	<p>The students are able to:</p>	<p>Body and Face</p>	<p>Listen and repeat the vocabulary</p>	<p>Parts of body Head, neck,</p>	<p>• <b>WH question:</b></p>	<p><b>Presentation</b></p> <p>1. The researcher asked about</p>

<p><i>informasi sangat sederhana dalam konteks kelas</i></p> <p><i>6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</i></p>	<ul style="list-style-type: none"> <li>• Mention parts of the body.</li> <li>• Point at the parts of the body mentioned</li> <li>• Follow some instruction given especially in the game.</li> <li>• Give responses to the questions.</li> </ul>		<p>Example:</p> <ul style="list-style-type: none"> <li>• Head</li> <li>• Shoulder</li> <li>• Knees</li> <li>• Stomach</li> <li>• Leg</li> </ul>	<p>shoulder, arm, back, hands, chest, stomach, waist, leg, foot , ankle, toe, knee, hip etc.</p>	<p><i>What+ to be (is, are)+object+?</i></p> <ul style="list-style-type: none"> <li>• <b>Imperative sentence:</b> <i>Touch your +object</i></li> <li>• <b>Simple present tense:</b> <i>S+ to be (is, are)+ object</i></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Which one is elbow?</li> <li>• Touch your elbow!</li> <li>• This is elbow</li> </ul>	<p>parts of the body. Then she played the” head, shoulder knees and toes” song.</p> <ol style="list-style-type: none"> <li>2. The researcher asked the students to sing together with her and touch their body.</li> <li>3. Next the researcher out let out the puppet and explained the material.</li> <li>4. The students repeated the words that the researcher gave.</li> <li>5. Then they wrote the words on their note.</li> </ol> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>6. The researcher repeated the words with the puppet.</li> <li>7. Then she asked the researcher to play listen and repeat.</li> </ol> <p><b>Production</b></p> <ol style="list-style-type: none"> <li>8. The researcher and the students played “Simon Says” game.</li> <li>9. Then the students played “Simon Says” with others.</li> </ol>
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## Cycle 2

Basic Competency	Indicators	Materials				Activities
		Topics	Functions	Vocabulary	Key structure	
<p>6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</p> <p>6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>• Mention parts of the face.</li> <li>• Point at the parts of the face mentioned</li> <li>• Follow some instruction given especially in the game.</li> <li>• Give responses to the questions.</li> </ul>	Body and Face	<p>Listen and repeat the vocabulary</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Eyes</li> <li>• Forehead</li> <li>• Long hair</li> <li>• Big eyes</li> </ul>	<p>Pats of the face:</p> <p>Eyes, forehead, ear, nose, lips, teeth</p> <p>Adjective:</p> <p>Long, big, short, slanting, pointed</p>	<ul style="list-style-type: none"> <li>• <b>WH question:</b> <i>What+ to be (is, are)+object+?</i></li> <li>• <b>Imperative sentence:</b> <i>Touch your +object</i></li> <li>• <b>Simple present tense:</b> <i>S+ to be (is, are)+ object</i> <i>S+ has/have + object</i></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Which one is nose?</li> <li>• Touch your nose!</li> <li>• This is nose</li> <li>• She has long hair</li> </ul>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. The researcher reviewed the previous material.</li> <li>2. The researcher played the “head, shoulder, knees and toes” song</li> <li>3. The students sang the song</li> <li>4. The researcher asked the students about the parts of face.</li> <li>5. The students answered the researchers’ question.</li> <li>6. The researcher explained the material using the puppet.</li> <li>7. The students repeat the words that the researcher gave.</li> </ol> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>8. The researcher asked the students to play “Simon Says”</li> </ol> <p><b>Production</b></p> <ol style="list-style-type: none"> <li>9. The researcher gave each student a paper.</li> </ol>

						10. The researcher asked the students to draw a picture of his/her family member. 11. The students described the drawings.
<p>6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</p> <p>6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>• Mention kinds of clothes.</li> <li>• Follow some instruction given especially in the game.</li> <li>• Give responses to the questions.</li> </ul>	My clothes	<p>Listen and repeat the vocabulary</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Dress</li> <li>• Shirt</li> <li>• Jacket</li> <li>• Trouser</li> <li>• Skirt</li> <li>• Pants</li> </ul>	<p>Kinds of clothes: Dress, Shirt, Jacket, Trouser, Skirt Pants</p> <p>Adjective: Long, Short</p> <p>Colors: Pink, Red, Blue, Green, Yellow, Black, Grey</p>	<ul style="list-style-type: none"> <li>• <b>WH question:</b> <i>What+ to be (is, are)+object+?</i></li> <li>• <b>Simple present tense:</b> <i>S+ wear(s) object</i></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• She wears a skirt</li> </ul>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. The researcher reviewed the previous material.</li> <li>2. The researcher asked about clothes that the students like.</li> <li>3. The students answered the researcher's question.</li> <li>4. The researcher played the "my clothes" songs</li> <li>5. The researcher explained the material using the puppet.</li> <li>6. The students repeated the words that he researcher gave.</li> </ol> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>7. The researcher asked the students to describe the clothes they like.</li> <li>8. The students described the clothes they like.</li> </ol>



						<p><b>Production</b></p> <p>9. The researcher gave each student a picture.</p> <p>10. The researcher asked the students to describe the picture.</p> <p>11. The students describe the picture</p>
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**6****LESSON PLANS**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : SD N Adisucipto II  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : IV/2  
**Tahun Pelajaran** : 2013/2014  
**Tema** : *I love my Family*  
**Aspek** : Berbicara  
**Alokasi Waktu** : 2 x 35 menit

**Standar Kompetensi :**

➤ **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

- 6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima

**Indikator :**

1. Siswa dapat menyebutkannama-nama anggota keluarga

**A. Tujuan Pembelajaran**

**Berbicara**

Pada akhir pelajaran siswa dapat :

1. Menyebutkan nama-nama anggota keluarga
2. Menunjuk peran boneka yang disebutkan.
3. Mengikuti instruksi yang digunakan di dalam permainan.
4. Merespon pertanyaan yang diberikan.

**B. Materi Pembelajaran**

- Lagu “My Family”.
- Boneka jari.
- Permainan terkait materi.

**C. Teknik Pembelajaran**

PPP (presentation, practice, production)

**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Religius</li> <li>- Disiplin</li> </ul>	5 menit

2.	<p><b>Kegiatan Inti</b></p> <p><b>a. Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang keluarga mereka.</li> <li>▪ Siswa menjawab pertanyaan yang diberikan Guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan diajarkan.</li> <li>▪ Guru menunjuk beberapa siswa untuk menceritakan tentang keluarganya.</li> <li>▪ Guru bertanya kepada siswa tentang keluarga meliputi: <ul style="list-style-type: none"> <li>✓ Siapa saja anggota keluarga mereka</li> <li>✓ Berapa saudara mereka</li> <li>✓ Berapa umur saudara mereka</li> <li>✓ Apa pekerjaan orang tua atau saudara mereka</li> </ul> </li> <li>▪ Guru memutar lagu “<i>Finger Family</i>”</li> <li>▪ Guru mengajak siswa untuk bermain “<i>Listen and Point</i>” dengan menggunakan <i>puppets</i></li> </ul> <p><b>b. Practice</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi tambahan kosa kata baru dengan menggunakan <i>finger puppets</i>.</li> <li>▪ Siswa diminta untuk mengulang kosa kata yang diberikan oleh guru.</li> <li>▪ Guru mengulang dan menulis kosa kata di papan tulis.</li> <li>▪ Guru memberikan <i>finger puppet</i> kepada masing-masing siswa dan perannya</li> <li>▪ Siswa yang dibagi menjadi 4 kelompok diminta untuk berdiskusi dengan temannya dengan bertanya: <ul style="list-style-type: none"> <li>✓ Siapa nama mereka</li> <li>✓ Berapa umur mereka</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	55 menit
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	<p>✓ Apa pekerjaan mereka</p> <p><b>c. Production</b></p> <p>a. Siswa diminta untuk menemukan masing-masing peran dari teman-temannya.</p> <p>b. Siswa diminta untuk memperkenalkan anggota keluarga mereka di depan kelas.</p>		
<b>3.</b>	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>		

#### E. Sumber Belajar

1. Buku teks yang relevan.
2. Lagu anak berbahasa Inggris dan boneka jari.
3. Media: Laptop, Speaker, puppets, paper, White board and Board Marker.

#### F. Penilaian

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1	Fluency										
2	Pronunciation										
3	Accuracy										
4	Vocabulary										

$$\text{Nilai Siswa} = \frac{\text{SkorTotal}}{4} \times 10$$

Mengetahui,

Guru Pembimbing

Umi Ernawati, S.Pd.

Yogyakarta,..... April 2014

Mahasiswa

Veronica Christamia

NIM. 08202241021

## I love My Family!



### 1. Let's sing a song!

#### Finger Family

Daddy finger, daddy finger, where  
are you?

Here I am, here I am. How do you  
do?

Mommy finger, Mommy finger,  
where are you?

Here I am, here I am. How do you  
do?

Brother finger, Brother finger,  
where are you?

Here I am, here I am. How do you  
do?

Sister finger, Sister finger, where  
are you?

Here I am, here I am. How do you  
do?

Baby finger, Baby finger, where are  
you?

Here I am, here I am. How do you  
do?

### 2. Listen and Point!

**Listen to your teacher and point at the puppets!**

- a. Father
- b. Mother
- c. Brother
- d. Sister
- e. Baby
- f. Grandmother
- g. Grandfather



### 3. Listen and Repeat!

**How old are you?**

- |                      |                      |
|----------------------|----------------------|
| a. I am 5 years old  | c. I am 26 years old |
| b. I am 14 years old | d. I am 40 years old |

**What do you do?**

- a. I am a singer
- b. I am a doctor
- c. I am a student
- d. I am a teacher
- e. I am a postman
- f. I am a football player
- g. I am an actress
- h. I am a farmer

**4. Let's Play!**

- **Ask your friend:**
  - a. Who are you?
  - b. How old are you?
  - c. What do you do?
- **Introduce your Family!**

<b>Dani. 13 years old. Student</b>	<b>Bryan. 23 years old. Singer</b>
<b>Suzy. 40 years old. Teacher</b>	<b>Sisca 60 years old. Actress</b>
<b>Demian 45 years old. Doctor</b>	<b>Romi 65 years old. Postman</b>

<b>Sita. 13 years old. Student</b>	<b>Bebi. 23 years old. Football player</b>
<b>Dewi. 40 years old. Teacher</b>	<b>Sherly 60 years old. Actress</b>
<b>Denny 45 years old. Doctor</b>	<b>Roby 65 years old. Farmer</b>

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : SD N Adisucipto II  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : IV/2  
**Tahun Pelajaran** : 2013/2014  
**Tema** : *Body and Face*  
**Aspek** : Berbicara  
**Alokasi Waktu** : 2 x 35 menit

**Standar Kompetensi :**

➤ **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

- 6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima

**Indikator :**

1. Siswa dapat menyebutkan nama-nama anggota tubuh

**A. Tujuan Pembelajaran**

**Berbicara**

Pada akhir pelajaran siswa dapat :

1. Menyebutkan nama-nama anggota tubuh
2. Menunjuk nama anggota tubuh yang disebutkan.
3. Mengikuti instruksi yang digunakan di dalam permainan.
4. Merespon pertanyaan yang diberikan.

**B. Materi Pembelajaran**

- Lagu "*Head, Shoulder, Knees and Toes*".
- Boneka/wayang.
- Permainan terkait materi

**C. Teknik Pembelajaran**

PPP (presentation, practice, production)

**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	Kegiatan Pendahuluan Pembukaan	- Santun - Religius	5 menit



	<ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Berdoa sebelum memulai pelajaran.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	<ul style="list-style-type: none"> <li>- Disiplin</li> </ul>	
2.	<p><b>Kegiatan Inti</b></p> <p><b>b. Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa terkait anggota tubuh.</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan diajarkan.</li> <li>▪ Guru memutar lagu “<i>head, shoulder knees and toes</i>”.</li> <li>▪ Siswa menirukan lagu dan bernyanyi bersama guru</li> <li>▪ Guru meminta siswa untuk menyanyikannya per kelompok.</li> <li>▪ Guru memberi materi dengan <i>puppet</i>.</li> <li>▪ Siswa menirukan guru.</li> </ul> <p><b>c. Practice</b></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa bermain “<i>Listen and Point</i>”</li> </ul> <p><b>c. Production</b></p> <ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk bermain “<i>Simon Says</i>”</li> <li>• Siswa bermain “<i>Simon Says</i>” dengan siswa lain</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	55 menit
3.	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>	<ul style="list-style-type: none"> <li>- Berpikir logis, kritis, kreatif, dan inovatif</li> <li>- Religius</li> <li>- Kerja</li> </ul>	10 menit

		sama	
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### E. Sumber Belajar

1. Buku teks yang relevan.
2. Lagu anak berbahasa Inggris dan boneka jari.
3. Media: Laptop, Speaker, puppets, paper, White board and Board Marker.

### F. Penilaian

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1	Fluency										
2	Pronunciation										
3	Accuracy										
4	Vocabulary										

$$\text{Nilai Siswa} = \frac{\text{SkorTotal}}{4} \times 10$$

Mengetahui,

Guru Pembimbing

Umi Ernawati, S.Pd.

Yogyakarta, April 2014

Mahasiswa

Veronica Christamia

NIM. 08202241021

## APPENDIX

## Body and Face

### 1. Let's sing a song!

#### Head, Shoulder, Knees and Toes

Head, shoulders, knees and toes,  
Knees and toes 2x

And eyes, and ears, and mouth,  
And nose.

Head, shoulders, knees and toes,  
Knees and toes



### 2. Listen and Point!

Listen to your teacher and point at the  
puppets!

- |             |          |
|-------------|----------|
| a. Hair     | d. Hand  |
| b. Head     | e. Knees |
| c. Shoulder | f. Toes  |

### 3. Listen and Repeat!

My body

This is my...



#### 4. Let's Play!

**Let's play Simon Says!**

**Listen to your friend!**

- a. Simon says touch your knee!
- b. Simon says touch your stomach!
- c. Simon says touch your shoulder!
- d. Simon says touch your friend's hand!
- e. Simons says clap your hand!



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : SD N Adisucipto II  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : IV/2  
**Tahun Pelajaran** : 2013/2014  
**Tema** : *Body and Face*  
**Aspek** : Berbicara  
**Alokasi Waktu** : 2 x 35 menit

**Standar Kompetensi :**

➤ **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

- 6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima

**Indikator :**

1. Siswa dapat menyebutkannama-nama bagian wajah

**A. Tujuan Pembelajaran**

**Berbicara**

Pada akhir pelajaran siswa dapat :

1. Menyebutkan nama-nama bagian wajah
2. Menunjuk nama bagian wajah yang disebutkan.
3. Mengikuti instruksi yang digunakan di dalam permainan.
4. Merespon pertanyaan yang diberikan.

**B. Materi Pembelajaran**

- Lagu "*Head, Shoulder, Knees and Toes*".
- Boneka/wayang.
- Permainan terkait materi

**C. Teknik Pembelajaran**

PPP (presentation, practice, production)

**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b> <ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Berdoa sebelum memulai pelajaran.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Religius</li> <li>- Disiplin</li> </ul>	5 menit

	<ul style="list-style-type: none"> <li>▪ Guru Mengabsen murid.</li> </ul>		
2.	<p><b>Kegiatan Inti</b></p> <p><b>d. Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang kosa kata yang telah dipelajari minggu lalu</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan di ajarkan.</li> <li>▪ Guru bertanya kepada siswa tentang bagian dari wajah yang S tahu.</li> <li>▪ Siswa menjawab pertanyaan guru.</li> <li>▪ Guru bertanya bagaimana wajah guru</li> <li>▪ Siswa menjawab pertanyaan guru</li> <li>▪ P menjelaskan materi dengan <i>puppet</i>.</li> <li>▪ Siswa mendengarkan penjelasan materi dengan baik.</li> </ul> <p><b>e. Practice</b></p> <ul style="list-style-type: none"> <li>▪ Guru mengajak siswa untuk bermain “<i>Simon Says</i>”.</li> <li>▪ Siswa bermain “<i>Simon Says</i>”.</li> <li>▪ Guru mengajak siswa untuk bermain bermain “<i>who is he/she?</i>”.</li> <li>▪ Siswa bermain bermain “<i>who is he/she?</i>” dengan teman-temannya.</li> </ul> <p><b>f. Production</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberikan kertas pada siswa.</li> <li>▪ Siswa diminta untuk menggambarkan salah satu anggota keluarganya untuk selanjutnya dideskripsikan di depan kelas.</li> <li>▪ Guru meminta siswa untuk mendeskripsikan gambar yang mereka buat.</li> <li>▪ Beberapa siswa mendeskripsikan gambar dengan baik.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	55 menit

<b>3.</b>	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>	<ul style="list-style-type: none"> <li>- Berpikir logis, kritis, kreatif, dan inovatif</li> <li>- Religius</li> <li>- Kerja sama</li> </ul>	10 menit
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### E. Sumber Belajar

1. Handout.
2. Lagu anak berbahasa Inggris dan boneka jari.
3. Media: Laptop, Speaker, puppets, paper, White board and Board Marker.

### F. Penilaian

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1	Fluency										
2	Pronunciation										
3	Accuracy										
4	Vocabulary										

$$\text{Nilai Siswa} = \frac{\text{SkorTotal}}{4} \times 10$$

Mengetahui,

Guru Pembimbing

Umi Ernawati, S.Pd.

Yogyakarta,..... April 2013

Mahasiswa

Veronica Christamia

NIM. 08202241021

## APPENDIX

## Body and Face

### 1. Let's sing a song!



#### Head, Shoulder, Knees and Toes

Head, shoulders, knees and toes,  
Knees and toes 2x

And eyes, and ears, and mouth,  
And nose.

Head, shoulders, knees and toes,  
Knees and toes

### 2. Listen and Point!

**Listen to your teacher and point at the puppets!**

- |         |          |
|---------|----------|
| a. Eyes | d. Cheek |
| b. Ear  | e. Lips  |
| c. Nose | f. Hair  |

### 3. Listen and Repeat!

He has....



#### Repeat!

- |                          |                      |
|--------------------------|----------------------|
| • He has big eyes        | • She has long hair  |
| • He has small eyes      | • She has short hair |
| • She has a pointed nose |                      |

#### Let's Play!

- a. Let's play Simon Says!  
Listen to your teacher!
- b. Draw one of your family member and then introduce him/her!



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : SD N Adisucipto II  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : IV/2  
**Tahun Pelajaran** : 2013/2014  
**Tema** : *My Clothes*  
**Aspek** : Berbicara  
**Alokasi Waktu** : 2 x 35 menit

**Standar Kompetensi :**

➤ **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

**Kompetensi Dasar :**

6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima

**Indikator :**

1. Siswa dapat menyebutkan nama-nama jenis pakaian

**A. Tujuan Pembelajaran**

**Berbicara**

Pada akhir pelajaran siswa dapat :

1. Menyebutkan jenis-jenis pakaian
2. Menunjuk jenis pakain yang disebutkan.
3. Mengikuti instruksi yang digunakan di dalam permainan.
4. Merespon pertanyaan yang diberikan.

**B. Materi Pembelajaran**

- Lagu “*My Clothes*”.
- Boneka/wayang.
- Permainan terkait materi

**C. Teknik Pembelajaran**

PPP (presentation, practice, production)

**D. Langkah-Langkah Kegiatan**

No	Kegiatan Belajar	Karakter	Waktu
1.	<b>Kegiatan Pendahuluan</b> <b>Pembukaan</b>	- Santun - Religius	5 menit

	<ul style="list-style-type: none"> <li>▪ Guru mengucapkan salam.</li> <li>▪ Berdoa sebelum memulai pelajaran.</li> <li>▪ Guru Mengabsen murid.</li> </ul>	- Disiplin	
2.	<p><b>Kegiatan Inti</b></p> <p><b>a. Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Guru bertanya kepada siswa tentang pakaian yang paling mereka suka.</li> <li>▪ Siswa menjawab pertanyaan yang diberikan guru.</li> <li>▪ Guru memberi tahu siswa topik yang akan di ajarkan.</li> <li>▪ Guru memutar lagu berjudul “<i>My clothes</i>”</li> </ul> <p><b>b. Practice</b></p> <ul style="list-style-type: none"> <li>▪ Guru meminta siswa untuk membaca semua kosa kata yang ada di papan tulis.</li> <li>▪ Siswa membaca dengan baik.</li> <li>▪ Guru bertanya pada siswa: <ul style="list-style-type: none"> <li>✓ Baju apa yang kamu pakai hari ini?</li> </ul> </li> <li>• Siswa menjawab pertanyaan guru</li> </ul> <p><b>c. Production</b></p> <ul style="list-style-type: none"> <li>• Guru membagikan <i>pictures</i> dengan berbagai macam jenis pakaian pada siswa.</li> <li>• Siswa diminta untuk menjelaskan pakaian yang dipakai oleh orang pada gambar tersebut .</li> <li>▪ Siswa mendeskripsikan pakaian yang dipakai orang pada gambar tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>- Santun</li> <li>- Percaya diri</li> <li>- Berpikir kritis, kreatif, dan inovatif</li> <li>- Ingin tahu</li> <li>- Mandiri</li> <li>- Kerja sama</li> </ul>	55 menit
3.	<p><b>Kegiatan Penutup</b></p> <ul style="list-style-type: none"> <li>▪ Guru memberi kesempatan siswa untuk bertanya.</li> <li>▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu.</li> <li>▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari.</li> <li>▪ Guru menutup kegiatan belajar mengajar.</li> </ul>	<ul style="list-style-type: none"> <li>-Berpikir logis, kritis, kreatif, dan inovatif</li> <li>-Religius</li> <li>-Kerja sama</li> </ul>	10 menit

### E. Sumber Belajar

1. Buku teks yang relevan.

2. Lagu anak berbahasa Inggris dan boneka jari.
3. Media: Laptop, Speaker, puppets, paper, White board and Board Marker.

### G. Penilaian

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1	Fluency										
2	Pronunciation										
3	Accuracy										
4	Vocabulary										

$$\text{Nilai Siswa} = \frac{\text{SkorTotal}}{4} \times 10$$

$$\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Mengetahui,

Guru Pembimbing

Umi Ernawati, S.Pd.

Yogyakarta,..... Mei 2014

Mahasiswa

Veronica Christamia

NIM. 08202241021

### APPENDIX

## My Clothes

### 1. Let's sing a song!

#### My Clothes

This is the way you wear the clothes, wear the clothes, wear the clothes.  
This is the way you wear the clothes, you wear it in the morning.

This is the way you wear the shirt, wear the shirt, wear the shirt.  
This is the way you wear the shirt, you wear it in the morning.

This is the way you wear the shorts, wear the shorts, wear the shorts.  
This is the way you wear the shorts, you wear it in the morning.

This is the way you wear the dress, wear the dress, wear the dress.  
This is the way you wear the dress, you wear it in the morning.

### 2. Listen and Point!

**Listen to your teacher and point at the puppets!**

- |           |             |
|-----------|-------------|
| a. Shirt  | d. Trousers |
| b. Shorts | e. Shoes    |
| c. Dress  | f. Hat      |

### 3. Listen and Repeat!

**She/he is wearing....**



Color

Pink	Red	Yellow	Orange	Green
Brown	Purple	Grey	Black	Blue

What are you wearing today?

#### 4. Let's Play!!

Describe the clothes in the picture!

Pictures given to the students



**7**

**STUDENTS' SCORE**

## Students' Speaking scores in the pre-test

NO	NAMA	SCORE ASPECTS								Total Mark		Score		Mean
		Fluency		Pronunciation		Accuration		Vocabulary						
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET	
1.	Adellia Pramudyawardani	6	6	6	6	6	7	7	7	25	26	6.25	6.5	6.375
2.	Arif Nur Rahman	5	6	6	6	6	5	7	6	24	23	6	5.75	5.875
3.	Dhimas Saputra	5	6	6	6	6	6	7	6	24	24	6	6	6
4.	Elgy Naufal Ramadhani	5	6	5	6	6	5	6	6	22	23	5.5	5.75	5.625
5.	Hikam Arya Negara	6	6	6	6	6	6	6	6	24	24	6	6	6
6.	Kenaya Caessamay Amaiva	6	6	6	7	6	6	6	7	24	26	6	6.5	6.25
7.	Mahendra Ramanta	5	6	6	6	5	5	7	6	23	23	5.75	5.75	5.75
8.	M Hazigh Octaviansyah	6	6	6	7	6	6	7	6	25	25	6.25	6.25	6.25
9.	Nabilla Neza Agustin	6	6	7	7	6	7	6	7	25	27	6.25	6.75	6.5
10.	Nuri Callista	7	7	6	6	6	6	6	7	25	26	6.25	6.5	6.375
11.	Nurina Zharfa Azizah	6	6	6	7	6	6	7	7	25	26	6.25	6.5	6.375
12.	Padma Devi Diah Kusuma	6	6	6	7	6	7	7	7	25	27	6.25	6.75	6.5
13.	Prama Yudhistira	5	6	6	6	5	6	6	7	22	25	5.5	6.25	5.875
14.	Rahmat Yulianto	6	6	7	7	6	6	6	6	25	25	6.25	6.25	6.25
15.	Rahma Wisnu Ardiansyah	6	6	6	7	6	7	6	7	24	27	6	6.75	6.375
16.	Risdiyanto Yudha Kusuma	6	6	6	6	6	6	6	6	24	24	6	6	6
17.	Rizky Januarto	6	6	6	7	6	6	6	6	24	25	6	6.25	6.125
18.	Sausan Anis Setyo	6	6	6	7	6	7	6	6	24	26	6	6.5	6.25
19.	Aldi Surya	5	6	6	6	6	7	6	7	23	26	5.75	6.5	6.125
20.	Ridwan Nur Hidayat	6	6	6	6	6	7	6	7	24	26	6	6.5	6.25
21.	Nurmita Aufah Risty	6	6	7	7	6	6	7	6	26	25	6.5	6.25	6.375
22.	Reza Gusti Andra Oktaviano	6	6	6	7	6	6	6	7	24	26	6	6.5	6.25
23.	Ratu Raras Kencana	6	7	6	6	6	6	6	6	24	25	6	6.25	6.125
	<b>TOTAL</b>											<b>138.75</b>	<b>145</b>	<b>141.87</b>
	<b>NILAI RATA-RATA</b>											<b>6.06</b>	<b>6.389</b>	<b>6.222</b>

Keterangan : R: Researcher ET: English Teacher

## Lembar Penilaian Pertemuan 1

NO	NAMA	SCORE ASPECTS								Total Mark		Score		Mean
		Fluency		Pronunciation		Accuration		Vocabulary						
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET	
1.	Adellia Pramudyawardani	7	6	6	7	6	7	7	7	26	27	6.5	6.75	6.625
2.	Arif Nur Rahman	6	6	6	6	6	6	6	7	24	25	6	6.25	6.125
3.	Dhimas Saputra	6	6	6	6	6	6	7	6	25	24	6.25	6	6.125
4.	Elgy Naufal Ramadhani	6	6	6	7	6	7	6	6	24	26	6	6.5	6.25
5.	Hikam Arya Negara	6	6	6	6	6	6	6	6	24	24	6	6	6
6.	Kenaya Caessamay Amaiva	7	7	6	7	6	6	6	7	25	27	6.25	6.75	6.5
7.	Mahendra Ramanta	6	6	6	6	6	6	7	6	25	24	6.25	6	6.125
8.	M Hazigh Octaviansyah	6	6	6	7	6	6	7	6	25	25	6.25	6.25	6.25
9.	Nabilla Neza Agustin	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
10.	Nuri Callista	7	7	6	6	6	6	6	7	25	26	6.25	6.5	6.375
11.	Nurina Zharfa Azizah	6	6	6	7	6	6	7	7	25	26	6.25	6.5	6.375
12.	Padma Devi Diah Kusuma	6	7	6	7	6	7	6	7	24	28	6	7	6.5
13.	Prama Yudhistira	6	6	6	6	6	7	6	7	24	26	6	6.5	6.25
14.	Rahmat Yulianto	6	6	7	7	6	6	6	6	25	25	6.25	6.25	6.25
15.	Rahma Wisnu Ardiansyah	7	7	6	6	6	7	6	7	25	27	6.25	6.75	6.5
16.	Risdiyanto Yudha Kusuma	7	7	6	7	6	7	6	6	25	27	6.25	6.75	6.5
17.	Rizky Januarto	6	6	6	7	6	6	6	6	24	25	6	6.25	6.125
18.	Sausan Anis Setyo	6	7	6	6	6	7	6	7	24	27	6	6.75	6.375
19.	Aldi Surya	6	6	6	6	6	7	6	7	24	26	6	6.5	6.25
20.	Ridwan Nur Hidayat	6	6	6	6	6	7	6	7	24	26	6	6.5	6.25
21.	Nurmita Aufah Risty	6	6	7	7	6	6	7	6	26	25	6.5	6.25	6.375
22.	Reza Gusti Andra Oktaviano	6	7	6	7	6	6	6	7	24	27	6	6.75	6.375
23.	Ratu Raras Kencana	7	7	6	7	6	6	6	6	25	26	6.25	6.5	6.375
	<b>TOTAL</b>											<b>142</b>	<b>149.25</b>	<b>145.625</b>
	<b>NILAI RATA-RATA</b>											<b>6.1805</b>	<b>6.541</b>	<b>6.3611</b>



**R: Researcher ET: English Teacher**

Lembar Penilaian Pertemuan 2

NO	NAMA	SCORE ASPECTS								Total Mark		Score		Mean
		Fluency		Pronunciation		Accuration		Vocabulary						
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET	
24.	Adellia Pramudyawardani	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
25.	Arif Nur Rahman	7	7	6	6	6	6	6	6	25	25	6.25	6.25	6.25
26.	Dhimas Saputra	6	6	6	6	6	6	7	6	25	24	6.25	6	6.125
27.	Elgy Naufal Ramadhani	6	6	7	6	6	7	6	7	25	26	6.25	6.5	6.375
28.	Hikam Arya Negara	6	7	6	7	6	6	7	6	25	26	6.25	6.5	6.375
29.	Kenaya Caessamay Amaiva	7	7	6	6	6	6	7	7	26	26	6.5	6.5	6.5
30.	Mahendra Ramanta	6	7	6	7	6	6	7	6	25	26	6.25	6.5	6.375
31.	M Hazigh Octaviansyah	7	7	6	7	6	7	7	6	26	27	6.5	6.75	6.625
32.	Nabilla Neza Agustin	7	7	7	7	7	7	6	7	27	28	6.75	7	6.875
33.	Nuri Callista	7	7	6	6	6	6	6	7	25	26	6.25	6.5	6.375
34.	Nurina Zharfa Azizah	6	6	6	7	6	6	7	7	25	26	6.25	6.5	6.375
35.	Padma Devi Diah Kusuma	6	7	6	7	6	7	7	7	25	28	6.25	7	6.625
36.	Prama Yudhistira	6	6	7	6	6	7	6	7	25	26	6.25	6.5	6.375
37.	Rahmat Yulianto	6	6	7	7	6	6	6	6	25	25	6.25	6.25	6.25
38.	Rahma Wisnu Ardiansyah	7	7	6	6	6	7	6	7	25	27	6.25	6.75	6.5
39.	Risdiyanto Yudha Kusuma	7	7	6	7	6	7	7	6	26	27	6.5	6.75	6.625
40.	Rizky Januarto	6	6	7	7	6	6	6	6	25	25	6.25	6.25	6.25
41.	Sausan Anis Setyo	6	7	7	6	6	7	6	7	25	27	6.25	6.75	6.5
42.	Aldi Surya	6	7	7	6	6	7	6	7	25	27	6.25	6.75	6.5
43.	Ridwan Nur Hidayat	6	6	6	6	6	7	7	7	25	26	6.25	6.5	6.375
44.	Nurmita Aufah Risty	6	6	7	7	6	6	7	7	26	26	6.5	6.5	6.5
45.	Reza Gusti Andra Oktaviano	6	7	6	7	7	6	6	7	25	27	6.25	6.75	6.5
46.	Ratu Raras Kencana	7	7	6	7	6	7	6	6	25	27	6.25	6.75	6.5

	<b>TOTAL</b>			<b>145.5</b>	<b>151.5</b>	<b>148.5</b>
	<b>NILAI RATA-RATA</b>			<b>6.333</b>	<b>6.625</b>	<b>6.479167</b>

**R: Researcher ET: English Teacher**

Lembar Penilaian Pertemuan 3

NO	NAMA	SCORE ASPECTS								Total Mark		Score		Mean
		Fluency		Pronunciation		Accuration		Vocabulary		R	ET	R	ET	
		R	ET	R	ET	R	ET	R	ET					
1.	Adellia Pramudyawardani	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
2.	Arif Nur Rahman	7	7	6	6	7	7	6	6	26	26	6.5	6.5	6.5
3.	Dhimas Saputra	7	6	6	6	7	7	7	6	27	25	6.75	6.25	6.5
4.	Elgy Naufal Ramadhani	7	6	7	6	7	7	6	7	27	26	6.75	6.5	6.625
5.	Hikam Arya Negara	7	7	6	7	7	7	7	6	27	27	6.75	6.75	6.75
6.	Kenaya Caessamay Amaiva	7	7	7	7	7	7	7	7	28	28	7	7	7
7.	Mahendra Ramanta	7	7	6	7	6	7	7	6	26	27	6.5	6.75	6.625
8.	M Hazigh Octaviansyah	7	7	6	7	6	7	7	6	26	27	6.5	6.75	6.625
9.	Nabilla Neza Agustin	7	7	7	7	7	7	7	7	28	28	7	7	7
10.	Nuri Callista	7	7	7	7	7	7	6	7	27	28	6.75	7	6.875
11.	Nurina Zharfa Azizah	7	7	7	7	6	7	7	7	27	28	6.75	7	6.875
12.	Padma Devi Diah Kusuma	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
13.	Prama Yudhistira	6	6	7	6	6	7	6	7	25	26	6.25	6.5	6.375
14.	Rahmat Yulianto	6	6	7	7	6	7	6	6	25	26	6.25	6.5	6.375
15.	Rahma Wisnu Ardiansyah	7	7	6	6	6	7	6	7	25	27	6.25	6.75	6.5
16.	Risdiyanto Yudha Kusuma	7	7	6	7	6	7	7	6	26	27	6.5	6.75	6.625
17.	Rizky Januarto	6	7	7	7	6	7	6	6	25	27	6.25	6.75	6.5
18.	Sausan Anis Setyo	6	7	7	6	6	7	6	7	25	27	6.25	6.75	6.5
19.	Aldi Surya	7	7	7	6	6	7	6	7	26	27	6.5	6.75	6.625
20.	Ridwan Nur Hidayat	6	6	6	6	6	7	7	7	25	26	6.25	6.5	6.375
21.	Nurmita Aufah Risty	6	6	7	7	6	7	7	7	26	27	6.5	6.75	6.625

22.	Reza Gusti Andra Oktaviano	6	7	6	7	7	7	6	7	25	28	6.25	7	6.625
23.	Ratu Raras Kencana	7	7	6	7	6	7	6	6	25	27	6.25	6.75	6.5
	<b>TOTAL</b>											<b>149.7</b>	<b>155.25</b>	<b>152.5</b>
	<b>NILAI RATA-RATA</b>											6.472	6.7916	6.6319

**R: Researcher ET: English Teacher**

Lembar Penilaian Pertemuan 4

NO	NAMA	SCORE ASPECTS								Total Mark		Score		Mean
		Fluency		Pronunciation		Accuration		Vocabulary		R	ET	R	ET	
		R	ET	R	ET	R	ET	R	ET					
24.	Adellia Pramudyawardani	7	7	7	7	7	7	7	7	28	28	7	7	7
25.	Arif Nur Rahman	7	7	6	7	7	7	6	7	26	28	6.5	7	6.75
26.	Dhimas Saputra	7	7	6	7	7	7	7	7	27	28	6.75	7	6.875
27.	Elgy Naufal Ramadhani	7	7	7	7	7	7	6	7	27	28	6.75	7	6.875
28.	Hikam Arya Negara	7	7	6	7	7	7	7	7	27	28	6.75	7	6.875
29.	Kenaya Caessamay Amaiva	7	8	7	7	7	7	7	7	28	29	7	7.25	7.125
30.	Mahendra Ramanta	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
31.	M Hazigh Octaviansyah	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
32.	Nabilla Neza Agustin	8	7	7	7	7	7	7	7	29	28	7.25	7	7.125
33.	Nuri Callista	7	7	7	7	7	7	7	7	28	28	7	7	7
34.	Nurina Zharfa Azizah	7	7	7	7	7	7	7	7	28	28	7	7	7
35.	Padma Devi Diah Kusuma	8	7	7	7	7	7	7	7	29	28	7.25	7	7.125
36.	Prama Yudhistira	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
37.	Rahmat Yulianto	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
38.	Rahma Wisnu Ardiansyah	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
39.	Risdiyanto Yudha Kusuma	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
40.	Rizky Januarto	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
41.	Sausan Anis Setyo	7	7	8	7	7	7	7	7	29	28	7.25	7	7.125

42.	Aldi Surya	7	7	7	7	6	7	6	7	26	28	6.5	7	6.75
43.	Ridwan Nur Hidayat	7	7	6	7	6	7	7	7	26	28	6.5	7	6.75
44.	Nurmita Aufah Risty	7	7	7	7	6	7	7	7	27	28	6.75	7	6.875
45.	Reza Gusti Andra Oktaviano	7	7	7	7	7	7	7	7	28	28	7	7	7
46.	Ratu Raras Kencana	7	7	7	7	8	7	7	7	29	28	7.25	7	7.125
	<b>TOTAL</b>											<b>156</b>	<b>161.25</b>	<b>158.625</b>
	<b>NILAI RATA-RATA</b>											6.7916	7.0138	6.9027

**R: Researcher ET: English Teacher**

Lembar Penilaian Post Test

NO	NAMA	SCORE ASPECTS								Total Mark		Score		Mean
		Fluency		Pronunciation		Accuraction		Vocabulary						
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET	
47.	Adellia Pramudyawardani	7	8	7	7	7	7	8	8	29	30	7.25	7.5	7.375
48.	Arif Nur Rahman	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
49.	Dhimas Saputra	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
50.	Elgy Naufal Ramadhani	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
51.	Hikam Arya Negara	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
52.	Kenaya Caessamay Amaiva	8	8	7	7	7	7	8	8	30	30	7.5	7.5	7.5
53.	Mahendra Ramanta	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
54.	M Hazigh Octaviansyah	7	7	7	7	7	7	7	7	28	28	7	7	7
55.	Nabilla Neza Agustin	8	8	7	8	7	7	8	8	30	31	7.5	7.75	7.625
56.	Nuri Callista	7	8	7	7	7	7	8	8	29	30	7.25	7.5	7.375
57.	Nurina Zharfa Azizah	7	8	7	7	7	7	8	8	29	30	7.25	7.5	7.375
58.	Padma Devi Diah Kusuma	8	8	7	8	7	8	8	8	30	32	7.5	8	7.75
59.	Prama Yudhistira	7	7	7	7	7	7	7	7	28	28	7	7	7
60.	Rahmat Yulianto	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
61.	Rahma Wisnu Ardiansyah	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125

62.	Risdiyanto Yudha Kusuma	7	7	6	7	7	7	7	7	27	28	6.75	7	6.875
63.	Rizky Januarto	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
64.	Sausan Anis Setyo	8	8	7	7	8	8	7	8	30	31	7.5	7.75	7.625
65.	Aldi Surya	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
66.	Ridwan Nur Hidayat	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
67.	Nurmita Aufah Risty	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
68.	Reza Gusti Andra Oktaviano	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
69.	Ratu Raras Kencana	8	8	7	7	8	7	8	8	31	30	7.75	7.5	7.625
	TOTAL											<b>164.25</b>	<b>169</b>	<b>166.625</b>
	NILAI RATA-RATA											7.1666	7.36111	7.2638

**R: Researcher ET: English Teacher**

# 8

## **SPEAKING RUBRIC**

## RUBRIC

### 1. FLUENCY

Score	Indicators
<b>10</b>	The student speaks very <b>fluently</b> in communication to perform the expected competency.
<b>9</b>	The student speaks <b>fluently</b> in communication to perform the expected competency, but there are natural hesitations.
<b>8</b>	The student speaks <b>quite fluently</b> in communication to perform the expected competency, <b>although there are hesitations which are not quite natural.</b>
<b>7</b>	The student speaks <b>quite fluently</b> in communication to perform the expected competency, <b>although there are often hesitations which are not quite natural.</b>
<b>6</b>	The student <b>does not speak quite fluently</b> in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she <b>speaks rather slowly and hesitantly</b> , sometimes those problems disrupt the performance.
<b>5</b>	The student <b>does not speak quite fluently</b> in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she <b>speaks slowly and hesitantly</b> , sometimes those problems disrupt the performance.
<b>4</b>	The student <b>does not speak quite fluently</b> in communication to perform the expected competency, sometimes he/she is impeded by language problems like repeating and searching for words so that he/she <b>speaks hesitantly and sometimes pauses quite long</b> , those problems strongly disrupt the performance.
<b>3</b>	The student <b>speaks very slowly</b> and discontinuously (like speaking per word with simple patterns), even <b>pauses very long</b> in communication to perform the expected competency.
<b>2</b>	The student <b>speaks very slowly</b> and often discontinuously (like speaking per word with simple patterns), even <b>suddenly stops</b> in communication to perform the expected competency.
<b>1</b>	The student communicates very difficultly to perform the expected competency, he/she <b>speaks very slowly and always discontinuously</b> (like speaking per word with simple patterns) and <b>even then stops.</b>

## 2. PRONUNCIATION

Score	Indicators
10	The student <b>never makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are appropriate, all sounds are unambiguous and can be understood.
9	The student <b>almost never makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are appropriate, a few sounds are ambiguous but can be understood
8	The student <b>rarely makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
7	The student <b>sometimes makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
6	The student <b>often makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are inappropriate, some sounds are ambiguous and rather difficult to be understood.
5	The student <b>makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
4	The student <b>almost always makes pronunciation mistakes</b> in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
3	The student <b>always makes pronunciation mistakes</b> in performing the expected competency, many sounds are ambiguous because the pronunciation is not clear, speaks without considering intonation and stress.
2	The student <b>always makes pronunciation mistakes</b> in performing the expected competency, such as many sounds are ambiguous because the pronunciation is not clear.
1	The student <b>cannot pronounce well at all</b> in performing the expected competency.



## 3. ACCURACY

Score	Indicators
10	The student <b>never makes any grammatical mistakes</b> in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structures (like complex sentences).
9	The student almost <b>never makes any grammatical mistakes</b> in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) but makes <b>very few mistakes</b> in complex structures (like complex sentences), however those mistakes do not impede meaning.
8	The student <b>makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>very few mistakes</b> in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
7	The student <b>rarely makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>some mistakes</b> in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The student <b>sometimes makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>quite a lot mistakes</b> in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
5	The student <b>often makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>quite a lot mistakes</b> in complex structures (like complex sentences) in performing the expected competency so that they strongly impede meaning.
4	The student <b>makes grammatical mistakes very often in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>so many mistakes</b> in complex structures (like complex sentences). The mistakes strongly impede communication in performing the expected competency.
3	The student <b>almost always makes grammatical mistakes in basic grammatical structures</b> (like phrases, simple, and compound sentences), cannot use complex structures (like complex sentences) well. The mistakes disrupt communication in performing the expected competency.
2	The student <b>always makes grammatical mistakes in most of the basic grammatical structures</b> (like phrases, simple, and compound sentences), and <b>there is no effort to use complex structure</b> well, the mistakes strongly disrupt communication in performing the expected competency.
1	The student <b>has no mastery of grammar</b> to perform the expected competency so that the grammatical structures are entirely incorrect.

#### 4. VOCABULARY

Score	Indicators
<b>10</b>	The student uses <b>so many</b> vocabulary variations and <b>makes no mistakes</b> in word choices in performing the expected competency.
<b>9</b>	The student uses <b>many</b> vocabulary variations and <b>only makes very few mistakes</b> in word choices in performing the expected competency.
<b>8</b>	The student uses <b>quite many</b> vocabulary variations and <b>makes few mistakes</b> in word choices but those are sufficient and do not impede meaning in performing the expected competency.
<b>7</b>	The student uses <b>few vocabulary variations</b> and uses word choices which <b>are not quite appropriate</b> but sufficient to perform the expected competency. He/she <b>sometimes</b> has to explain ideas to get the appropriate words.
<b>6</b>	The student uses <b>few vocabulary variations</b> and uses word choices which <b>are not quite appropriate and not quite</b> sufficient to perform the expected competency. He/she <b>needs</b> to explain ideas to get the appropriate words.
<b>5</b>	The student uses <b>limited</b> vocabulary variations and <b>inappropriate word choices</b> in performing the expected competency. He/she <b>often</b> explains ideas because of the insufficient vocabulary.
<b>4</b>	The student uses <b>limited</b> vocabulary variations and <b>very inappropriate word choices</b> in performing the expected competency. He/she <b>often</b> explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
<b>3</b>	The student uses <b>limited</b> vocabulary to perform the expected competency so that communication is <b>rather difficult to understand</b> , he/she <b>often</b> asks the teacher to express certain ideas.
<b>2</b>	The student uses <b>very limited</b> vocabulary to perform the expected competency so that communication is <b>rather difficult to understand</b> , he/she <b>has to</b> ask the teacher to express certain ideas.
<b>1</b>	The student <b>has no vocabulary mastery</b> to perform the expected competency so that communication is <b>unclear and very difficult to understand</b> , he/she always asks the teacher to be able to express certain ideas.

# 9

# ATTENDANCE LIST

**DAFTAR HADIR SISWA KELAS IV SD N ADISUCIPTO II YOGYAKARTA  
SEMESTER II / TAHUN AJARAN 2013/2014**

NO.	NAMA SISWA	APRIL			MEI		
		14	17	19	2	3	7
1	Adellia Pramudyawardani	-	-	-	-	-	-
2	Arif Nur Rahman	-	-	-	-	-	-
3	Dhimas Saputra	-	-	-	-	-	-
4	Elgy Naufal Ramadhani	-	-	-	-	-	-
5	Hikam Arya Negara	-	-	-	-	-	-
6	Kenaya Caessamay Amaiva	-	-	-	-	-	-
7	Mahendra Ramanta	-	-	-	-	-	-
8	M Hazigh Octaviansyah	-	-	-	-	-	-
9	Nabilla Neza Agustin	-	-	-	-	-	-
10	Nuri Callista	-	-	-	-	-	-
11	Nurina Zharfa Azizah	-	-	-	-	-	-
12	Padma Devi Diah Kusuma	-	-	-	-	-	-
13	Prama Yudhistira	-	-	-	-	-	-
14	Rahmat Yulianto	-	-	-	-	-	-
15	Rahma Wisnu Ardiansyah	-	-	-	-	-	-
16	Risdiyanto Yudha Kusuma	-	-	-	-	-	-
17	Rizky Januarto	-	-	-	-	-	-
18	Sausan Anis Setyo	-	-	-	-	-	-
19	Aldi Surya	-	-	-	-	-	-
20	Ridwan Nur Hidayat	-	-	-	-	-	-
21	Nurmita Aufah Risty	-	-	-	-	-	-
22	Reza Gusti Andra Oktaviano	-	-	-	-	-	-
23	Ratu Raras Kencana	-	-	-	-	-	-

**10**  
**PHOTOGRAPHS**

**Picture 1**

The researcher was giving explanations of the the material by using the puppet.

**Picture 2**

The researcher was having discussions with the students about the assignments.

**Picture 3**

The students were discussing about the assignment.

**Picture 4**

The students were singing and doing the movement from the song played by the researcher.



**Picture 5**

The student was presenting the assignment.

**Picture 6**

The teacher was giving the feedback and correcting the students' mistakes.



# 11

## PERMIT LETTERS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 494i/UN.34.12/DT/IV/2014  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

17 April 2014

**Kepada Yth.**  
**Bupati Sleman**  
**c.q. Kepala Kantor Kesatuan Bangsa Kab.**  
**Sleman**  
**Jl. Candi Gebang, Beran, Tridadi, Sleman**

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH ENGLISH SONGS AND PUPPETS AT GRADE IV OF SDN ADISUCIPTO II IN THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa dimaksud adalah :

Nama : VERONICA CHRISTAMIA  
 NIM : 08202241021  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : April - Mei 2014  
 Lokasi Penelitian : SDN Adisucipto II

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
 Kasubbag Pendidikan FBS,

Indur Probo Utami, S.E.  
 NIP 19670704 199312 2 001

Tembusan:  
 1. Kepala SDN Adisucipto II