

CHAPTER I

INTRODUCTION

A. Background of the Problem

Students' involvement is one of the important factors, which determines the success of the teaching and learning process. In the classroom activities, the students should be encouraged to be active participants mentally and physically, because by doing this, they can learn best, as stated by Piaget (2007) that elementary students are concentrated thinkers and learn best through active involvement. The involvement can be maximally achieved if it is supported by the teacher's efforts to improve the students' involvement. Creating fun and interesting activities is very important, especially for young learners. These kinds of activities will influence the students' motivation to get involved in the teaching and learning activities. This is similar with what Harmer (2007:83) says, because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs.

However, the students' involvement in the English teaching and learning process in SDIK Muhammadiyah Kembaran is still far from the expectation. The English teacher in SDIK Muhammadiyah Kembaran states that it was difficult to involve the students in the learning process, because the essence of the teaching learning process is when the students are actively involved in the learning activities, mentally or physically. Their lack of involvement was influenced by

several factors. First, the teaching and learning activities were monotonous. The teacher's teaching techniques were only focused on memorizing vocabulary and asking the students to do the exercises in the commercial worksheet (LKS). Second, the teacher as a classroom manager could not organize the students in carrying out the tasks. It made the students get bored easily and they were also reluctant to involve themselves in the learning activities. Further more, the English teacher rarely to use classroom English during the learning process, since the teacher tended to use Indonesian or Javanese in presenting the materials or communicating with the students. So that, the students were not familiar with English and they were reluctant to speak in English because they thought that English was a difficult lesson. In addition, the learning materials were not interesting and familiar to the students, since they were adopted from the printed books and commercial worksheets. The use of media to ease the students in understanding the materials was rarely applied. Therefore, the students were not enthusiastic in attending the lesson, and finally they could not achieve the learning objectives.

Based on these real situations above, it is important to solve these problems based on the theory of students' involvement that the students will be best learners when they can involve actively in the teaching and learning process. The researcher proposes the use of interactive teaching techniques because of some reasons. These activities could promote the students to get involved in the learning activities. They could also encourage the students to communicate in English bravely. Furthermore, these activities could promote interaction among

the students. The more students are involved in the teaching and learning process, the more effective the teaching and learning process will be.

B. Identification of the Problem

There are some factors which determine the students' involvement namely the teachers, students, learning materials, media, and teaching methods. If they are good, they will support the improvement of students' involvement, but if they are bad, they will obstruct the improvement of the students' involvement. These significance factors will be explained briefly below:

The first factor is related to the teachers. Teachers have an important role in determining the students' involvement. Harmer (2001:8) says that one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested. It is the teachers' job to make the students involve in the teaching and learning process, it can be done by providing interesting materials, supported by appropriate and interesting media. The use of various interactive techniques is also recommended in order to decrease the students' boredom during the learning process and to motivate them in learning English. The teachers' attitude and enthusiasm towards English must inspire their students, so they will have a high motivation to learn English.

The second factor is related to the students. Like teachers, students also have contribution towards the students' involvement. It is important to arouse the students' motivation. When they are motivated to learn indirectly they will involve actively in the teaching and learning process as stated by Harmer (2007:59) the students are far more likely to learn and remember effectively if

their attention is aroused. He also adds that motivation is one kind of internal drive which pushes some one to do things in order to achieve something. There are two kinds of motivation that can be noted by the teachers; extrinsic motivation which come from outside and intrinsic motivation which come from inside. The teachers should arouse either extrinsic or intrinsic to build the students' motivation.

The third factor is related to the learning materials. Learning materials influence the students' involvement, since they provide stimulus and encourage the students' involvement as stated by Hutchinson and Water (1987:106) that materials provide stimulus to learning. Lesson materials which are appropriate with the students can encourage their involvement in the teaching and learning process. It is in line with Harmer's statement, (2001: 39) that the teacher's job is to provoke the students' engagement with material which is relevant and involving at the same time. Thus, the material being studied should be relevant with the students' environment, needs, and ages. This material should also improve the students' involvement

The fourth factor is related to the use of media. Media have an important role to support the effectiveness of the teaching and learning process. They can ease the students to learn the materials presented by the teacher. The use of appropriate media can stimulate the students to pay attention to the lesson and to become more involve in the learning activities. According to Arsyad in Ahmad (2007) that utilizing instructional media in the teaching and learning process can encourage the students' new interest and willingness, arouse their motivation,

stimulate their activeness, their involvement and even give them psychological influences. So, it is necessary for the English teachers to create and provide interesting and appropriate media during the teaching and learning process. These media can be in the form of flashcards, pictures, audio-visual, real objects, etc.

The fifth factor is related to the teaching methods. In selecting the methods the teacher should take into account the time of using this method, the place this method will be taken, and the students' feeling. It is the teachers' job to vary their methods in every activity they hold in the teaching and learning process. Sometimes they may use games, songs, group work, pair work, or maybe individual work as long as the methods can increase the students' activeness and fulfill their learning needs. According to Harmer (1991:5) the method by which students are taught must have some effects on their motivation. If they find the method deadly boring, they will probably become de-motivated, whereas if they have confidence in the method, they will find it motivating themselves. Thus, the use of a method which is appropriate with the students will stimulate them to be more involved in the teaching and learning activity.

C. Limitation of the Study

Based on the described problems above, the researcher limits the research on implementing interactive teaching techniques to improve the students' involvement of grade five. The researcher could not handle all of the problems found in the school because of the broad scope of this study, the limited skill and access of the writer herself. By improving the students' involvement, the

researcher hopes that the effectiveness of the English teaching and learning process of grade five in SDIK Muhammadiyah Kembaran will also improve.

D. Formulation of the Problem

Based on the background of the study, identification of the problems, and limitation of the study, the researcher formulates the problem as follow:

1. “What are the appropriate interactive teaching techniques that can improve the students’ involvement of grade five in SDIK Muhammadiyah Kembaran?”
2. “How are the interactive teaching techniques implemented to improve the students’ involvement of grade five in SDIK Muhammadiyah Kembaran?”

E. The Objective of the Study

This research has two objectives. First, it is to investigate the appropriate interactive teaching techniques that can improve the students’ involvement of grade five in SDIK Muhammadiyah Kembaran. Second, it is describe how interactive teaching techniques are implemented to improve the students’ involvement of grade five in SDIK Muhammadiyah Kembaran.

F. Significances of the Study

The result of this research is expected to give some theoretical and practical advantages.

1. Theoretically, this research provides some beneficial and referential contributions in giving knowledge of the way to improve the students’ involvement.
2. Practically, the result of this research will be beneficial:

- a. To the English teachers of elementary schools, the research can be used as a source of information of ways to improve the students' involvement.
- b. To the students of grade five in SDIK Muhammadiyah Kembaran, the research can be a support to motivate them in learning English.
- c. To other researcher, the research can give general knowledge of how to improve the students' involvement, especially in elementary schools.
- d. To English education study program, the research can be used as a source of information and a reference when conducting a research related to improving students' involvement.

CHAPTER II

LITERATURE REVIEW

A. Teaching English in the Primary School

1. The Objectives of Teaching English in the Primary School

There are some reasons of teaching English in the primary school. Brewster and Ellis (2003:3) give a reason of starting to learn a foreign language several years earlier. It was simply to increase the total number of years spent learning the language. This decision needed to take into account two important considerations; the time factor and the nature of primary methodology. For children, it was determined that regular slots during the week likely to be more effective than a longer more concentrated slot only once a week. Second, teachers should take account of the methods and the pace of primary school teaching, so that a year of teaching in primary school can not be equated with a year in secondary school. The most common reason was the fact that young children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils.

Scovel in Brewster and Ellis (2003:20) points out that language is best learned during the early years of childhood. This statement is in line with Krashen, Long, and Scarcella's (1982) that acquirers who begin the natural exposure to second language during childhood, generally achieve higher second language proficiency and proper pronunciation than those beginning as adults.

From the explanations above, it can be concluded that there are two considerations of teaching English since children; they are time factor and the nature of primary methodology. It is more effective when the children learn a language regularly in a short time, than they learn it once in a long time. The teachers also can not compare the ability of primary school students with secondary school students when they are learning a language in the same period of time. The more important reason is the children have a greater opportunity and proficiency in mastering the language than adults.

Meanwhile BOEN (Bulletin Officiel de l'Education Nationale) in Brewster and Ellis (2003:5) states that the aim of early foreign language learning was not the creation of bilingual children but more reasonably 'to prepare children linguistically, psychologically, and culturally for language learning'. The aims of primary language learning all over the world can generally be classified under these headings: psychological preparation, linguistic preparation, and cultural preparation. Based on the psychological preparation, Ministry of Education in Indonesia has the objective 'to motivate children to learn English in interesting and fun ways' (Brewster & Ellis 2003:6).

Thus, the aim of English teaching in the primary schools is different from that in secondary schools. As the aim of the Ministry of Education in Indonesia is to motivate the students in learning English through interesting and fun ways, therefore the English teachers in primary schools should find and create kinds of interesting and fun activities to motivate the students to learn English and make them involved actively in the English teaching and learning process.

2. Teaching English in the Primary School in Indonesia

According to English Learning Guidelines for Primary School published by Ministry of Education (2008:5), there are four language competences of learning English:

- a. Performative. In this stage, the students are able to read, write, and speak by using symbols and to communicate within limited contexts.
- b. Functional. In this stage the students are expected to use language to fulfill their daily needs such as reading newspaper, manual reading, etc.
- c. Informational. In this stage the students are expected to use their language ability to access knowledge.
- d. Epistemic. In this stage the students are expected to transform their knowledge in a particular language.

The English curriculum for primary school is aimed to reach performative competence. It means that primary school graduates are able to understand simple instructions within classroom and school contexts, able to build interaction within school and students' environment context, and able to read and write simple words in relation to students' daily activities. In the other words, the primary school graduates are expected to be able to participate in the classroom, school, and students' environment by using appropriate language classroom, and to build interaction with others around their environment. Learning English in the primary schools is implemented from fourth grade up to sixth grade, although there are some schools who have introduced English since first grade. The time allocation for English lesson is 2 x 35 minutes per week. There are also some schools who

provide 1 x 35 minutes for English especially for the lower grades. In this short time, learning English for primary school is emphasized on spoken language mastery which is used to build interaction within classroom and school context.

3. Children Learning Characteristics

Teaching a foreign language to children is obviously different that teaching to adults. The English teachers of primary schools have to consider several things related to children learning characteristics, needs, learning materials, teaching methods, media, etc. Brewster and Ellis state (2003:33) that every child is a unique individual who brings unique set of experiences and understanding to each new learning situation and gradually construct his or her own view of the world.

Meanwhile, Cameron (2001:1) states that children often more enthusiastic and lively as learner. They want to please their teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why and how. She also adds that children also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. This statement is in line with Harmer's (2007:14) that children usually respond well to activities that focus on their lives and experiences. But a child's attention span – their willingness to stay rooted in one activity – is often fairly short. A crucial characteristic of young children is their ability to become competent speakers of a new language with remarkable facility provided; they will get enough exposure to it.

It can be concluded, that young learners have unique characteristics. In one condition, they are enthusiastic and active learners, they love to discuss something related to their lives and experiences, but they also have short attention span and they lose interest quickly when they find difficult tasks. So, it is the teachers' job to manage the interesting learning activities and maximizing the students' competences so that the students will pay more attention and their ability can be exposed maximally.

Cameron (2001:19) gives some principles concerning with young children learning a foreign language:

a. Children actively try to construct meaning

Children actively try to 'make sense'. They can only make sense in terms of their world knowledge, which is limited and partial. Teachers thus need to examine classroom activities from the child's point of view in order to assess whether pupils will understand what to do or will be able to make sense of new language.

b. Children need space for language growth

In both language and cognitive development, the ZPD or immediate potential of the child is a central importance for effective learning.

c. Language in use carries cues to meaning that may not be notices

Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning.

d. Development can be seen as internalizing from social interaction

Language can grow as the child takes over control of language used initially with other children and adults.

- e. Children foreign language learning depends on what they experience

There are important links between what and how children are taught, and what they learn. Within the ZPD, the broader and richer in the language experience that is provided for children, the more they are likely to learn.

Halliwel (1992:3) states that children do not come to the language classroom with empty handed. They already have their instinct, skills, and characteristics that can be used to help them in learning other language because of some following reason:

- a. Children are already very good in interpreting meaning without necessarily understanding the individual words.
- b. Children already have great skill in using limited language directly.
- c. Children frequently learn indirectly rather than directly.
- d. Children take great pleasure in finding and creating fun in what they do.
- e. Children have a ready imagination.
- f. Children take great delight in talking.

Brewster and Ellis (2003:27) states that children do not have specific foreign language needs as adults, although some maybe under pressure, usually from their parents or the school system, to pass English examination. Young children are different from older learners because children:

- a. have a lot of physical energy and often need to be physically active.
- b. have a wide range of emotional needs.
- c. are emotionally excitable.
- d. are developing conceptually and are at an early stage of their schooling.
- e. are still developing their literacy in their first language.
- f. learn more slowly and forget things quickly.
- g. tend to be self-oriented and preoccupied with their own world.
- h. get bored easily.
- i. are excellent mimics.
- j. can concentrate for surprisingly long time if they are interested.

- k. can be easily distracted but also very enthusiastic.

Scott and Ytreberg (1990:3) remark that children of ten are relatively mature children with an adults side and a childish side. They also identify some general characteristics owned by children of eight to ten years olds as follows:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They can tell the difference between fact and fiction.
- c. They ask question all the time.
- d. They rely on the spoken word as well as the physical world to convey and understanding meaning.
- e. They are able to make some decisions about their own learning.
- f. They have definite views about what they like and don't like doing.
- g. They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- h. They are able to work with others and learn from others.

In addition, Paul (2003:168) points out that one child may be more intelligent in one way and another may be more intelligent in another. It makes the English teacher should take into account the techniques he or she uses in teaching English to children. They are at least eight identifiable types of intelligence:

- a. Linguistic intelligence

The ability to express oneself, understand what others are trying to tell us through words, react to stories with feeling, learn vocabulary, or even a whole language.

- b. Logical-mathematical intelligence

The ability to understand and manipulate numbers, and see cause and effect relationships.

- c. Spatial intelligence

The ability to form mental images, find our way around, learn through pictures and drawings.

d. Bodily-kinesthetic intelligence

The ability to use parts of our body to make things, or do activities such as playing ball games and dance.

e. Musical intelligence

The ability to produce and recognize songs, and play around with the melodies, speed, and rhythm.

f. Interpersonal intelligence

The ability to understand others, cooperates with them , and recognize others' intention.

g. Intrapersonal intelligence

The ability to understand ourselves, know how we are similar or different from others, and deal with our emotions.

h. Naturalist intelligence

The ability to recognize species of plants, the characteristics of different animals, and relate to the natural world.

From the intelligences described above, the English teachers should be very aware that different children may learn effectively in different ways, and should avoid making generalized statements that children learn best when they are physically active, or when they are sitting at their desks and concentrating. Some children may learn a lot through drawing and seeing pictures, others through

listening to and singing songs. It means that the English lesson should contain a wide variety of activities.

4. Principles of Teaching English to Children

Children in language classes need to be active than passive. They need to be engaged in activities of which language is a part. They need to be working on meaningful tasks and use language to accomplish those tasks. She also adds compared to adolescents and adults, children's interest are more narrow, restricted primarily to themselves, their immediate surroundings, their families, and their friends. Teaching methods and techniques for children must take this into account (Hudelson in Kral, 1994:255). Harmer (2007:83) adds good teachers need to provide a rich diet of learning experiences which encourage their students to get information from a variety of sources. They need to work with their students individually and in groups, developing effective and good relationships. They need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored.

Meanwhile, Brown (2001:187) states that teaching English to school-age children is not merely a matter of setting them loose on a plethora of authentic language tasks in the classroom. It requires specific skills and intuitions that differ from those appropriate for adult. Furthermore, he gives five categories that may help some practical approaches to teaching children.

a. Intellectual Development

Since children are still in an intellectual stage of what Piaget (1972) called "concrete operations", the teachers need to remember their limitations. Rules,

explanations, and other even slightly abstract talk about language must be approached with extreme caution. Children are centered on the here and now, on the functional purposes of language.

b. Attention Span

One of the salient difference between adults and children is attention span. Short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult. Since language lessons can at times be difficult for children, the teacher's job is to make them interesting, lively, and fun.

c. Sensory Input

Children need to have all five senses stimulated. The teacher's activities should go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom. What the teacher should do are: 1) Pepper the lesson with *physical activity*, such as role-play, play games, or to do TPR. 2) Projects and other *hands-on activities* go a long way toward helping children to internalize language. 3) *Sensory aids* here and there help children to internalize concepts; the smell of flowers, the touch of plants and fruits, the taste of food, and etc. 4) The teacher's *nonverbal* language is important because children will indeed attend very sensitively to their teacher's facial features, gestures, and touching.

d. Affective Factors

Children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Children are in

many ways much more fragile than adults. Their egos are still being shaped; therefore, the slightest nuances of communication can be negatively interpreted.

e. Authentic, Meaningful Language

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold immediate rewards for them. The classes can ill afford to have an overload of language that is neither authentic nor meaningful.

Paul (2003:9) states that in a successful child-centered approach, each child is a motivated active learner eagerly exploring the world of English, and successfully building a mental model of how the bits of English she encounters fit together. He also adds that in English lesson, all children are active learners, but they choose which direction to move in. If we want them to choose to be active learners of English, it is important for us to consider each of the states whenever we introduce new language target:

- a. Noticing. The children notice new words or patterns while they are playing. We include them in activities let the children notice them.
- b. Wanting. If the children enjoying the activity they will want to find out these new words and patterns mean. The extent to which they want to find out depends on how much they are enjoying the activity.
- c. Challenging/Taking risk. If the words or patterns are just beyond the children already know, and if they have techniques for trying discover their meaning, the children are more likely to try. The children use patterns and

principles they have learned in previous activities to make guess about the new words or patterns.

- d. Playing/Experimenting. The children can do a lot of activities where they are playing around with the new language target, trying things out, making mistakes, encountering many examples of the new pattern and using it to express their own genuine feelings.
- e. Succeeding. If the new language is at an achievable level, the children will be successful in understanding and using individual words and sentences.
- f. Linking. If our language syllabus fits together well, and if the children do activities where the new language target is mixed with targets already learned, the children are more likely to link it into the mental model they are building up as they try to make sense of the world English. This process is often referred as *internalization*.

Furthermore, Elizabeth (2007:7) gives some principles of teaching based on psychology aspect, the principles are below:

- a. Principle of motivation. The teacher's job is to motivate the learner by creating different situations of his interest. Motivation therefore, is of supreme importance. The children are interested in their surroundings. The teacher should provide them that type of material.
- b. Principle of repetition and exercise. The teacher should repeat several times what he teaches in the class so that the learners are able to grasp and understand the subject matter well. It also helps them to retain in their minds for longer time. Exercises for further practice may also be given as class

work or as home assignment. The students will fully grasp the thing when they are in a position to do it themselves.

- c. Principle of feedback and reinforcement. During teaching, the teacher should try to give positive reinforcement to the students. Some sorts of feedback help the students to learn thing better. The knowledge of result should be given to the learners side by side as quickly as possible. By giving immediate results to the students, the teacher can also judge about his own learning.
- d. Principle of variety. The teacher should try to bring variety in the classroom teaching. He should not use the same method of teaching. For teaching, different methods at different times may be used.
- e. Principle of rest and recreation. Fatigue decreases the speed of learning. There is a need of giving rest after some interval time. Study followed by rest and recreation refreshes the mind and the learners for more studies.
- f. Principle of readiness. If a person is not ready to learn anything, te teaching whatever it may be, cannot take place effectively. Readiness on the part of the leaner is essential. As soon as the teacher enters into the class he should try to judge the readiness of the students.
- g. Principle of fostering creativity. During teaching, the teacher should foster creativity among the students. In the classroom situations there are some students who cram the material, reproduce it and try to win the applause of the teacher. The teacher should be able to judge about this type of students.

They are some other students who are creative types. He should encourage them to the maximum.

- h. Principle of sympathy and cooperation. During the teaching process, the teacher should possess sympathetic attitude and a cooperative bent of mind. A good teacher is affectionate and tries to understand every student.
- i. Principle of self-learning. A good teacher encourages the elf efforts made by the students for learning anything. He teaches in such a way so that the learners acquire the habit of self-learning. He may start with lecturing method but gradually he takes the students to self-learning situations. He remains there in the background helping and guiding them whenever they need some help or guidance.
- j. Principle of group-dynamics. The teacher should understand of group-dynamics. He should try to calculate among the learners a suitable type of group-behavior. The children learn better in group. They are also able to develop qualities of tolerance, cooperation, sacrifice, and etc.

Children acquire language subconsciously. Therefore, Krashen in Harmer (2007:47) suggests that teacher should concentrate on acquisition rather than learning. Harmer(2007:59) also adds that young students are far more likely to learn and remember effectively if their attention is aroused and if they can ‘cuddle’ the lexis and grammar that they meet.

B. Student Involvement

The student involvement takes a great role in the teaching and learning process. It can be an important factor which determines the success of the

teaching and learning process. In the classroom activities, the students should be encouraged to be active participants because by doing this the objective of the learning can be achieved easily. Halliwell (1992:21) identifies two main types of involvement which could be described as mental engagement and actual engagement. In mental activities, the children have to think by doing types of work such as games, puzzles, competitions, imagining, talking about themselves, etc. Meanwhile in actual occupation, children are physically doing something. It is also usually an activity where all the children in the classroom are simultaneously doing something, and those which actually occupy the learners such as reading aloud, writing, drawing, repetition, etc. It means that both of mental and actual engagements had different roles in engaging the students in the learning activities.

There are some factors which determine the students' involvement in the teaching and learning process, namely the students, teachers, learning materials, media, and teaching methods. Those factors have contribution to improve or to obstruct the students' involvement. The role of each factor will be explained as follows:

1. Students

Students are the core components in the teaching and learning process, as stated by Bambang Sugeng (1998:26) the learners are regarded as independent human beings having their own strength and weakness, feelings and attitudes, hopes and aspirations, beliefs and values, and needs and fantasies. So central is the role of the learners in the classroom that they are to be involved in almost all

the phrases of the classroom interaction from planning to evaluation. Bloom in Alaudin (2009:19) states that learning takes place through the active behavior of the student; it is what he does that he learns and not what the teacher does. In addition, Nunan (1999:8) says that a learner-entered classroom is one in which learners are actively involved in their own learning processes. There are two dimensions to this learner involvement. The first is the involvement of learner in making decisions about what to learn, how to learn, and how to be evaluated. The second is in maximizing the class time in which the learners, rather than the teacher, do the work. He also gives some ways of getting learners more involved in their own learning process as follows:

- e. Make instructional goals clear to learners.
- f. Help learners to create their own goals.
- g. Encourage learners to use their second language outside the classroom.
- h. Help learners to become more aware of learning processes and strategies.
- i. Give learners opportunities to make choice between different opinion in the classroom.
- j. Teach learners how to create their own learning tasks.
- k. Provide learners with opportunities to master some aspect of their second language and then teach it to others.
- l. Create context in which learners investigate language and become their own researchers of language.

It is also important for teachers to pay attention to students' personal involvement. According to Paul (2003:20) in a child-centered lesson, children are real, individual people, involved with their whole-selves, not just their intellect. Furthermore, he explains the personal involvement may include:

- a. Classroom feelings

In the classroom, they will have classroom feelings, and with their friends, or with their computers, the children will have more meaningful feelings. If

we want children to connect English with feelings that have a significant meaning for them, and be able to use English communicatively in their daily lives, we need to attack the artificial world of the classroom.

b. Emotional involvement

Games are the core of child's world outside the classroom, so we should play a lot of games in the classroom. It does not mean every activity needs to be exciting. The important point is whether the children are focused, positive, and engaged in learning with both sides of their brains. They can do this in quiet activities where they are sitting down with a pencil and paper as well as in lively activities.

c. Ownership

Having feeling of ownership of what has been learned is an essential ingredient in a child-centered lesson as the children's English gets better and their mental models of English become more robust, we can encourage them to make more choices about what they want to learn.

d. Personalizing

To personalize language means to use it to refer to subjects that feel personal. Personalizing pattern is not something the children do as a final stage after first learning the pattern in a less personally meaningful way. There is no need for artificial sentences at all. From the beginning, the children should constantly use the pattern to say and write things that means something to them.

e. Motivation

Whether or not a child is motivated to learn English will depend to a large extent on whether she sees learning as a personal adventure or not and whether we establish a warm and encouraging relationship with her. There are other factors as well:

- Homes and friends
- Transferability
- Self-perception
- Absence of extrinsic rewards
- Evaluation and threats

Because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs (Harmer, 2007:83).

From the statements above, the teachers should treat the students as real people, involve them in every decision or plan which is concerning with the teaching and learning activities and give them opportunities to learn and explore the language by their own ways.

2. Teachers

Teachers have an important role to encourage the students to be involved in the teaching and learning process. According to Harmer (1998:8) one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity, and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their conscientiousness, their humor, and their

seriousness that they may influence the students. It is by their own behavior and enthusiasm that they may inspire. Furthermore, Harmer (2007:28-30) also proposes certain skills should be possessed by language teachers:

a. Managing classes

Effective teachers see classroom management as a separate aspect of their skill. In other words, whatever activity we ask the students to be involved in, or whether they are working with a board, a tape recorder, or a computer, we will have thought of procedures to make activity successful.

b. Matching tasks and groups

Students will learn more successfully if they enjoy the activities they are involved in and are interested or stimulated by the topics we bring into the classroom. Teachers should make their lessons interesting.

c. Variety

Good teachers vary activities and topics over a period of time. The best activity type will be less motivating the sixth time we ask the students to take part in it than it was when they first come across it. Much of the value of an activity, in other words resides in its refreshness.

d. Destinations

When we take learning activities into the classroom, we need to persuade our students of their usefulness. Good activities should have some kind of destination or learning outcome, and it is the job of the teacher to make this destination apparent.

Thus, it is the teachers' job to make the students involve in the teaching and learning activities. They should design variety of activities which is useful for the students and should able to manage the classroom effectively, so that the students would be interested and motivated to follow the lesson.

To maintain the students' motivation in learning, the teachers need to create a balance in their classrooms between providing support and providing a challenge. If all language work is over-guided then it becomes too easy, safe or repetitive. Similarly, if all work is challenging, too difficult and threatening, learners become de-motivated (Brewster and Ellis, 2002:40). It is in line with Harmer's suggestion (2007:83) that good teachers need to provide a rich diet of learning experiences which encourage their students to get information from a variety of resources. They need to work individually and in groups, developing good and effective relationships. They need to plan a range of activities for a given time period, and be flexible enough to move on the next exercise when they see their students getting bored. In addition, teachers of young learners need to be able to pick up on their current interest so that they can use them to motivate the children in learning.

Bambang Sugeng (1998:4) states that the teacher needs to pay attention to each of every student in the class and make sure that each and every of the student gets the appropriate instructional attention. In addition, the way the teachers talk to the students-the manner in which they interact with them is one of the crucial skills (Harmer 2007:03). He finally concludes that good teachers care more about their students' learning than they do about their own teaching.

3. Learning Materials

The use of learning materials in the teaching and learning process is very useful, since it will help students in comprehending and learning the language content. The materials provide new information about language forms and sub skills, ‘comprehensible input’, opportunities for stimulating and rehearsing communicative situations, testing and self assessment, and motivating and interest in learning (Roosher in Nunan 1991:213-214). According to Richards and Renandya, (2002:65) teaching materials are a key component in most language programs, whether the teacher uses textbook, institutionally prepared materials, or make use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occur in the classroom. In addition, the materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in.

Related to the role of teaching materials, they can scaffold the work of both teachers and learners and even serve as agents of change, provided they act as guides and negotiating points rather than straitjacket (Richards and Renandya, 2002:65). Furthermore, Richards and Rodgers (2007:30) mention the role of instructional materials within an individualized instructional system:

- a. Materials will allow learners to progress at their own rates of learning.
- b. Materials will allow for different styles of learning.
- c. Materials will provide opportunities for independent study and use.
- d. Materials will provide for self-evaluation and progress in learning.

According to Hutchinson and Waters (1987:107) good materials do not teach, they encourage learners to learn. Richards and Rodgers (2007:30) also give some aspects of good materials as follow:

- a. Interesting text.
- b. Enjoyable activities which engage the learners' thinking capacities.
- c. Opportunities for learners to use their existing knowledge and skill.
- d. Content that both learners and teachers can cope with

In selecting materials, practitioners need to look carefully at the principle underpinning such materials to ensure that they contribute positively to the learning environment. The teachers' challenge is to maintain the balance between providing a coherent learning experience which scaffolds learner comprehension and production, and modeling effective strategies without losing responsiveness to the unique situation and needs each learner (Richards and Renandya, 2002:65). Furthermore, Crawford in Richards and Renandya (2002:67) proposes the principles for the design of effective teaching materials:

- a. Language is functional and must be contextualized.
- b. Language development requires learner engagement in purposeful use of language.
- c. The language use should be realistic and authentic.
- d. Classroom materials will usually seek to include an audiovisual component.
- e. Learners need to develop the ability to deal with written as well as spoken genres.
- f. Effective teaching materials foster learner autonomy.
- g. Materials need to be flexible enough to allow for individual and contextual difference.
- h. Learning needs to engage learners both effectively and cognitively.

It can be concluded, that the teachers need to provide the learning materials which could encourage the students' knowledge, skills and autonomy,

they should be contextualized and give benefits on the students in their life and they should be appropriate with the students' need, ability and age.

4. Media

The use of media during the teaching and learning process is highly important because they can ease the students in understanding the learning materials. Bambang Sugeng (1998: 111) defines that media as instructional tools to aid in matching the learning objective with the learning product. He also adds that everything that is around the classroom and the school can be used as media. The teachers should make an optimum use of these objects and activities.

Furthermore, Kemp in Bambang Sugeng (1998:112) has a comprehensive identification of media. It can be direct, vicarious, or verbal. Direct media are those which involve direct experience on the part of the learners. Vicarious media are those which involve the indirect experience on the part of the learners, but experience on the phenomena through other objects or persons such as simulated (games, role-plays), still (Charts, posters, picture cards), audio (radio, telephone), visual (OHP, photos, slides), audio-visual (TV, movies), real objects (objects, models), and action based (performance, demonstration). Verbal media are those which contain printed media such as newspapers, magazines, books, etc.

Considering the importance of media in the teaching and learning process, the teachers should be able to employ the media which are appropriate with the learning materials and which are interesting for the students, so that they will pay more attention to the lesson and they can achieve the learning materials easily.

5. Teaching Methods

The use of teaching methods has a contribution towards the students' involvement. Teachers must consider the appropriateness of the methods they use in teaching the students, either towards the learning needs or towards the level of students. River (1981) says “no matter what method is in vogue or is officially advocated, teachers who are professionally alert will adapt its technique to their purposes, to their own personality, and to what they feel is appropriate for the particular classes they are teaching, always keeping in mind the age level of the students and their educational needs in the situation in which they find themselves. Any method ceases to be efficient when it is applied inflexibly, according to set procedures in every meeting”.

Furthermore, the methods used in the teaching process must encourage the students to be motivated in learning, so they will be involved actively in the teaching and learning process. Harmer (1991:5) states that the method by which students are taught must have some effects on their motivation. If they find the method deadly boring, they will probably become de-motivated, whereas if they have confidence on the method, they will find it motivating themselves. It is in line with Paul's statement (2003:23) that no matter what teaching method we use, there will always be some children who are highly motivated to learn English. But, if we want as many of the children as possible to have a high level of motivation, it is essential what we use child-centered methods, and encourage children to be personally involved in the teaching of English as possible.

According to Brewster and Ellis (2003:152) the general methodology associated with primary teaching must contribute to the general aim of all subjects taught at that level and is also an important criterion for the selection of materials. In additions, learning activities must present and practice English in a systematic and comprehensive way so that new language items can be assimilated by the pupil. The things our pupils do in class should be interesting and enjoyable, but they should also be carefully examined in term of their language teaching and learning potential and how they relate to what has previously been learned and what is to be learned. It means that the learning activities should be interesting and enjoyable for the students, and should also relate to the previous and further learning.

C. Approach, Method, and Technique

Edward Anthony in Brown (2001:14) gives the definition of approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is described as an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well. Meanwhile, Brown (2001:16) defines approach as the nature of language, the nature of language learning and the applicability of both to pedagogical settings. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Techniques are any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

1. Approaches in Teaching English to Children

Brewster and Ellis (2003:43) suggest six common approaches used in primary schools today. Many teachers draw on aspects of several of these approaches.

a. Audio-Lingual

The audio-visual or audio-lingual approaches popular in 1960s and based on structuralism and behaviorism, involve the use of repetition of new language, often based on dialogues. It tends to be teaching-centered. Language classroom is carried out with the whole class. It continues to be popular with many teachers since that is how they were taught; it is manageable; and it is especially useful for teachers with fairly low language level themselves. It encourages children to listen carefully and memorize chunks of language, which are important parts of language learning.

b. Total Physical Response

TPR is very popular with young learners because it develops listening skills, introduces new language in a very visual, contextualized way, involves activity and movement and does not at first put pressure on young learners to speak. The use of action songs, rhymes, and stories are parts of TPR.

c. The Communicative Approach

This approach is developed in the mid-1970s. It is based on the social-interactionist theory which emphasizes the social nature of language learning and interaction. This approach is often referred to as activity-based and commonly involves the use of three types of activities: problem-solving

activities, such as identifying, matching, sequencing, prioritizing and classifying; interactive activities, such as making surveys, or carrying out interviews; and creative activities, such as making masks, birthday cards, and so on.

d. Task-Based Learning

Its name is confusing since it is sometimes used interchangeably with activity-based learning. TBL involves learners in using language for purposes which go beyond merely practicing the language in order to learn it; a context from which the purpose for language emerges; purposes and context stimulating the learners to do something through language; and the purposeful activity leads towards a product. According to Skehan (1998), TBL is an attempt to improve on the communicative approach by trying to balance accuracy with fluency and by encouraging more authentic output (speaking and writing) from learners.

e. Story-Based Methodology

Story telling is a universal phenomenon, central to children's social, intellectual, and cultural development. In the words of Rhosen (1985) stories are 'the commonest possession of humankind – part of the deep structure of the grammar of our world'. Kubanek-German mentions that there is much interest in the use of a story-based methodology. Many modern course books are incorporating the use of stories for language development.

f. Cross-Curricular

The cross-curricular approach is linked to the activity-based approach and task-based learning. Here, the developmental of the L2 is linked to other areas of the curriculum, such Art, Physical Education, Mathematic or Nature study.

Paul (2003:5) has another approach that can help the children learn English effectively; it is child-centered approach. Child-centered learning is more mental than physical. The initial desire to learn something starts inside each child. We may choose a language target, but before the children learn it, we need to ensure that the children also feel it is important and genuinely want to learn it. This approach is influenced mostly by humanistic and constructivist.

- Humanistic approaches

Humanistic approaches stress the importance of the inner thoughts and feelings of each learner, and aim to help children reach their full potential as “whole” people as they learn. A lesson influenced by these approaches generally contains some or all of the following elements:

- a. The children are encouraged to develop people-to-people skills such as cooperation, fairness, and consideration for others
- b. The focus is on learning as a process rather than on immediate results
- c. The lesson allow each child to make his/her own choices and proceed at a pace that suits his/her best
- d. The children are emotionally immersed in the lesson
- e. Motivation is considered come from inside, not from external reward

- f. The emphasis is learning English in natural context rather than breaking it up into discrete parts
 - g. The teacher ensures the children feel as little anxiety as possible
 - h. The teacher is a 'facilitator' who steps back and encourages children to learn 'naturally'
- Constructivist approaches

Constructivist approaches focus on the child as an individual trying to make sense of the world in which she finds herself. Constructivism embraces a wide range of theories and approaches, but it is possible to identify some principles that have had a significant influence on the application of constructivist ideas in the classroom

- a. Each child is an active explorer who is constructing a mental model of how she thinks English fits together.
- b. A child tests theories and makes guesses about new English words and patterns she encounters, adjusting her theories when necessary.
- c. All children are active learners, but they choose which directions to move in. A child tends to move in directions that have personal meaning, avoids situations she thinks will lead to failure.
- d. If a child experiences mental conflict with new information, she stands more chance learning it deeply and being able to use it actively.
- e. A child has the potential to reach beyond her present level within a certain zone. Left to herself, she will not be able to reach into this zone. She needs

to interact with adults and with children who have more knowledge than her in order to do so.

- f. We do not learn language in order to communicate. First we try to communicate, and in the attempt, we learn language.

Meanwhile, Hudelson and Abe in Kral (1994:255) propose a topic approach to entice children to want to use the new language and also to emphasize its functionality. Language objectives are integrated with a topic or subject which interest the children. Abe goes into the techniques a teacher might use in working with children. Recognizing that they tend to understand things holistically rather than analytically, Abe looks at activities that present language in natural chunks, constituting ready material for mimicry. They briefly explain the topic approach begins with a subject that is of relevance and / or interest to the learners and then designs activities for learners that will involve them in investigating that topic and using language as an integral or central part of that investigation. The learners will be more likely to be motivated to use the new language if their attention is focused on a topic subject that they have an interest in or care about. Language objectives are thus integrated with content study.

It can be concluded that there are some approaches in teaching English to children as proposed by Brewster and Ellis such as audio-lingual, TPR, the communicative approach, task-based learning, story-based methodology, cross-curricular. Meanwhile Paul suggests a child-centered approach, and Hudelson and Abe propose a topic approach. Each of the approaches mentioned has strength and

weakness, so that the teachers should consider the appropriate approaches to teach English to children based on the learning objectives the students have to achieve.

2. Techniques in Teaching Children

Bambang Sugeng (1998:98) states that technique is a detailed description and what the teachers do in a classroom interaction session. He also mentions some popular techniques in language education such as lectures, drills, comprehensions, group work, role playing, games, quizzes, individual package, and research based. The English teacher should use several kinds of techniques in teaching a foreign language to children as stated by Rivers (1981:459) "...since elementary education should provide opportunities for children to explore all kinds of areas and modes of learning, all children should have the opportunity to experience what it is like to use another form of linguistic expression. Mimicry, acting-out, practicing ways of expressing needs and ideas, singing songs with repetitive refrains, playing games, dancing, and imitating different ways of behaving in real life situations are activities that can be enjoyed by all kinds of children, none should feel left out. The language learning experience with its opportunities for developing an attitude of openness toward differences should be a part of every child's education.

The teachers should use different techniques in teaching English since children have short attention span and they lose interest quickly. The teachers can combine more than one technique in their teaching and learning process as long as the techniques are appropriate with the learning materials and the

students' ability, so that the students will pay more attention to the lesson and they will involve actively in the learning activities

D. Interactive Language Teaching

1. The Definition of Interaction

According to Malamah and Thomas (1987:7) interaction is more than action followed by reaction. Interaction means acting reciprocally, acting upon each other. They also add that interaction is a two way-process. It can proceed harmoniously or it can be fraught with tensions. It can be a positive state, where the interactions feel that something worthwhile is being achieved as a result of the interaction, or it can be a negative one. Every interaction situation has the potential for co-operation or conflict. How the situation develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. In line with Brown's definition (2001:165) that interaction is a collaborative exchange of thought, feeling, or ideas between two or more people, resulting in a reciprocal effect on each other. He also adds that theory of communicative competence emphasize the importance of interaction as human beings use language in various contexts to 'negotiate' meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa.

In addition, Rivers (1988:9) tells that interaction can be two-way, three-way, or four-way, but never 'one-way'. It means that in prompting interaction, teacher-directed and teacher-dominated classroom cannot be interactive classroom. English teachers must be aware of the students' need in learning a

language. The students cannot be always directed but they need to have more experience in using the language itself. So that the classroom activities should be interactive to increase the students' language exploration as suggested by Rivers in Brown (2001:165):

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or casually absorbed-in real-life exchanges.”

Furthermore, Paul (2003:177) suggests some ways on how to interact with children. It is by having natural conversations where we scaffold the children's English, spending time with individual children when the whole class is focusing on an activity, by joining games, hinting and teasing when we lead the children towards new language targets, by making sentences about ourselves for the children to guess the meaning when we are helping them get to grasp with a new pattern. Harmer (2007:37) states that the way teachers talk to the students – the manner in which they interact with them – is one of the crucial teacher skills.

The ability to have an interactive communication must be owned by the English teachers who want the target language being studied achieved maximally. They should not only apply teaching-centered, but also learning-centered. There are kinds of activities of how to interact with children and these kinds of activities will make the students mentally and physically involved in the classroom activities. So that, the target language could be achieved easily.

2. Principles of Interactive Teaching

Brown proposes some principles of interactive teaching and learning that can be taken into account by the English teachers of elementary schools as foundation stones for structuring interaction in the language classroom. The principles are below:

a. Automaticity

True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing. Thus, the English teachers of elementary school should not focus their teaching materials on vocabulary, grammar, and structure, but they should consider the aim of teaching English in elementary schools, it is to build the students' ability in comprehending simple instructions and having interaction and communication within limited contexts.

b. Intrinsic motivation

As students become more engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward. It is necessary to build intrinsic motivation towards English, since English is a foreign language for children in Indonesia. The English teachers should create interactive and interesting activities to maintain the students'

motivation in learning, so they will participate in the teaching and learning process willingly.

c. Strategic investment

Interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension, the teachers' creativity in mix kinds of activities is recommended; since children' attention span is short and they lose interest more quickly. The use of different classroom organizations, games, songs, puzzles, quizzes, and other interesting and interactive activities will help the students in accomplishing the target language easily.

d. Risk-taking

Interaction require the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else) of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks. The teachers should prepare themselves and find other alternative solutions if the activities the have designed could not run smoothly as they expect. It is a challenge for them to create other interesting activities which could keep the interaction among the students. In every plan we have made, there will be any risk we have to face.

e. The language-culture connection

The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language. Since Indonesian children are not familiar with English, the teachers need to create such situations that could motivate the students in learning English. It can be applied in the form of interesting activities, supported by interesting and familiar materials, and appropriate media.

f. Inter-language

The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher's feedback is crucial to the developmental process. The teachers should plan carefully every material they will give to the students. Their feedback will be helpful to know the students' understanding toward the learning materials. For the students, they will know the errors they have made and the target language they have achieved. Feedback will be kind of evaluation for teachers and students.

g. Communicative competence

All of the elements of communicative competences (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place. The teachers should integrate these competences in their teaching. They should not focus on a certain competence. In teaching students of elementary schools, the teachers do not need to explain these competences linguistically, and the

children do not have to study grammar formally. But the language they learn should involve these kinds of competences indirectly.

Furthermore, Brewster and Ellis (2003:41) explain that in traditional teaching technique, the teacher tends to control the actions in the classroom, does a lot of the talking by explaining, giving directions and asking lots of questions. This technique for managing learning is called *teaching-centered*. This may mean the pupils have little chance to do more than repeat what the teacher says and have no opportunities for real interaction. They suggest that the teachers may try to balance these more *teaching-centered* activities with ones which more *learning-centered* or interactional where pupils have a chance to work on tasks in order to engage in organized talk with each other, that is to use language in less controlled, more creative way. For example tasks may encourage pupils to express opinions, find out information from texts, and ask each other questions or make suggestions. Here teachers may base some of their topics related to the pupils' interests, use pair and group work so the learners have plenty of opportunities to talk or read and write together and so on. This style also encourages pupils to ask questions or even allow pupils to play the role of teacher (in games, etc.)

By considering the above suggestions, the English teachers are expected to be creative teachers that could balance between the teaching-centered and the learning-centered and they could also apply the interactive principles to build the interaction in the language classroom.

3. Maintain Students' Interaction Through Group work

One of the techniques to maintain the interaction in the classroom is by applying group work. Group work is suitable because it provides opportunity for the language classroom participants to communicate equally either between students to and teachers or among the students themselves. Brown (2001:177) defines group work as a generic term covering multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Group work usually implies 'small' group work, that is, students in group of perhaps six or fewer. Large grouping defeat one of the major purposes for doing group work; giving students more opportunities to speak. Here are the advantages of group work:

a. Group work generates interactive language

Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. Closely related to the sheer quantity of output made possible through group work is the variety and quality of interactive language.

b. Group work offers an embracing affective climate

Another advantage is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. A further affective benefit is an increase in student motivation.

c. Group work promotes learner responsibility and autonomy

Group work places responsibility for action and progress upon each of the members of the group.

d. Group work is a step toward individualizing instruction

Each student in a classroom has needs and abilities that are unique. Small groups can help students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences by careful selection of small groups and by administering tasks to different groups.

According to Harmer, (2007:43) both group work and pair work foster cooperative activity in that the students involved work together to complete a task. Both pair work and group work give the students chance for greater independence, because the students are working together without teacher controlling every moment. Another advantage especially for group work is that they give the teacher more opportunity to focus attention on particular students. It is in line with Johnson's statement (2001:206) that group work is one of the techniques to increase interaction in the classroom. When interaction traditionally teacher to pupil, one pupil at time, perhaps occasionally alleviated by some more choral work, with all the pupils repeating in a chant something that the teacher had said. In group work pupils work together in small group (from 2 to 5 or more members). Most of the interaction is pupil to pupil. In addition, another advantage of group work for the language teacher is that it increases the amount of learner

talk possible in the classroom – lots of people in the class can be speaking for lots of time.

In summary, group work has a number of benefits for language learning. Related to interactive language classroom, group work is good to be applied because it can generate interactive language, promote the students' responsibility and autonomy, build cooperative among the students to accomplish the tasks, and the students could participate equally in the groups.

E. Relevant Previous Studies

Student involvement is one of the important factors which determine the success of the teaching and learning process. There have been some studies conducted to improve the students' involvement especially in the elementary schools; one of them is Puji Astuti's (2007). She did a research in improving the students' involvement by using vocabulary and sentence games, and by giving points and rewards. Such efforts were quite successful where the students were more enthusiastic in playing games. In addition, she found that games helped the students in learning English especially in mastering the English vocabulary. On the other hand, the use of rewards and points were also effective to eliminate students' boredom and reluctance in following the lesson, so they became more active to participate in the learning process.

In addition, Erika Febriani (2007) proposes interactive English teaching techniques to improve students' involvement. The results of the actions showed that students were more familiar with English. Furthermore, interesting materials and media had attracted the students' attention and raised their motivation in

learning, so they could involve in the learning activities. By giving reward and appreciation, she found that the students were motivated to do better work, and the use of pair work and group had given the students chance to interact and practice their English. They became more active, meanwhile the passive students could take a part in discussion.

Meanwhile, Fatimah (2009) proposes meaningful activities to improve the students' involvement. The results showed that the use of various activities had made the students to be enthusiastic and they could involve actively in the learning activities. Furthermore, the use of various media had also motivated the students and attracted their attention to follow the lesson. She also found that the use of classroom English supported by gestures and repetition had kept the students to involve in the teaching and learning process. In addition, she also implemented some actions such as giving oral warning and calling out the disruptive students. Evidently, these actions could decrease the noisy in the classroom, so that the teaching and learning process could run smoothly.

Having known the above studies, the researcher realizes that the efforts to improve the students' involvement were necessary to make the teaching and learning process run smoothly and the learning objectives could be achieved maximally. Finally, the researcher decides to use interactive teaching techniques to improve the students' involvement of grade five in SDIK Muhammadiyah Kembaran. The researcher will combine the above efforts to get the maximal results to improve the students' involvement such as by implementing interactive activities, applying different classroom organizations, using classroom English,

using interesting learning materials and media. It is expected that the students' involvement can be improved by applying those techniques.

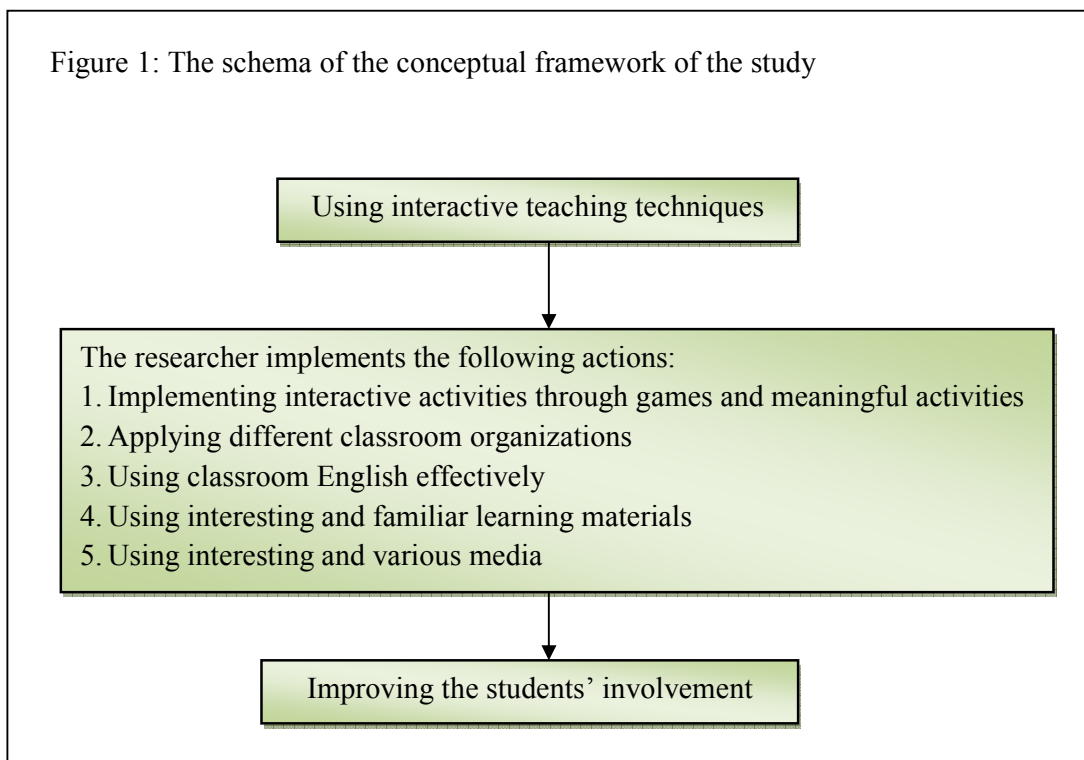
F. Conceptual Framework

Students' involvement is one of the crucial things in the teaching and learning process. The more the students involve in the learning process, the more effective the teaching and learning process will be. The involvement can be achieved maximally if it is supported by the teacher's efforts to improve the students' involvement. Creating fun and interesting activities is very important, especially for young learners. These kinds of activities will influence the students' motivation to get involve in the teaching and learning activities as stated by Harmer (2007:59) the students are far more likely to learn and remember effectively if their attention is aroused

However, the students' involvement of grade five in SDIK Muhammadiyah Kembaran was low. It was affected by several factors; the teaching and learning activities that were monotonous, the classroom management of setting different classroom organizations that rarely to be applied, the teacher who did not use classroom English effectively, the learning materials that were not interesting and familiar to the students, and the media that rarely to be employed.

The researcher and English teacher then decided to solve these problems which were related to the students' lack of involvement by using interactive teaching techniques. It was expected that the students' involvement in the teaching and learning process can be improved. They would become more active

and more confident to speak in English. The interaction in the classroom would also improve and the students' motivation would rise. The schema of the conceptual framework of this research can be seen as follow:



CHAPTER III

RESEARCH METHOD

G. Research Design

The research design in this research is action research. Burns in Burns (1999:30) defines action research as the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen. Meanwhile, Carmen in Burns (2010:5) states that action research is a reflective process that aims to solve particular teaching/learning that has been identified. One of the aims of action research is to improve the teaching practice and in the end the whole curriculum. In order to do action research, it is necessary to carry out rigorous study, in which the problem has to be clearly specified, and action plan has to be described and carried out and finally and evaluation has to be contemplated in order to show if the decisions taken were the adequate ones.

The research was conducted collaboratively with the school principal, the classroom teacher, the English teacher, and the students of grade five in SDIK Muhammadiyah Kembaran. In this study, the researcher used the steps of action research suggested by Kemmis and McTaggart (1988) in Burns (2010:8) which consists of four essential steps of planning, action, observation and reflection. This model was the appropriate one compared to Marrison (2000), Burns (1999), Harmer (2007) and others, since this model was the more representative than

others which could describe the research process and was feasible to be implemented by the research team.

The model of action research was illustrated through the diagram below:

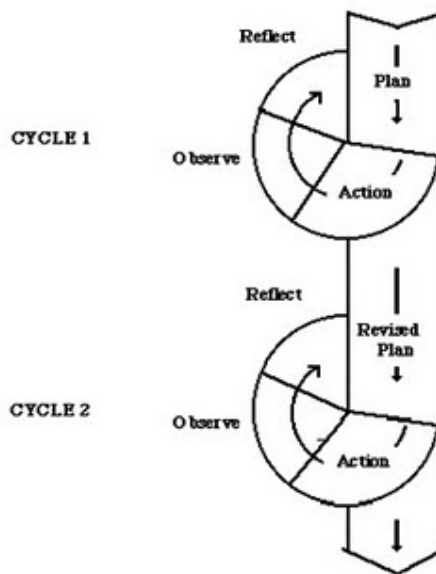


Figure 2: The research steps by Kemmis & McTaggart (1988)

H. Research Setting

The research was conducted in grade V of SDIK Muhammadiyah Kembaran in the academic year 2010/2011. The school is located in Kembaran, Tamantirto, Kasihan, Bantul, Yogyakarta. It is approximately 2 km from south Ring road. The school has six classrooms, a teacher's office, a school principal's office, a student health center room (UKS), a library with computers inside, two toilets, a kitchen, and a parking area. The number of the students in this school is 114 students with 13 teachers. The school principal himself is one of the classroom teachers.

The English teaching and learning process was carried out once a week on Tuesday at 11.25 a.m. The English teacher is not a graduate from English

language education program, but from counseling program. It contributed to the lack of the teacher's comprehension towards English teaching especially to children.

I. Research Subjects

The subjects of the research were five grade students of SDIK Muhammadiyah Kembaran in the academic year 2010/2011. There were 17 students which consist of 10 girls and 7 boys. The average age of the students was 11 up to 12 years old. There was one student whose age was 14 years old. Most of the students came from the middle-low economic background, where most of their parents' occupations are farmers and entrepreneurs.

The researcher and the team decided to choose five grade students as the subjects of the research since these students had similar problem as the researcher's thesis proposal. It was related to the students' involvement. The grade five students had low involvement during the English teaching and learning process, so it was necessary to improve their involvement and it was by using interactive teaching techniques.

J. Place and Time of the Research

This research was done in SDIK Muhammadiyah Kembaran with the five grade students as the participants. They were those who were in the first and second semester by the academic year of 2010/2011.

The research was carried out during the English class which is held once a week. It was on Tuesday from 11.25 – 12.35. The actions lasted in 2x35 minutes

per meeting from October 26th until November 23rd 2010 for cycle 1 and February 1st until March 1st 2011 for cycle 2.

K. Steps of the Research

The structural steps done referred to the action research steps suggested by Kemmis and McTaggart (1988) in Burns (2010:8) that action research typically involves four broad phrases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

1. Planning

In this phase, the researcher had discussion, identified a problem or issue and developed plans of action in order to bring about improvement in a specific area of the research context (Burns, 2010:9)

The first step done to identify the problems was by having discussion and interviews with the school principal, the classroom teacher, the English teacher, and five grade students. These were aimed to know the general condition in SDIK Muhammadiyah Kembaran, the characteristics of five grade students and their involvement in the English teaching and learning process, and the students' opinion towards English lesson. Then, the researcher and the English teacher as a collaborator had discussion to identify the problems related to the English teaching and learning process in grade five. Finally, it was found that they had low involvement during the English teaching and learning process, it was affected by several factors, namely the teacher, the students, the learning materials, the media, and the teaching methods. In this

step, the research worked together with the team to plan some feasible actions to be implemented during the English teaching-learning process. The actions aimed to improve the students' involvement in the English teaching and learning process. The plans per cycle are described as follows:

a. Cycle 1

In the first cycle, the researcher planned to implement some actions in order to improve the students' involvement and solve the identified problems. The first is implementing interactive activities through games and meaningful activities. The second is applying different classroom organizations. The third is using classroom English effectively. The fourth is using interesting and familiar learning materials. The last is using interesting and various media.

There were some games and activities would be applied in the first cycle, they were a Chinese whispering game, a Bingo game, a guessing game, a game of asking and giving things, a board game, role-play activity, a big dice game, and completing the blank school maps. The different classroom organizations of individual work, pair work, group work and whole class would be applied in carrying out the activities in this cycle.

Furthermore, the learning materials in this cycle were about responding to simple instructions in doing tasks, asking and giving things within classroom context, asking for and giving permission within school context, and asking for and giving information about the location of the places around the school. The researcher also used interesting media such as pictures, cards, game boards, dices, and others to attract the students' attention during the teaching and learning

process. The use of classroom English would be practiced as intensive as possible to familiarize the students with English.

b. Cycle 2

In this cycle, the researcher reviewed the result of the actions in the first cycle and planned additional actions to solve the problems appeared in cycle 1. The actions in the first cycle were still used in the second cycle with some modification and additions. The researcher decided to implement songs in this cycle. It was aimed to ease the students in understanding the learning materials and to help them memorizing the English vocabulary. Giving appreciation towards the students' work was also implemented in this cycle. The aim was to maintain the students' motivation in learning.

The games and activities would be implemented in this cycle were a robot game, a dressing-up relay game, a clock game, a board game and interview activity. Meanwhile, the learning materials for this cycle were about responding to simple classroom instructions within a classroom context, giving simple instructions and information related to the students' daily clothes, responding to simple instructions related to time, and the last was asking for and giving information about the students' daily activities.

The use of classroom organization in this cycle would focus on applying pair work and group work. The researcher also used interesting media such as pictures, flashcards, real objects of clothes, toy clocks, game boards, and others to attract the students' attention during the teaching and learning process. The use of classroom English would be practiced as often as possible to familiarize the

students towards English. Besides, giving appreciation towards the students' work was also necessary to maintain their motivation in learning English.

2. Action and Observation

The plan is carefully considered one which involves some deliberate interventions into the teaching situation the researcher put into action over an agreed period of time. In observation phase, it involves the researcher in observing systematically the effects of the action and documenting context, actions, and opinions of those involved. It is a data collection phase where the researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening (Burns, 2010:9).

These research actions were carried out in two cycles. Each cycle was done in four meetings. In this stage, the English teacher acted as an observer (abbreviated T), while the researcher acted as the action taker (R), and the students acted as the subject of learning (Ss). In this writing these abbreviations would be used in the tables, field notes and interview transcripts.

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of game and other activities as the solutions of the problems. The implementation of the teaching and learning process was observed by the English teacher to give the researcher feedbacks on her teaching techniques.

3. Reflection

Since this research was done collaboratively, the reflection sessions were carried out collaboratively too. The reflection session was expected to be useful

in revising the plan and actions so that the efforts could be done in a better way. Based on the observations, field notes and interview result of 5th grade students, the research team identified the successful and the unsuccessful actions in the teaching learning process. The unsuccessful actions would be revised and changed into other appropriate ones, while the successful actions would be continued in the next action

L. Data Collection Techniques

In collecting the data, the researcher used some techniques, doing observation, having interview and taking documentation. The briefly explanation will be described below:

1. Observation

According to Burn (1999:80) observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events. The term observation is being used in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. Meanwhile Kutner et al (2007: 28) states that there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of

teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews (Kutner et al, 2007: 28).

Burns in Burns (1999:87) adds the definition of field notes as a part of unstructured observations; field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. They generally include reports of non-verbal information, physical settings, group structures and records of conversations and interactions between participants.

In this research, observations were used to identify the problems happened in the English teaching and learning process and to gather the data during the research process. The researcher applied structured observation by using observation guidelines to focus on the information about the teacher's teaching techniques; she also applied unstructured observation by using field notes to gather information about the teaching and learning process in general.

2. Interview

According to Burns (1999:119) action researchers need to consider what kind of interview is most appropriate to the research issues and to the types of learners involved. Interviews are often characterized, according to the degree of control the interviewer decides to exercise over the interaction, as structured, semi-structured or unstructured. She also explains the form of structured interview and semi-structured interview or unstructured interview.

In the structured interview of formal interview, the researcher works through a list of preplanned questions in a fixed order. The semi-structured or

unstructured interview differs from the structured interview in that is open-ended and thus provides much greater flexibility. In the semi-structured interview the researcher generally uses the prepared guide questions or alternatively has some overall directions in mind. These guidelines are then used, in no fixed order, to provide the underlying focus for the interview. Meanwhile the unstructured or informal interview is where the interviewer and the interviewee engage in a free-flowing conversational process based on the issues and topics of the research study. Its aim is to give as full a scope as possible to the informants' perceptions of themselves, the social situation, and their experiences within it.

In this research, semi-structured interviews were used to gather the data about the school condition in general, the five grade students learning characteristics and their involvement during the English teaching and learning process, the students' perceptions towards English lesson, and their reflections during the teaching and the learning process.

3. Documentation

According to Burns (1999: 101) photographic data hold promise as a way of richly illuminating numerous aspects of the classroom as quickly and relatively inexpensively and providing new angles on the context being researched. Used with other qualitative techniques, photographs area way of greatly enhancing classroom analysis and providing visual stimuli this can be integrated into reporting and presenting the research to others. The use of photographs is also a technique for data collection that combines effectively with arrange of language

classroom tasks and activities where visual aids are an invaluable support in learning.

The researcher uses photographic data to gather the information about the students' involvement during the teaching and learning process, the strength and the weakness of the teaching techniques used, and the materials and media presented.

M. Data Analysis Techniques

To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are:

1. Assembling the data

In this step, the researcher assembles the data such as field notes, interview transcripts, photographs, and then scans the data in a general way to show up broad patterns so that they can be compared and contrasted. Thus, the researcher can see what really occurs in the field. In Burns' words it is useful to note down thoughts, ideas or impressions as they occur...(Burns, 1999: 157).

2. Coding the data

After scanning the data, developing categories and codes are used to identify the data more specifically. As what Burns (1999: 157) suggests, coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data have been coded, the researcher needs to see whether the patterns are repeated or developed across different data collection techniques. Besides identifying relationships and connections between different sources of data, the other things that the researcher can do is mapping frequencies of occurrences, behaviors or responses.

4. Building interpretations

The fourth stage is the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. It enables the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator are needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process is presenting an account of research for others. The researcher should ensure that the report covers the major processes of the research and support the findings and outcomes with examples from the data. In general, the report includes the original issue or questions underlying the study, describing the research context, outlining the findings supported with the sample data, relating the findings and the context,

and suggesting how the project has been fed back into practice so that it could lead to other areas for research.

N. Validity and Reliability of the Data

Since the researcher referred to Burns' (1999: 161-163) criteria of the fulfillment of the research validity, this research fulfilled the following criteria:

1. Democratic validity is related to the extent to which the research is collaborative and allows for the inclusion of multiple choices. To fulfill the democratic validity, every research members have an opportunity to give and to express their idea, opinion, suggestion, feeling, and expectation during the research process. This process is through some discussion and interviews with the school principal, the classroom teacher, the English teacher, and the five grade students as the subjects of the research.
2. Outcome validity is related to the notion of actions leading to outcomes that are successful within the research context. To get the outcome validity, the researcher and the English teacher determines some indicators that are expected to be reached since it will improve the students' involvement. The indicators are as follows:
 - a. The students could involve in the learning activities willingly
 - b. The students could communicate in English bravely
 - c. The students could apply the language functions they'd studied into their daily life
 - d. The students became motivated to learn English

3. Process validity raises questions about the 'depend-ability' and 'competency' of the research. To get the process validity, the data are collected by doing observation during the English teaching and learning process and taking field notes on the activities happen during the teaching and learning process. The data also supported by photographs to know the real condition of each activity in the form of visual data.
4. Catalytic validity is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make change within it. During the research process, the researcher found a new problem that is needed to be solved at the moment. Beside the lack of the students' involvement as the main problem, they are some students who are deliberately made noisy. This crowded condition disturbed the teaching and learning process, so the researcher tried to solve this problem by calling his name when he/she made noisy, making his name as the model of example.
5. Dialogic validity parallels the process of peer review which is commonly used in the academic research. The dialogic validity is gotten by having the discussion, where the researcher presents the report of the research. The discussion members who involve the research practitioners, the students of the same major study as the researcher would give their opinion, suggestion, and critics, on the research report.

While using those principles, the reliability of the data is gained by giving genuine data, such as the field notes, interview transcripts and photographs. The triangulation (Burns, 1999: 163-164) techniques used in this research are:

1. Time triangulation, where the data are collected during a period of time to get a sense of what factors are involved in the change process.
2. Theoretical triangulation, in this way the data are analyzed from more than one perspective, this includes the researcher herself, the English teacher, and the research practitioners.
3. Investigator triangulation, where more than one observer is used in the same research setting. The research when observing the students also asks the opinion from other teachers, and then they compare the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Planning

As mentioned in the previous chapter, this research is action research. The research procedure which was used in this research was belonged to Kemmis and McTaggart's model. It consisted of planning, action, observation, and reflection. Firstly, the researcher and the English teacher as the collaborator identified the field problems and then developed some plans of actions to solve the existing problems. After that, the researcher implemented the planned actions and observed the teaching and learning process to know the improvement and the weakness of the actions being implemented. Finally the researcher and the collaborator made reflections on the actions. It was done after having discussion and interviewing five grade students to know their perspective towards the teaching and leaning process. To get the validity of the data, the researcher conducted two cycles, each of which was done in four meetings.

1. Identifying the Field Problems

The first step done by the researcher to identify the field problems was doing observation and interviewing the school principal, the classroom teacher, the English teacher, and five grade students. These were aimed to know the general condition in SDIK Muhammadiyah Kembaran, the characteristics of five grade students and their involvement in the English teaching and learning process, and the students' perspective towards English lesson. The interviews

were done on August 18th, 21st, 24th, and 31st 2010. The aim of doing observation was to know the classroom condition and the problems happened during the teaching and learning process, it was done in two meetings on August 24th and 31st 2010. Here are parts of Field note 1 on August 24th 2010.

ET asked the students, *“What did we study yesterday?”* some students were trying to find the answer in the note book, *“Family Mam”*. Some students replied. *“Kevin, what is ayah in English?”* ET asked Kevin, but the student asked his other friend, and neither one of them knew the answer, a girl said, *“Father Mam”*. *“That’s right, how about anak perempuan?”* Asked ET. *“wait a moment...”* a students tried to find the meaning in her note book, *“Daughter Mam”*. After reviewing the students’ vocabulary of *family members*, ET asked the students to come to front and tell about their family members, *“any body wants to tell about his family?”* Unfortunately, no one who raised his hand. Finally ET chose one of the girls, Riris. Then Riris came to front shyly, *“What should I say Mam?”* Asked her. *“Just tell your friends, for example: My father is Mr. Agus and my mother is Mrs. Yani. I have...how many brothers and sisters do you have, tell them. Try please now!”*. *“Hm...my father is Mr. Gunarto, so?...My mother is Mrs. Rahayu, so what else Mam? I forget...”* Since the classroom was not too conducive, ET then asked Riris to back to her sit.. This activity was not continued by ET.

Then, ET instructed the students to do exercises in the commercial worksheets. Unfortunately, not all students had these worksheets, but ET kept on using these as the material guidance during the learning process. ET asked the students who did not owned commercial worksheets(LKS) to join with their friends. This situation was quite noisy and crowded. There were some students who deliberately made noise. ET then explained the ways of doing the exercises. *“I don’t understand Mam?”* Some students found it difficult to understand the questions. *“As I have explained before, you should put these sentence orderly into correct paragraph. And for this one, you sould answer the questions based on the above pictures”*Explained ET. *“I think it is too difficult for me, even less I don’t understand the words”*. Answered a student. *“Try it first OK, you can see the vocabulary in the back side of this worksheet”* Said ET.

Having done the observations and interviews, then the researcher and the English teacher as the collaborator identified some existing problems which affected the students’ lack of involvement in the teaching and learning process.

2. The Research Problems

Since there were many problems identified in the English teaching and learning process, it was necessary to figure out the problems which were feasible and more urgent to be solved at the moment. Those problems were related to the students' involvement in the English teaching and learning process. The problems included the following points:

- 1) The teaching and learning activities were monotonous.

The English teaching and learning process in SDIK Muhammadiyah Kembaran was under the teacher's control. Based on the observations and interview result, the teacher's teaching techniques were monotonous during the teaching and learning process. She tended to focus her teaching on memorizing vocabularies or asking the students to do exercises in the commercial worksheets. When the teaching and learning activities tended to focus on doing exercises, it would make the students get bored easily in following the lesson. So they tried to find other activities which more attractive for them such as disturbing their friends, talking to each other, or busy with their own activities. It made them did not involve actively in the teaching and learning process.

- 2) The classroom management of setting different classroom organizations rarely to be applied

Since the learning activities were dominated by doing exercises on the commercial worksheets(LKS) or memorizing English vocabulary, the students were seldom to have different classroom organizations. The learning activities tended to be done individually or in a whole class. This matter had decreased the

interaction among the students. The students tended to be egocentric, therefore they were reluctant to carry out the task in pairs or in groups. In a whole class activities, each student could not participate equally, because the activities usually were only dominated by the active students. The monotonous classroom organization had affected the students' mood in following the lesson. They tended to be bored and reluctant to do the tasks or to do the teacher's instruction because of the same classroom organization they always had.

3) The teacher did not use classroom English effectively

The teacher tended to use Indonesian and Javanese during the teaching and learning process. The use of English was rarely heard by the students, therefore they were not familiar with English. It made the students think that English was a difficult lesson. So that they were shy to speak English. It was not only caused by the less chance they had to practice their English, but they found it difficult to pronounce the English words.

4) The learning materials were not interesting and familiar to the students

Since the learning materials were based on printed books (Erlangga, Yudhistira, etc.) and the commercial worksheets (LKS), the teaching and learning process could not attract the students to participate actively in discussing the learning materials. When the learning materials were not interesting, it would lower the students' motivation to learn English. Moreover the students usually liked to discuss and to respond to activities that focus on their lives and experiences (Harmer 2007:14).

5) The media rarely to be employed during the learning process

The teacher rarely used media to attract the students' attention towards the lesson. She only used pictures found in the printed books or in the commercial worksheets. When the media were not employed in maximum way, it affected to students' comprehension toward the learning materials. The use of interesting media could also keep the students to pay longer attention to the lesson being studied. The brief descriptions of the problems which affected the lack of the students' involvement during the English teaching and learning process could be seen in the following table.

Table 1: The problems which affected the students' lack of involvement in the teaching and learning process

No	Problems	Effect
1	The teaching and learning activities were monotonous	<ul style="list-style-type: none"> • The students got bored easily in following the lesson • The students were reluctant to involve in the learning activities
2	The classroom management of setting different classroom organizations rarely to be applied	<ul style="list-style-type: none"> • The students tended to be egocentric • The was less interaction among the students • The students tended to be bored and they were reluctant in carrying out the tasks from the teacher
3	The teacher did not use classroom English effectively	<ul style="list-style-type: none"> • The students were not familiar with English • The students thought that English was a difficult lesson • The students found it difficult to pronounce the English words • They were reluctant to speak in English
4	The learning materials were not interesting and familiar to the students	<ul style="list-style-type: none"> • The learning objectives could not be achieved completely • The students were reluctant to participate in discussing the learning materials
5	The media rarely to be employed during the learning process	<ul style="list-style-type: none"> • The students could not achieve the learning materials completely • The students got bored easily • The students were reluctant to pay attention to the lesson

3. Determining the Actions to Overcome the Problems

After identifying the field problems that were feasible and urgent to be solved at this moment, the researcher and the English teacher formulated some actions to overcome the problems. The actions proposed by the researcher was using *interactive teaching techniques*. These interactive teaching techniques aimed at improving students' involvement in the English teaching and learning process. It was expected that the students would involve actively in the teaching and learning process. The actions consisted of five plans as follow:

- 1) Implementing interactive activities through games and meaningful activities to improve the students' involvement.
- 2) Applying different classroom organizations to build the interaction among the students
- 3) Using classroom English effectively to familiarize the students with English.
- 4) Using interesting and familiar materials around the students' environment.
- 5) Using interesting and various media to help the students in understanding the learning materials and attract their attention towards the lesson.

B. Implementation of the Actions and Discussion

1. Implementations of Cycle 1

a. Planning of Cycle 1

As mentioned before, the main problem was related to the lack of the students' involvement during the teaching and learning process. Some factors which contributed on the lack of the students' involvement were the teaching and

learning activities which were monotonous, the use of different classroom organizations which rarely to be applied , the teacher who did not use classroom English effectively, and the learning materials and media which were not interesting.

Based on the identified problems above, in order to improve the students' involvement, the researcher and the collaborator agreed to implement some plans as follows:

- 1) Implementing interactive activities through games and meaningful activities to improve the student's involvement. Since children like to play and do physical movement and got bored easily, it was important to create different activities during the teaching and learning process. These activities must attract the students' attention towards the lesson, so they would involve actively in the learning activities. The researcher planned to use games in every meeting. The researcher also applied some meaningful activities which could encourage the students to communicate in English correctly and appropriately.
- 2) Applying different classroom organizations to build the interaction among the students. These different classroom organizations could be in the form of individual work, pair work, group work, and whole class activity. It would give more chance for the students to develop their ability and their own learning style. Some students liked to work individually, some others liked to work in groups. Another aim of using different classroom organizations was to improve the students' self-confidence and to maintain

their motivation in learning. By working in groups, it was expected to improve the students' interaction in the classroom and to promote students' cooperation, responsibility and autonomy.

- 3) Using classroom English effectively to familiarize the students with English. When the students thought that English was a difficult lesson. It was necessary to familiarize English over their ears; it was by using classroom English effectively She might use gestures to make the students understand what she said. The use of classroom language could be began from the simple instructions and made them as habit. When the students had been habituated with English, it could improve their confidence to speak English so they would have a chance to practice their English.
- 4) Using familiar and interesting learning materials around the students' environment. The students would give more attention to the materials which were familiar to them. The learning materials should be interesting and around students' environment, because students liked to discuss something surrounded them and attracted their attention. In addition, the teacher should consider that the materials being studied were relevant with the students' age and ability.
- 5) Using interesting and various media to help the students in understanding the learning materials and to attract their attention towards the lesson. The media as teaching aids had important role in determining the students' understanding towards the lesson and maintaining their attention and motivation in learning English. By providing interesting and various media,

the students would get easy in understanding the learning materials and they would not get bored easily.

b. Actions and Observations of Cycle 1

The actions were carried out in four meetings; on October 26th 2010, November 2nd 2010, November 9th 2010, and November 23rd 2010. The language functions would be studied in the first cycle were about responding to instructions in doing tasks, asking and giving things within the classroom context, asking for and giving permission within the school context, and asking for and giving information about the locations of the places around the school. During the implementation of the actions, the researcher acted as a teacher and the English teacher acted as an observer. The data were collected using classroom observations, semi-structured interviews, and documentation. The result of the actions and observations in cycle 1 can be described as follows:

1) Implementing interactive activities through games and meaningful activities to improve the students' involvement

Due to the nature of children who liked to play and do physical movements and got bored easily, the researcher planned to use games in each meeting. The researcher also applied some meaningful activities which encouraged the students to communicate in English bravely.

- The implementation in the 1st meeting

Since the students' activities in the previous time usually dominated by doing exercises which focused on reading and speaking skills, the researcher decided to introduce kinds of activities which focused on listening skill. The

researcher held some games to deepen the students' understanding towards the learning material. They were a *Bingo game*, a *Chinese whisper game*, and a *guessing game*.

In the *Bingo game*, the researcher instructed the students to listen and match the pictures. The researcher deliberately gave uncomplete pictures to the students, and only two students who had complete pictures. The students with complete picture should say 'BINGO'. They tried to concentrate on listening to the instructions, so they could stick the pictures properly. But the students who did not listen well to the instruction, stuck wrong pictures, as it was shown in Field note 3 on October 26th 2010. The students with complete pictures were Udin and Shinta.

In the *Chinese whisper game*, the students were divided into three groups. Then the researcher asked the students who stood in the first line to come to her. She gave them a message related to public places such as, "I go to the bank by bus". The students who got the message whispered that message to another student who then passed the message to another and so on. The last student repeated what he/she had heard and the class compared this message with the original one. Each of group was enthusiastic to be the first in repeating the message, but they found it difficult to pronounce the words, sometimes they did not know what they pronounced. Uttering English sentences and words was not familiar thing for them because their activities usually were dominated by reading and writing. To teach them the right pronunciation, after the last student repeating

the message, the researcher asked the students to listen and then repeat the correct pronunciation after her.

The next activity was the *guessing game*. Still in groups, the researcher read some clues of a certain place, they should compete to guess the intended public place. This activity could run smoothly since most of the students had already memorized the public places mentioned. Here is the part of guessing game in Field note 3 on October 26th 2010.

The next activity was a guessing game. The students played this game in groups. R mentioned the clues of a certain public place, *"It is a place to save your money. What place is it?"* Group B answered quickly, *"a bank"*. Actually, other groups had already known the intended place, but they were defeated by group B. R then read the next clues, and most groups had chance to answer the quizzes. In the time R read a clue for a post office, the students did not understand its mean, *"It is a place to send letters. What place is it?"*. *"What is it? Could you translate the clue"*. Asked Defva. *"I'm sorry I can't. Let me add the clue"*. R saw an envelope on the teacher's desk, R then used that thing as a medium to make the students understand what she meant. *"It is a place to send letters. You buy envelopes, stamps in this place"*. R held the envelope and pretended putting in the envelope into a box. Finally group C who first guessed the answer, *"A post office"*. The game ended after all of the public places were mentioned. And the group with the most points was group B, it was Riris' group.

- The implementation in the 2nd meeting

In the second meeting the material was about asking and giving things. After giving the examples of asking and giving things by using a hand puppet, the researcher asked the students' thing in English. Most of the students could respond to the request, although some of them still forgot the utterance, as happened to Fathur, *"Can I have a pencil Fathur?"* Asked the researcher. *"Sure, here is a pencil"* said Fathur. The students had to ask their things back by using 'Can I have' utterance.

In the following activity, the researcher asked the students to bring five things they had. Then they were instructed to form a big circle. The researcher then explained the rules of the game, that they had to ask one thing from their friends by using the utterance “Can I have...”. The students competed to give the requested thing. They also should say “Sure, here is a/an...”. The quickest student, whose things were sold out, was the winner. The students looked happy in playing the game, although the sun shined brightly because this game was held in front of the classroom. There was a student named Fathur, who got a short-winded when he was competing with his friends to give the requested thing. The researcher asked him to take a rest and not to play the game. The student whose things were sold out was Laras. The situation of the activity was shown in Field note 4 on November 2nd 2010.

After giving back the things to the students, R asked the students to bring five things of their own, and then instructed them to form a big circle out side the classroom. “*Please form a big circle!*”. R also used a gesture of forming a circle, so that the students could understand what the researcher said. R explained the rule of the game, that each student in turn, should ask their friends’ thing by using the utterance, “*Can I have a sharpener?*” for instance. Meanwhile the friends who had that thing should compete to give the requested thing by saying, “*Sure here is a sharpener*”. The students looked enthusiastic in playing this game, although the weather was hot. Every student who asked the thing to his/her friends was overwhelmed because he/she was crowded around by his/her friends who wanted to give the requested thing.

- The implementation in the 3rd meeting

The material in the third meeting was about asking for and giving permission. The researcher taught the students how to ask for permission if they wanted to go to a certain place around the school. The researcher applied a role-play activity to encourage the students to practice their English. The students did

this activity in pairs. Each member of the pairs would act as a student and a teacher. When student A had to be a student, he/she had to ask for permission to go to a certain place based on the lottery paper. So student B as a teacher would permit him or refuse it. Some students were happy when their turn was to be teachers because the teacher only spoke few words than the students did. There was pairs consisting boys and girls. They looked shy to have a dialogue together. Other students laughed at them when practicing the dialogue as described in Field note 5 on November 9th 2010.

R distributed cards of situation that the students should act. Some students felt happy when they knew that they would act as a teacher, because the teacher role spoke fewer words than the student role. R called the students in pairs 1A dan 1B, 2A dan 2B. The students who formed a pair with the same gender did not have any problem in acting the play, but the boys who formed a pair with girls felt shy when practicing the dialogue, since their friends laughed and teased them. As happened to Bayu and Dian, and so did to Valent and Ari.

The next activity was playing a board game. The students were divided into four groups. This game was similar to a snake and ladder game. The students competed to reach the finish line earliest. Each student got a turn to roll the dice and moved his/her counter. Every student whose counter landed on a picture of a place around the school, he/she asked for permission to his/her group by saying, "May I go to the canteen?" for example. If the group permitted him/her, she/he took a card from the blue pile. If the group did not permit him/her, he/she took a card from the red pile. The student counted the number of faces on the card, moved forward if the faces were smiling and backward if the faces were frowning. The students looked very happy in playing this game. They counted the numbers in English and when they stopped in a school place, they asked for permission to

their group. Unfortunately, because of the enjoyment they had, sometimes they counted the numbers in Javanese or Indonesian. When the researcher saw it, she asked them to repeat counting the numbers in English. Actually they could do this, but they were not accustomed to speak English. This game ended after each group got a winner who first reached the finish. They were Udin, Kawaiba, Riris, and Fathur.

- The implementation in the 4th meeting

The material in the fourth meeting was about asking for and giving information about the location of places around the school. In this meeting, the researcher divided the students into four groups. They were instructed to identify the locations of the places around their school, “*The toilet is beside the store room*” for example. Before doing the task, the researcher introduced some prepositions which were used to tell the location of the places such as beside, behind, between, next to, and in front of. After about 15 minutes, the researcher prepared a big dice which contained some prepositions on its faces. The use of this dice was as a tool to stimulate the students to speak English. It was by reporting the location of the places they had identified. The researcher rolled the dice in front of the students, when the dice faces the word ‘beside’, the students should tell the location of a certain place by using ‘beside’, “The toilet is beside the store room”. When a group had mentioned the place ‘toilet’, other groups could not use this word anymore. They should find other places which had not been mentioned. This game ended when all of the places around their school were mentioned. It was not a hard thing to tell the location by using ‘beside’ since most

of the places in their school were side by side. But, the students found it difficult to tell the location of places by using the word 'behind' because only the toilet which was behind the teachers' office. So when the dice showed the word 'behind' twice, they did not have any idea to tell, so we left the word 'behind' and rolled the dice again.

The next activity was practicing asking for and giving information about location of places around the school. The researcher distributed school map worksheets. Students A got a blank map that he/she had to complete and a complete map to help student B completed his/her map. Each member of the pairs had to fill in the blank places by asking for the information from his/her pair. For example, student A asked student B the location of the library in his/her map, "Where is the library?". Student B who had a complete map belongs to student A answered the question by seeing the map, "The library is in front of the healthy room". Unfortunately, not all of the students practice their English. Some of them found it difficult to tell the location of the places around the school. So they translated the answers into Indonesian. Some of the students deliberately copied the map from their pairs, although the researcher had reminded them not to copy but to ask their friends. It could be seen in Field note 6 on November 23rd 2010.

After the students got the blank and complete maps belonged to their pairs, R explained how to do this activity. The students should complete the blank places in their map and they could do this by asking for the information from their pairs who brought the complete map belonged them. They should ask for the information in English, "*Where is the library?*" for instance, if the library had not been in their map. So their pair answered the question by seeing the location of library in the complete map, "*The library is in front of the healthy room*". Some students could practice the activity appropriately, but there were some students who found it difficult to tell the location of the place, so they decided to answer the question and to tell the location in Indonesian. R asked to tell the location in

English, “*Andri why did you answer in Indonesian?*”. “*I can’t Mam*”. He answered. “*Kevin, please repeat your question!*” R asked Andri’s pair. “*Where is the toilet?*” Asked Kevin. “*Look! Where is the toilet?*” R pointed to the map. “*Beside the mosque Mam*”. “*So, how do you say it? The toilet is... beside...?*” Asked R. “*The toilet is beside the mosque*”. Answered Andri. “*Very good!*”

2) Applying different classroom organizations to build the interaction among the students

It was necessary to create different classroom organizations since some students liked to work individually, but some others liked to work in groups. The use of group work or pair work had benefit. It increased the interaction in the classroom. The students who worked in groups would try to complete their task together.

In the first meeting, the researcher applied group work and individual work. When playing a Bingo game, the students did the activity individually. It was done by listening to the instructions and then matching the pictures of public places and the transportations used to go to those places. After that they played a Chinese whisper game in groups. The first student who got the message from the researcher should pass the message to another student and so on until the last student. The last student told the message and the class compared the message with the original one. This activity needed cooperation from each member in order to be the first in informing the message.

In the second meeting, the game was done by the whole class. Each of the students should ask one of his/her friends’ things by saying, “*Can I have a/an...*”. So the whole class competed to give the requested thing and said, “*Sure here is a/an...*”. The students were happy playing this game because they never

had such this game before. The way they competed in giving the requested things was quite cooperative and nobody was dishonest.

In the third meeting, the students had a role-play activity in pairs. They practiced the dialogue with their pairs. The students could not choose their pairs since their role was known based on the lottery paper. The students who formed a pair with different gender felt shy to practice the dialogue together, as happened to Ari and Valent, and Bayu and Dian. It can be seen in Field note 5 on November 9th 2010. The next activity was playing a board game in groups. Each group got one board and its applications. Each member of the groups competed to be the first to reach the finish line. Playing a board game in group was really enjoyable. The students looked happy and enjoyed everything happened during the game.

In the fourth meeting, the students identified the places around their school in groups. When the researcher rolled the dice and its face showed the word '*beside*'. All of members in each group thought cooperatively to create a sentence using the a preposition '*beside*'. During the report time, only active students who got chance to practice their English, meanwhile some students looked reluctant to participate in doing the task and in playing the game.

The next activity was asking the students to complete a school map in pairs. All of the students could complete the map, although some of them got the answers by copying the map from their pairs and some others communicated in Indonesian to complete the blank places. (See Appendix 1: Field note 6)

3) *Using classroom English maximally to familiarize the students with English*

Since the teacher mostly used Indonesian and Javanese during the teaching and learning process, so that the students were not familiar with English. This situation had affected their thought that English was a difficult lesson. Therefore the researcher tried to use classroom English as intensive as possible. The researcher used classroom English in greeting the students, asking their condition, closing the lesson, and in giving classroom instructions, such as cleaning the blackboard, opening the book, closing the door, etc. At first, the students did not understand what the researcher's said. She then used gestures to make them understood, and it worked well. They understood better classroom English when it was supported by gestures. It was proven when the researcher asked a student to distribute the worksheets in the 1st meeting. "*Please distribute these worksheets to your friends!*" The student looked confused. The researcher then held up the worksheets and pretended distributed the worksheets to the students. "*Ooo,...dibagiin Miss?*". This thing was similar to the situation when the researcher asked a student to collect the tasks, "*Risk, please collect the tasks of your friends!*" She also used gestures of collecting the tasks and submitting the tasks to her. Her friends guessed the researcher's instruction appropriately, "*Kon ngumpulke tugas e Ka, dong ora kowe... ya kan Miss?*" When the researcher asked a boy to clean the blackboard and she also pretended cleaning the blackboard. The boy understood exactly what to do. When the researcher asked the students to form a circle, "*Please form a circle!*" she also used her hands to

form a circle. “*Ayo, ayo nggawe lingkaran...*” as the students said. The students could respond to the researcher’s instruction appropriately, because she used gestures to help the students understood her instructions. The researcher could not use English all the time since the students had limited vocabulary mastery, so when explaining the materials the researcher decided to mix the language. Firstly, she used English accompanied by gestures, if they still did not understand what she said, then she just translated into Indonesian.

4) Using interesting and familiar materials around the students’ environment

The students would give more attention to the materials which were familiar to them. The materials should be around the students’ environment and must be interesting, because students liked to discuss something around them and attracted their attention. In addition the teacher should consider that the learning materials were relevant with the students’ age and ability.

▪ The material in the 1st meeting

The material in this meeting was about responding to instructions in doing tasks. Doing tasks was part of the teaching and learning process. Since the students usually did the tasks in the commercial worksheets (LKS), and which only focused on reading and writing, the researcher tried to create some tasks of listening activities. The activities consisted of listen and repeat, listen and match, and listen and guess. In the ‘listen and repeat’ activity, the researcher asked the students to listen to and repeat after her the names of public places. This activity was also supported by the use of ‘Chinese whispers’ game. Some students seemed

to know names of the public places, this was proven when the researcher held up a picture of a certain place, such as school, bank, market; they already knew the names, although not all of the public places. In ‘listen and match’ activity, the students were instructed to listen to the sentences read by the researcher and then match the pictures of public places with the transportations used to go to those places. This activity was also supported by the use of a ‘Bingo’ game. In the ‘listen and guess’ activity the teacher gave the clues of a certain place, then the students tried to guess what place it was. This activity was also supported with the game of listen and guess. (See Appendix 1: Field note 3)

- The material in the 2nd meeting

In the second meeting the material was about asking and giving things within classroom context. The material was focused on speaking skill which involved on how to borrow things such as a rubber, a pen, a book, an eraser, and other things, in English. To ease the students in understanding the learning material, the researcher held a game of asking and giving things. Each student had to one of ask his/her friend’s things by using, “Can I have a/an...”. The other students then competed to give the requested thing and did not forget to say, “Sure, here is a/an...”

- The material in the 3rd meeting

The material in the third meeting was about asking for and giving permission within school context. First, the researcher introduced names of the places around the school, and then she gave the example how to ask permission if the students wanted to go to a certain place. The pattern was “May I go to the

toilet?” for example. She also employed games; they were a role-play game and a board game. This learning material had initiated the students to practice this utterance when they wanted to go to the toilet. When the students were playing a board game, there were some students asked for permission to go to the toilet, the researcher asked them to ask for permission in English, and they could say it. It was shown in Field note 5 on November 9th 2010.

When the students were playing a board game, there were two students namely Riris dan Desi asked for permission to go to the toilet, “*Miss, mau ke kamar mandi ya?*”. “*Please say it in English, you just learned it, right?*”. “*Oya, how Des? May I go to the toilet?*”. Because they could say it correctly, R permitted them to go out. “*So do I Miss?*” A boy also asked for permission to go to the toilet. “*Ok, please say it in English?*” Said R. “*How Miss?*” Asked Ari. “*You just practiced it a moment ago, why you can’t say it?*”. “*Hm..I think I’ll go later Miss.*” Finally this boy canceled to go to the toilet, because he did not want to ask for permission in English.

- The material in the 4th meeting

The material in the forth meeting was about asking for and giving information about the location of places around the school. The activities which involved in this material were the students are instructed to identify the locations of the places around the school in groups, and then they reported the result by using a game. The researcher rolled a big dice which contained some prepositions on its faces. When the dice faced the word ‘beside’ for example, then the students tried to find a location of their school place by using the word ‘beside’, “The toilet is beside the healthy room”. For example. The next activity was asking the students to complete the blank map of school places by asking for the information to their pairs who brought the complete map belongs to their pairs. (See Appendix 1: Field note 6)

5) *Using interesting media to ease the students' in understanding the learning materials and to attract their attention towards the lesson*

The use of media as a part of teaching aids was very important. The use of media was aimed to ease the students in understanding the learning materials. Another purpose was to decrease the students' boredom in following the lesson. When the media were interesting, the students would keep longer in paying attention to the lesson. The researcher and the English teacher used some media to attract the students' attention.

- The media in the 1st meeting

The researcher employed some media to help the students understood the learning material in the first meeting. She used pictures of public places to introduce the vocabulary of public places. By seeing the pictures, some of the students had already known the names of the public places in English, and some others tried to guess the places although in Indonesian. In a 'Bingo' game the researcher distributed worksheets and some small pictures of public places and transportations. After listening to the instructions, the students matched the pictures of public places with the transportation pictures and arranged them on the prepared worksheet.

R invited the students to play a Bingo game. R then asked a student to help her distributing the sheets and the pictures. "*Riris, please distribute these sheets and the pictures!*". "*Should I distribute these sheets?*" Riris asked to ascertain. "*Yes*". R said thanks to Riris after distributing the sheets and the pictures. R explained the rule of the game that they should match the pictures of public places and the pictures of transportations based on the researcher's instructions. The students who had comple pictures as the researcher's should say BINGO.

(See Appendix 1: Field note 3)

- The media in the 2nd meeting

The use of real objects as media in the second meeting was a kind of contextual learning. The students would understand better when they learned English in the real context by using real objects, as happened in the second meeting. The teacher used pens, books, rubbers, rulers and other handy objects as the media to practice asking and giving things within classroom context. It was proven that the students understood quickly when she used real objects as the media in delivering the learning material. It was reflected in Field note 4 on November 2nd 2010.

R gave some examples of how to ask or to give something in English. R used a hand puppet as her dialogue partner. "*Momo monkey, can I have a pen?*". "*Sure, here is a pen.*" R employed some stationery that the students usually borrowed from their friends such as a pen, a book, a rubber, a ruler, a sharpener etc. After giving examples for several times, R reviewed students' understanding towards the material by asking their things and they had to respond the request in English. There were some students who spoke haltingly, and some others could speak fluently. "Can I have a rubber Desi?". "Sure, here is a rubber." Desi answered fluently. After getting all the students' things, R asked them to take back their things by saying 'Can I have...' utterance as she did. They should practice the language function they had studied if they wanted their things back.

- The media in the 3rd meeting

The media which were used in the third meeting were pictures of places around the school, role play cards, and game board and its applications. First, the researcher introduced the names of places around the school. By seeing the pictures of public places, the students could recognize the places correctly, because those were places around them. Some students could retell the names of public places appropriately and some others still needed to be stimulated by using pictures. In a role-play activity, the researcher used many envelopes which

contained situation cards. The students knew the role of the play after reading the situation cards in the envelope. Some students acted as teachers and some others acted as students. In the board game, the researcher employed some boards, dices, counters, and cards. These things were tools to encourage the students to practice their English. They had to count the numbers in English when their counters were moving. They had to ask for permission when their counters were stopping on a school place. The use of the media in this meeting could be seen in Field note 5 on November 9th 2010.

After practicing the dialogue in pairs, R asked the students to play a board game. This game would be played in a group of 4-5. Each group got a game board, a dice, and some counters based on the group members. This game had similarity with a game of a snake and ladder game, that each of them should compete to be the first to reach the finish line.

- The media in the 4th meeting

As the material in the fourth meeting was about asking for and giving information about locations of places around the school. The researcher still used the pictures of places around the school as the media. She reviewed the names of places around the school and then gave the students the example how to ask for and give information about the locations of places around the school by using a hand puppet as a dialog partner, “Where is the library, Momo?” said the researcher. “It is beside the computer room” the hand puppet replied.

The researcher also used a big dice to ask the students’ result after identifying the locations of places around their school. This dice contained prepositions such as beside, next to, behind, in front of, and between. The researcher rolled the dice in front of the students, when the dice faces the word

'beside' for instance, the students should tell the location of a certain place by using 'beside', "The toilet is beside the store room". Here is the description of using a big dice.

Then, R prepared a big dice which contained some prepositions; beside, next to, behind, between, and in front of. When R rolled the dice, the dice faced the word 'beside' for instance, so each group should compete to create a preposition sentence by using the word 'beside', "*The toilet is beside the store room*". Every place/room that had been mentioned could not be mentioned in the next sentence. This game continued until all places were mentioned.
(See Appendix 1: Field note 6)

The next media were worksheets of school maps. Each student should complete the blank places in the map by asking the student's pair the location of those places. (See Appendix 1: Field note 6)

c. Reflections of Cycle 1

After implementing the actions, the researcher and the English teacher did some reflections. It was done based on the observation during the teaching and learning process, the students' opinions, and the comments from the collaborator. Here are the descriptions of the reflections in Cycle 1:

1) Implementing interactive activities through games and meaningful activities to improve the student's involvement.

The implementation of interactive activities through games and meaningful activities was successful enough to improve the students' involvement. Most of them were actively engaged in the activities. The reflection of the implementation for each meeting is presented as follows.

- The reflection of the 1st meeting

The activities during this meeting were focused on listening skill. The students looked enthusiastic in following the activities in this meeting. When they played a Bingo game, each of them concentrated on listening to the instructions given by the researcher, so that they could match the pictures properly, although some of them were confused when they did not find the instructed pictures. Because they never played Bingo game before, they did not know that only few of them who got the complete pictures and most of them got the uncomplete pictures. It was reflected in the field note 3 on October 26th 2010.

Some students were confused when they found their pictures were not complete as the researcher's instructions. "*Miss, how about this blank box? Why are my pictures not complete?*" Asked a student. R explained that in a Bingo game, the students could not get the complete pictures except few of them, so that it was called as a Bingo game, because the students with complete pictures should say 'Bingo'.

In the *Chinese whisper game*, all students could participate in the game, because each of the students had a responsibility to pass the message. Unfortunately, the last students found it difficult to pronounce the words or sentences, and sometimes they did not know what they said. Uttering English sentences and words was not familiar thing for them, since their activities were usually dominated by reading and writing and they never had a chance to practice their English. From the interview result, the students enjoyed the activities, as reflected in the interview transcript 13 on October 26th 2010:

R : How was the English lesson today?
 S1 : I was happy
 R : What do you mean?
 S1 : There were games. We never played games before.

- The reflection of the 2nd meeting

In the second meeting, the researcher taught about asking and giving things within a classroom context. The English teacher commented that the game which was used in this meeting was interesting. The students competed to give their things to their friends. The English teacher thought that she could apply this game for other materials, as reflected in the interview transcript 19 on November 2nd 2010.

ET : The game was passionate. The students looked enthusiastic when they competed in giving their thing firstly. I would try such this game for another theme

R : Alhamdulillah, Mum. What is your idea to make the students focus on their speaking rather than giving the things?

ET : It was a good step to maintain their motivation in learning English. If they have loved English, it is easier for us to teach them another thing.

The students looked tired and sweaty since the game was held outside the classroom. But when the researcher asked their opinion, most of them said that they enjoyed the game. When the researcher asked a student to practice asking and giving thing they could say the utterance appropriately.

R : How was the lesson today Laras?

S1 : It was passionate. Every student competed to give his/her things.

R : But, do you still remember, what should you say if you want to borrow a rubber to your friend?

S1 : Hm...can I have a rubber, is it right?

(See Appendix 2: Interview transcript 17)

- The reflection of the 3rd meeting

In this meeting, the students were taught about how to ask for permission to go to a certain place around the school. The students did a role-play activity in pairs. The students got a situation card which contained the situation and the role they should act. Some of them acted as teachers and the rest acted as students. The students who formed a pair with a girl/a boy looked shy when they had to practice

the dialogue in front of their friends. It was shown in Field note 5 on November 9th 2010.

R distributed cards of situations that the students should act. Some students felt happy when they knew that they would act as a teacher, because the teacher role spoke fewer words than the student role. R called the students in pairs 1A dan 1B, 2A dan 2B. The students who formed a pair with the same gender did not have any problem in acting the play, but the boys who formed a pair with girls felt shy when practicing the dialogue, since their friends laughed and teased them. As happened to Bayu and Dian, and so did to Valent and Ari.

The English teacher also gave a comment on the use of role-play that this activity could encourage the students to speak in English. She said that it was a kind of activity that stimulated the interaction among the students. It was reflected in the interview transcript 22 on November 9th 2010.

R : How was your impression about the role-play activity in the last lesson?
 ET : The students are encouraged to speak English when you use lottery strategy as you did. But it is not a custom for them to form a pair of girl and boy. So that they were shy...
 R : I see, Mam. Maybe in the next meeting we could make different lottery for boys and girls, isn't it?
 ET : I do agree with you

For the board game activity, the students gave good comments since they felt that they were not learning but playing. Unconsciously, they also practiced to speak in English when they counted the blocks and asked for permission to their groups. Here is one of their comments after the 3rd meeting ended on November 9th 2010.

R : How was the English lesson today?
 S1 : It was passionate
 R : Is the game that was passionate?
 S1 : Yeah, the game which likes a snake and ladder game
(See Appendix 2: Interview transcript 21)

- The reflection of the 4th meeting

In the last meeting the researcher taught about asking for and giving information about the locations of places around the school. After giving the examples on how to tell the location of places around the school, the students in groups were instructed to identify the locations of places around their school. Unfortunately, not all of the students participated in doing the task. Some of them were playing and joking and some others only kept quiet and were not involved in the discussion as described in Field note 6 on November 23rd 2010.

The students were instructed to identify the locations of the places around their school. They should do this task in groups. They got fifteen minutes to complete this task. R monitored the students' work and found some students who did not participate in completing the task. In fact, they joked and laughed. R reminded them and asked them to join their groups. Although they had been in their groups, but they did nothing they were reluctant to participate in the activity.

After reporting the result of the task, the students were instructed to complete blank places of the school map in pairs. Student A had a blank map to complete and the complete map belongs to student B, and vice versa. Each member of the pairs should ask for the information to his/her pair if they wanted to fill in the blank places in his/her map. Unfortunately, not all of the students practiced their English, some of them communicated in Indonesian so they could fill the blank easily, and some of them deliberately copied the map from their pairs. The researcher warned them not to do, and asked them to try asking and answering the information in English. This situation could be seen in Field note 6 on November 26th 2010.

2) *Applying different classroom organization to improve the students' self-confidence.*

During the teaching and learning process in cycle 1, the researcher applied different classroom organizations to develop the students' own style of learning and to improve the interaction in the classroom. By applying group work or pair work, the students learned to be cooperative and built their responsibility and autonomy.

In the first meeting, when the students had to work individually they found it difficult to match the pictures since they never played this game before. From the discussion with the English teacher, it was revealed that the researcher did not give enough explanation when introducing a Bingo game. For further step, it is necessary to ascertain the students' understanding of the game rules before playing games. The Chinese whisper game could run smoothly, and all of the students participated actively in this game. They tried to give the best for their group, although they did not know what they have said when passing the message.

The activity in the second meeting was carried out by the whole class. Every students could enjoy the game of asking and giving things. They tried to be the first in giving the requested things. Each student had chance to practice their english of asking and giving things. Unfortunately, there was a student who had got a short-winded. So the researcher asked him take a rest. (See Appendix 1: Field note 4)

In the third meeting the use of pair work in role-play activity gave each of the students chance to practice their English of asking for and giving permission.

The English teacher suggested exchanging their roles. After student A acted as a teacher, then he/she acted as a student, so everybody could feel the role of a teacher and a student. Unfortunately the pair work used in the fourth meeting did not run effectively, especially when the students had to complete their blank maps, because some of them spoke in Indonesian, so they did not practice to speak English in getting the information, and some of them deliberately copied the answer by looking at the complete map.

Meanwhile the group work which was used in the third meeting was quite successfully since all of the students participated actively in playing the board game. Nobody felt bored or kept quiet during this game as reflected in Field note 5 on November 9th 2010. The group work which was applied in the fourth meeting was not run effectively, because some of the students did not participate in completing the task. They played and talked to each other. The researcher had warned them to help their friends, but it did not affect them, they still played and talked. Finally in reporting the result of the task, the researcher asked them to report the result of their groups as reflected in Field note 6 on November 23rd 2010.

3) Using classroom English maximally to familiarize the students with English

The use of classroom English was successful enough to familiarize the students towards English. The students understood better when it was accompanied by gestures. They understood well when the teacher greeted them or

when she closed the lesson. They replied it appropriately as reflected in Field note 3 on October 26th 2010.

R greeted the students by saying, "*Good morning everybody?*". All students replied the greeting fluently, "*Good morning my teacher*" although there were some students who were still talking. Then, R asked their condition, "*How are you today?*". Their reply liked a memory, "*I am fine, thank you. And you?*" They mentioned the words 'and you' as part of 'how are you' answer. P then approached some students and asked their condition, there were some students who could reply the researcher question fluently, but there were also some students who replied haltingly.

Most of the instructions could be understood by the students because the researcher always used gestures when giving instructions as reflected in Field note 5 on November 9th 2010.

R entered the classroom at 11.25, the classroom was dirty and there were pieces of papers on the floor. They just had a practicum of art and culture lesson. R asked the students to clean the room before they began the lesson, "*Could you sweep the floor?*". "R asked them to sweep the floor, she also used gestures of sweeping the floor. "*Who are the monitors today, please sweep the floor!*" Some students who were the monitors that day took the broom and began to sweep.

Unfortunately, the researcher only used English when opening and closing the lesson and when giving classroom instructions. She did not apply English maximally when explaining the materials because the students did not understand when she spoke English all time. It was caused by their limited vocabulary and because they never had their English teacher spoke English during the lesson. Thus, it was necessary to make them more familiar with English by using classroom English in the next cycle.

4) *Using interesting and familiar materials around the students' environment.*

Since the students' activities were usually dominated by reading and writing from the commercial worksheets, so that the researcher introduced the activities which focused on listening skill in the first meeting. The instructions of listening activities were listen and repeat, listen and match and listen and guess. The students were happy to do these activities because they rarely had these kinds of activities before. They did not need to do exercises but they only responded to the given instructions. They enjoyed the English lesson and they did not feel that they were learning. The English teacher suggested that these listening activities could be improved. The students still needed to know the instructions within classroom and school context. These instructions would be useful to familiarize the students with English. Although the researcher had introduced some instructions such as 'clean the blackboard', 'open the book', 'sweep the floor', etc, the English teacher thought that it was needed to bring these kinds of instructions into a theme.

In the second meeting the material of asking and giving things was considered successfully, because each of the students had a chance to practice asking and giving things in English. The English teacher's comment was that this material was relevant with the students' daily communication as it was reflected below.

R : (How is your opinion about the material of asking and giving things? Is it appropriate with five grade students?)

ET : (It can be used. The students should know what to say if they want to borrow things from their friends in English, so they could practice it when

borrowing a pen or a book to their friends. The main thing is to give more than once to make the students understand well)
(See Appendix 2: Interview transcript 16)

The English teacher gave good response on the use of this material moreover it was supported by the use of appropriate game to deepen the students' understanding towards this material. The students looked happy in playing the game as a comment from Laras after the 2nd meeting ended.

R : How was the lesson today?

S1 : It was passionate. Every student competed to give his/her things.

R : But, do you still remember, what should you say if you want to borrow a rubber to your friends?

S1 : Can I have a rubber, is it right?

(See Appendix 2: Interview transcript 17)

In the third meeting the material of asking and giving permission within school context had encouraged the students to ask for permission in English when they wanted to go to a certain place around the school. As it was described in Field note 5 on November 9th 2010, some of the students should ask permission in English when they wanted to go to the toilet, although some of them canceled to go to the toilet and decided to wait the break time rather than to ask for permission in English.

In the forth meeting, the material was about asking for and giving information about the locations of places around the school. Unfortunately, not all of the activities in this meeting run as expected. Some students did not participate when doing the task in groups and some of the pairs did not use English when asking for and giving information to complete their blank maps. This material was relevant with the students' situation, but the activities should be more interesting and should be able to encourage them to speak in English. As the English teacher

suggested, the use of board game as applied in the previous meeting could be applied on this material too. She saw that the students showed a great enthusiastic when playing a board game; they also practiced English willingly.

5) Using interesting media to attract the students' attention toward the lesson.

The use of interesting media could attract the students' attention towards the lesson and also maintain their motivation during the teaching and learning process. The media helped the students understand the learning materials better. As happened in the first meeting the researcher employed pictures of public places to introduce names of public places. It could direct the students' attention to the pictures brought by the researcher. The students could still see the pictures although they were black and white. When playing a Bingo game, the students found a little trouble in finding the small pictures. The researcher did not give the names of the public places on each picture. She considered that they could understand the places by seeing the pictures and its contents. However, the pictures in the cards were not too clear to see. For further step, the researcher should consider and ascertain that the media are clear and relevant.

The media used in the second meeting were the real objects of handy things around the classroom. These things were those they usually used or borrowed from their friends. As the material was asking and giving things within classroom context, the use of these media was appropriate and relevant with the learning material. The students could understand well because the things were familiar to them.

In the third and fourth meetings, the researcher employed pictures of places around the school to help the students in memorizing the names of places around the school. When they memorized the places, it would be easier in connecting the expression they should achieve. As happened in the first meeting, the students got better understanding when it was supported with pictures. They could mention the names of places around the school by seeing the pictures. The use of situation cards and game boards and its application, could encourage the students to speak English bravely. As reflected in the interview transcript 21, the student said that he did not feel that he was learning but playing.

The media used in the fourth meeting actually quite appropriate with the learning material. However, the activities could not run smoothly since some of the students did not participate in the group work and some of them did not practice English when asking for and giving information to complete their blank maps. It was caused by the researcher's limited knowledge in managing the class and controlling the game. Hopefully, the use of media could be improved maximally in the next meeting.

d. Summary of cycle 1

Based on the reflections above, the researcher and the English teacher decided that most of the activities in the first cycle were successful, but there was always a need to improve each of the planned actions.

- 1) The use of interactive activities was effective to improve the students' involvement, but it should be improved by considering the appropriate games and the appropriate activities which could encourage the students to be

involved actively in the teaching and learning process. They were also expected to be more bravely in speaking English and their activities should not be in the forms of reading and writing merely but also in the forms of listening activities.

- 2) The use of different classroom organizations was good to develop the students' learning style and to improve the interaction in the classroom. By applying group work or pair work, the students learned to be cooperative and to complete the task together, since not all of the students were comfortable with the same classroom organization all of the time. They needed a different atmosphere during the learning process. Thus, it is a good thing to maintain this plan of setting different classroom organizations during the teaching and learning process in the next cycle. The researcher should also consider that the classroom organization was appropriate with the tasks the students should carry out.
- 3) The use of classroom English had directed the students' mindset that English was not a difficult lesson. It was begun with the simple things; opening and closing the lesson in English and giving simple instructions within classroom context. As long as the researcher did the actions in the class, the students showed good responses to the instructions given by the researcher. In the next cycle this habit should be maintained and should be improved, so there would be two way communications.
- 4) The use of familiar and interesting material around the students' environment was appropriate with the students' environment and classroom situation. They

needed different activities except for doing exercises in the commercial worksheets, so the researcher introduced kinds of listening activities. She also taught asking and giving things with classroom context, and asking for and giving permission within school context, since this condition always happened in the classroom and school. In the last meeting, she taught about asking for and giving information about locations of places around the school. This material was also in accordance with the school context and the students' need.

- 5) The use of interesting and various media was effective to help the students understand the learning materials, to attract their attention and maintain their motivation during the learning process. The researcher used various kinds of media which were relevant with the learning materials. There were pictures, a hand puppet, cards, real objects, role-play cards, game boards and its applications, a big dice, and school maps. These all functioned as tools to make the activities run smoothly as expected and to help the students understand the learning materials easily.

Table 2: The results of the reflection in cycle 1

Actions In cycle	Reflections in cycle 1	Conclusion in cycle 1	Recommendation for cycle 2
Implementing interactive activities through games and meaningful activities	The use of various interactive techniques was considered successful to improve the student' involvement and to encourage the students to speak in English. But there was an activity that could not run smoothly, it was the activity in the forth	This action would be sustained in cycle 2 by improvements	The teacher should consider the appropriateness of the games and activities with the learning materials. There would be introduced some songs to help the students in understanding the materials and

	meeting		memorizing the English vocabulary.
Applying different classrooms	The different classroom organizations that were applied during actions were successful enough to build the interaction among the students. The students became more responsible, cooperative, and their autonomy was also developed. Unfortunately, some students did not work when the tasks were carried out in groups, and they tend to depend on their friends' work	This action would be sustain in cycle 2 with the focus on applying pair work and group work	The teacher should keep on applying different classroom organizations with focus on group work and pair work. It was necessary to appreciate the students' work, so they would be motivated to do the tasks and to do better work
Using classroom English effectively	The use of classroom English was successful to familiarize the students with English. To make the students understood the teacher's English, she always used gestures. It had directed their mind that English was not a difficult lesson	This action would be sustained with improvement	Classroom English should not be used only in opening and closing the lesson but also in giving the classroom instructions and in appreciating the students' work.
Using interesting materials and media	The use of interesting materials and media was successful enough to attract the students' attention towards the lesson and to maintain their motivation in learning English. Although some media were not too clear to be noticed and some materials could not be grasped completely by the students.	These actions would be sustained with some revisions	The materials should be within the students' environment and these materials should be delivered in interesting ways. Therefore the use of appropriate and interesting media was a must to make the students involved actively in the teaching and learning process.

2. Implementations of Cycle 2

a. Planning of Cycle 2

Based on the reflections in the first cycle, the researcher and the English teacher as the collaborator planned some efforts to solve the problems, which were found during the implementation of the actions in the first cycle. In order to solve the problems, the researcher and the collaborator would still use the similar activities to those in the first cycle with some modifications and additions. The addition actions were introducing songs and giving appreciation towards the students' work. The researcher decided to implement these two actions based on the observations in the previous cycle, that the students still found it difficult to pronounce the English words. In addition, some students were still reluctant to involve in the learning activities. The researcher hoped that the use of songs could help the students in memorizing English vocabulary and in understanding the learning materials. By giving appreciation towards the students' work, she hoped that the students' motivation to learn and to participate in the learning activities would improve. Here are the efforts would be applied in the second cycle.

- 1) Implementing interactive techniques through games and meaningful activities.

Since the use of interactive activities was quite successful to improve the students' involvement and to encourage them to speak in English, the researcher decided to implement this action in the second cycle. There were some games and activities would be applied in every meeting such as a robot game, a dressing-up relay game, a clock race game, etc. The researcher also tried to create some meaningful activities which could either to stimulate the

students to respond to the instructions appropriately or to encourage them to speak in English bravely.

2) Introducing some English songs

This additional action was aimed to help the students in understanding the learning materials and to help them in memorizing the English vocabulary.

The songs that were used in every meeting should be relevant with the materials being studied and these songs should be easy to listen and to sing.

3) Applying different classroom organizations

The researcher decided to keep on applying this action with focus on group works and pair works. This was aimed to improve the classroom interaction.

The researcher should give every student a different responsibility when carrying out the tasks, so that everybody could participate in their groups.

4) Using classroom English effectively

Classroom English would be used in every meeting. It would be applied in opening the lesson, closing the lesson, and in giving classroom instructions.

The researcher would try to reduce the use of Indonesian when explaining the materials, instead of that, she would use gestures to make the students understand the delivered materials.

5) Using interesting materials and media

Harmer (2007:14) states that children usually respond well to activities that focus on their lives and experiences. Therefore, the materials would be studied in this cycle were focused on the students' and their environment. The media also had an important role to support the success of the materials

would be delivered. By employing appropriate media, it would be easy for the students to understand the materials, so the target language could be achieved completely.

6) Giving appreciation towards the students' work

Children usually showed better work when their work was appreciated by the teacher. They liked to please their teacher rather than their peer group (Cameron 2001:1). The appreciation could be in the form of verbal or non-verbal such as giving rewards. These kinds of appreciation would improve the students' motivation in learning English, so they would involve actively in the learning process without any compulsion.

b. Actions and Observations in Cycle 2

The actions in cycle 2 were carried out in four meetings; on February 1st 2011, February 8th 2011, February 22nd 2011, and March 1st 2011. The materials would be learned in cycle 2 were about responding to simple classroom instructions within classroom and school context, giving instruction and information related to students' daily clothes, responding to instruction through action related to time, and asking for and giving information in relation to time and daily activities. During the implementation of the actions, the researcher acted as a teacher and the English teacher acted as an observer. The data were collected using classroom observations, semi structure interviews, and documentations.

Below are the actions that were implemented in cycle 2:

1) Implementing interactive activities through games and meaningful activities to improve the students' involvement

The researcher and the collaborator decided to implement interactive activities in cycle 2. This action was quite successful to improve the students' involvement during the teaching and learning process in cycle 1. The researcher always applied games and create meaningful activities in every meeting. It was expected that the students would not only involve and participate actively but they were also expected to achieve the target language. The brief description on the use of interactive activities would be described as follows:

- The implementation in the 1st meeting

In this meeting, the students learned about responding to simple instructions within classroom and school context. As the suggestion from the English teacher in the previous cycle, that it was needed to teach some simple instructions, which would be applied in classroom English, into a theme. The instructions that were given such as; 'Clean the blackboard', 'Turn off the lamp', 'Take the chalk', 'Sweep the floor' etc. After giving the examples of responding to those instructions the researcher asked a student to respond to her instruction, she chose Udin as the first respondent, "Udin, open the window, please!" Then Udin opened the window. After that he had to choose one of his friends and asked him/her to respond to his instruction, he then chose Andri "Andri, sweep the floor, please!" This activity continued until all of the students had a chance to respond to an instruction. This activity was shown in Field note 7 on February 1st 2011.

Then R asked a student to respond to her instruction. R called Udin, "*Udin, open the window, please!*" Udin walked towards the window and opened the window, "Open the door Miss?" Asked Udin to ascertain. "*That right*". Then Udin was recommended to choose one of his friends and to give instruction. "*Please don't choose me, I can't do it.*" Andri said. But Udin chose Andri to respond to his instruction, "*Andri, sweep the floor, please!*" Andri asked his friend what its

mean, “*What its mean, I don’t understand?*”. “*You should sweep*” Andri took a broom and began to sweep. R appreciated the students who did the instructions appropriately by saying ‘very good’, ‘that’s right’, ‘great’ or holding a tumb to appreciate their effort. In the time Shinta was instructed to take a chalk by Kawaiba, she looked confused. R helped her by pretending took a chalk, finally sshe could respond Kawaiba’s instruction.

The researcher also used a robot game to make the students understood more in responding to classroom instructions. The researcher asked two volunteers to come to front of the class. They were Riris and Laras. Firstly, she instructed a command to them, “Clean the table!” The students did this command like robots. Then the researcher asked them to close the door, “Close the door!” Laras and Riris went to the door and closed the door. The researcher reminded them they they had to do the previous command, and then they do the next command. The researcher gave about four or five commands and they had to do those all together. After responding to all of the given instructions, they chose their two friends to do the commands as they had done. The next were Desi and Defva. Riris and Laras gave the commands in turn. This activity continued until all of the students got chance to give and respond to the commands. The way they acted as robots had attracted the students to laugh at the performers as it was reflected in Field note 7 on February 1st 2011.

- The implementation in the 2nd meeting

The material in this meeting was giving simple instructions and information related to students’ daily clothes. After introducing kinds of clothes by using pictures, the researcher gave examples how to give and to respond to the instructions related to the daily clothes which the students wore everyday. For example, “Put on the cap please!” then the researcher put on a cap on her head and

said, "I am wearing a cap". After giving several examples of putting on and taking off the clothes, the researcher then asked a student, "Ari, put on the T-shirt please!" So Ari held on a picture of a T-shirt and said, "I am wearing a T-shirt" Ari had to asked another student to do as what he had done. He then chose Valent to respond to his instruction, "Valent, put on the shoes please!" Then Valent held on a picture of shoes and said, "I am wearing shoes". Valent asked another student to do the same as she had done until all of the students had a chance to instruct and to give information on the clothes they were wearing. The briefly description could be seen in Field note 8 on February 8th 2011.

The researcher then applied a dressing-up relay game. She divided the students into two groups and then explained the rules of the game. There were piles of clothes at the end of the room. When the researcher said, "Put on the socks please!" the first students from each group run to the pile of the clothes and put them on. He/she run back to the group and said, "I am wearing socks" The first group who did the action got a point. In the first command, there were Fathur and Bayu who competed to put on the socks and Fathur's group got the point. Fathur and Bayu who had done the command gave a command to the groups, "*Put on the cap!*" So the second students from each group did the action as it has been done by the first students. The funny thing was happened here. Riska had put on the trousers as the given command, but Linda had taken the wrong clothes, she had put on shorts. All of the students laughed at her. The other funny thing was when two girls, Desi and Defva, asked Ari and Andri to put on a skirt. They put

on the skirt with difficulty. They were shy to say “I am wearing skirt” because all of the students laughed at them as reflected in Field note 8 on February 8th 2011.

There was a funny thing when Linda and Risk were instructed by Kevin and Udin. They said, “*Put on the trousers please!*” Riska and Linda hurried to the clothes tables and tried to find the instructed clothes. At first, Riska took shorts, finally she took trousers and wore them. Linda who was still confused and in hurry took shorts. Seeing that thing, their friends laughed at her and she got angry from her group, because she took a wrong clothes. When the turn came to Desi and Defva, they intentionally chose the boys to respond to their instruction, Ari from group A and Andri from group B. “*Put on the skirt please!*” The students laughed at Ari and Andri since they knew that they would compete to wear a skirt. They wore the skirt with a bit difficult and then they go back to their group like a gunny sack race. Finally Ari who first said, “*I am wearing a skirt*” shyly .

- The implementation in the 3rd meeting

In the third meeting, the students learned about responding to simple instructions related to time. The students were instructed to set the time as the researcher’s instruction. After giving examples of setting the time, the researcher asks some students to set the time as she said. The students were Udin, Fathur, Valent, and Linda. They could set the time appropriately by the help of each other. For further activity, the researcher then applied a clock game. The researcher divided the class into four groups and each of groups got a toy clock. When the researcher said, “Set the clock hands at ten past eight!” They competed to be the first in setting the time and showed the clock to the researcher, as it was reflected in Field note 9 on February 22nd 2011.

In the next activity, the students played a clock-race game. R divided the class into four groups and each group got a toy clock. R explained the rule of the game that she will instructed them to set the time by using the toy clock they got, “*Set the clock hands at ten past eight*” So each group set the clock hands at 08.10 and the group who could first set the clock got a point. Every time R instructed the students to set the clock, each members of the group had a chance to set the clock. There was a problem when R instructed the students to set the time that was more than 30 minutes, as she said, “*Set the clock hands at fifty past four!*” most of the

students set the clock hands at number 10 and four, in fact the clock hands should point at number ten and approach number five. Then, R gave an alternative instruction, “*Set the clock hands at ten to five!*”

The next activity was setting the clock by using the students’ body. In this game, the students were divided into two groups. The researcher prepared two big clocks on the floor. The rule of the game was when the researcher said, “Set the clock hands at three o’clock!” Then two students from each group should run and stand on the instructed time, one student stood on number three and another stood on number twelve. Every student who was setting the clock were whooped by his/her group. The game could run smoothly and every student had a chance to do the given instruction. The winner in the first game was Defva’s group and in the second game was Desi’s group.

- The implementation in the 4th meeting

The material in the forth meeting was about asking for and giving information related to the students’ daily activities. After introducing the daily activities by using pictures, the researcher asked some students to tell their daily activities and the time these activities usually done. “Ari, what time do you get up in the morning?” Unfortunately, the student only answered the time, “Five o’clock.” The researcher asked them to answer completely, “I get up at five o’clock in the morning”. After questioning some students, the researcher held a board game. As the previous game they ever had, the boards in this game contained some pictures of daily activities. When a student moved his/her counter and landed on a picture space, a picture of a student went to school, for instance. The group asked him/her, “What time do you go to school?” He/she should

answer the time he/she usually went to school, "I go to school at a half past six", then he/she took a card from the card pile. The student counted the number of faces on the card, moved forward if the faces were smiling and backward if the faces were frowning. Since they had played this game before in the first cycle, the researcher did not need much time to explain the rule of the game. The students enjoyed the game as it was predicted, but they found a little problem in giving the information completely, they tended to answer the question in short answers, 'five o'clock', 'a half past six', 'one o'clock', etc. The condition could be seen in Field note 10 on March 1st 2011.

Then, R invited the students to play a board game as they did in the previous meeting, and the students gave a good response. "*Hurray will play again*" Without long explanation, the students had already known the rule of playing this game. In the previous time the pictures were school palaces, now they were replaced with pictures of daily activities. R divided the students into four groups. In playing the game, there were some students who still count the numbers in Javanese, R reminded them to count in English. When a student, Andri stopped on a picture of 'daily activity'. His group asked him in chorus, "*What time do you have breakfast?*". "*Six o'clock*" He replied with a simple answer. R asked him to reply with complete answer, "*I have breakfast at six o'clock*" R found that the students tended to reply the question in simple answer, only few of them who replied with complete answer, they were Kawaiba, Desi, Riris, dan Fathur. R also appreciated the students who could answer the question appropriately, "*Very good*" and asked them to remind their friends to reply the question in a complete answer.

The next activity was doing an interview about daily activities. The researcher gave the example of doing this activity. Firstly, she asked a student's daily activities based on the list of daily activities. Then, she reported the interview result she had done, for example. "Shinta gets up at a half past six in the morning; She takes a bath at six o'clock; She has breakfast at a quarter past six...etc". The students did this activity in pairs. Each pair member had to ask

his/her friend's daily activities and the time these activities usually done. The researcher distributed the list of the daily activities they should ask to their pairs and then filled in the time those daily activities usually done. The students could do the interview smoothly, because before doing this activity they had sung a song "What time do you go to school" in chorus. Although, the students could ask for the information from their friends, but they still answered it in uncompleted sentences, they only answered the time. After interviewing their friends, the students reported their pairs' daily activities, for example, "Udin gets up at five o'clock; He takes a bath at a half past six o'clock: He has breakfast at a quarter past six..." Unfortunately, due to the limited time, the students could not report the all of interview result. Then she only asked every student to report two or three of his/her friend's daily activities. The students could report the result although they spoke in English with difficulty. The activity could be seen in Field note 10 on March 1st 2011.

2) Introducing some songs to help the students in understanding the learning materials

The researcher decided to introduce some songs in this cycle. It was aimed to help the students in understanding the learning materials. She gave the songs in the middle of the teaching and learning process. Since the students' attention span was short, the song would be a kind of alternative activity to decrease the students' boredom. In the first meeting, the researcher introduced a song which was related to classroom instructions; it was "sit down stand up". Because the students had learned the words before, the lyric was quite simple, and the music

was fun, most of the students could sing the song fluently. She also asked some students to sing the song while performed the actions in the song, but some boys deliberately tapped the desks. She asked them to stop tapping the desk and asked them to sing, they looked shy and could not sing well as described in Field note 7 on February 1st 2011.

Then R invited the students to sing a song of '*Sit down stand up*'. First R wrote down the lyrics on the blackboard, then she invited the students to sing together. At first they sang the song haltingly, because the lyrics were simple and the music was fun, finally they could sing soothly. Furthermore, R asked some students to sing and perform the actions in the song, and they could do it well. Unfortunately, some boys made noise by tapping the desks they were Bayu, Kevin, Andri, dan Ari. So, R asked them to sing in front of the class, but they could not sing well.

In the second meeting, the song was 'This is the way I put on my cap...'.

The lyric of the song was adapted from 'songs and chants' book. A student stated that she ever heard the music of this song; it made the song would be easier to be learned by the students. Because the material was about giving instructions of putting on and taking of clothes, this song was relevant with the learning material.

The students sang the song by putting on the clothes pictures as reflected in Field note 8 on February 8th 2011.

R invited the students to sing a song which was related to the material being studied. R wrote down the lyric on the blackboard and then sang the song, "*This is the way I put on my cap, put on my cap, put on my cap. This is the way I put on my cap, every day...*" Defva said that she ever heard the music of this song but with different lyric. The students sang the song together. They sang the song and also held the clothes they mentioned in the song. Unfortunately, the students found it difficult to sing, because the lyric of the song and the music was to fast meskipun. Since the song used to decrease the students boredom and as the break activity, the researcher ended the activity of singing the song and continued the next activity. She asked the students to memorize the song in the next meeting.

In the third meeting, the material was about time. The researcher introduced a song of time which was adopted from 'songs and chants' book. After

repeating the song for several time, then the researcher divided the class into two groups. Group A should asked the time to group B by using this song, and group B should answer the time by using this song too and vice versa. The students were happy to sing song, because the song lyric was quite simple and easy to sing. It was reflected in Field note 9 on February 22nd 2011.

R and the students sang a song ‘*What time is it*’ in chorrus. Because the lyrics were too simple, the students could sing the song fluently, “*Are the lyrics only those Miss?*” Tanya Defva, “*It is very easy*”. So R divided the class into two groups. Group A asked for the time to group B with singing, “*What time is it?*”. Group B replied with singing too, “*It’s five o’clock, five, five, five, five o’clock*” and vice versa.

In the forth meeting, the researcher taught a song of “What time do you go to school?” as the material they were studying was about asking for and giving information about the students’ daily activities and the time these activities usually done. Most of the students could sing the song. They stated that the music was familiar to them as the music in the second meeting. By singing the song, it helped the students in doing the interview task, because the students had to ask his/her friend’s daily activities as the song lyric. (See Appendix 1: Field note 10)

3) Applying different classroom organizations to build the interaction among the students

The use of different classroom organization was still sustained in this cycle. By applying different classroom organizations, the students were expected to be more confidence and to be more active in following the learning activities. The focus of classroom organization in this cycle was to ask the students to work in groups and in pairs. It was aimed to build the students’ confidence, cooperative, responsibility, and autonomy. In the other hand, the use of group work or pair

work could improve the classroom interaction . In the first meeting, the researcher asked the students to respond to the instructions in pairs. They needed to be cooperative in performing the actions. When they got a turn to give commands to their friends, they gave the commands in turn; every body got an equal chance to instruct his/her friends. It was shown in Field note 7 on February 1st 2011.

R continued the next activity. She told the students that they were going to play a robot game. Every two students would do some instructions together, then they would give the instructions to two other friends. R asked two valunters to be the first in doing the instructions, they were Riris and Laras. R instructed them to clean the table, "*Clean the table!*" So they did the instruction like a robot. The next instructions was to close the door, "*Close the door*" they exactly closed the door. R reminded them and also the students that the should do the first instruction and then the second instruction and so on. After doing about four-five instructions orderly, the were recommended to choose two of their friends. They chose Desi and Defva. Riris and Laras could give the instructions in turn. So that every students could get a chance to give and to respond to instructions.

In the second meeting, the researcher applied a group work in a dressing-up relay game. The students were divided into two groups. The researcher instructed the students to put on a certain clothes, "Put on the socks please!" for example, then a student from each group run to the clothes pile and put on the socks. After wearing the socks, they run back to their groups and said, "I am wearing socks". The first group who did this action quickly got a point. After responding to the instructions; both of the students instructed their other friends to do as what they had done. Every student got a chance to do the instructed action and also to give an instruction. The situation could be seen in Field note 8 on February 8th 2011.

In the third meeting the students played a clock game in groups. The students were divided into four groups. Each of them listened to the researcher's

instructions, for example, “Set the clock hands at ten past eight!” Then the groups competed to be the first to set and show the clock to the researcher. Every student got different responsibility in setting the clock. Nobody did anything, because they have to set the clock in turn. In the next game the students were only divided into two groups. The researcher asked the students to stand on the instructed time. When she said, “Set the clock hands at three o’clock!” Then two students from each group should stand on number three and number twelve to show three o’clock. The quickest student who set the time would get a point. The activity could be seen in Field note 9 on February 22nd 2011.

The use of group work was also applied in the fourth meeting. When playing a board game, the students did this activity in four groups. Because they had played this game before, the researcher did not need much time to explain the rule of the game. When a student’s counter stopped on a picture of daily activity, the group should ask him/her the time of that daily activity usually done by him/her, for example when Riska’s counter stopped on a picture of student had a breakfast. Her group asked her, “What time do you have breakfast?” Riska should answer the time she usually had her breakfast, “I have breakfast at a quarter past six” Unfortunately not all of the students answer the question completely only few of them who did it as it was reflected in Field note 10 on March 1st 2011.

The next activity was doing an interview. The students in pairs, should ask his/her friend’s daily activity. There were lists of daily activities, so they asked their friends what time they usually did those activities. If they had the answer, they filled in the time in the daily activity lists. After getting all of the needed

information, the students reported the result of the interview. Due to the limited time, the students could not inform all of the interview result as it was shown in Field note 10 on March 1st 2011.

4) *Using classroom English maximally to familiarize the students with English*

The researcher still used classroom English in this cycle. She used it in opening the lesson, closing the lesson, and giving some classroom instructions. She tried to reduce explaining the materials by Indonesian, but she used gestures to make the students understood what she said. In opening the lesson, the researcher did not only greet the students and ask their condition, she also asked if there were some students did not present as described in Field note 8 on February 8th 2011.

R greeted the students, “*Good morning everybody?*” “*Good morning my teacher...*” “*How are you today?*” R asked. “*I am fine thank you*” R saw there were two students were not present. “*Where is Kawaiba and Valent?*” Their bags were on their chairs but the students were not there. “*They are going to the toilet Miss*”. “*Are they going to the toilet?*” Asked R. “*Yes*” Some students answered.

In some conditions, the researcher tried to use English every time, such as to know their readiness before playing games, “*Are you ready?*” or “*Have you finished?*” to know if the students had finished doing the tasks. Since the researcher taught them how to ask for permission if they wanted to go to a certain place, every student who wanted to go to the toilet always used English as what had happened in Field note 7 and 9.

When she closed the lesson in English, they gave a good response, such as when the researcher said, “See you next week, don’t forget the song, okay?”. “See you Miss” The students replied. (See Appendix 1: Field note 8, 9, 10)

5) Using interesting materials and media to attract the students’ attention towards the lesson

The materials would be learned in this cycle were about responding to simple classroom instructions, giving simple instructions and information related to the students’ daily clothes, responding to simple instructions of setting the clock, and the last was asking for and giving information related to the students’ daily activities. To ease the students in understanding the learning materials, it must be supported by employing appropriate and interesting media. The media here were functioned as teaching aids to help the students to achieve the learning materials completely.

In the first meeting, the material was about responding to simple classroom instructions such as “Clean the blackboard!”, “Open the door!”, “Sit down please!”, “Take the chalk!”, “Sweep the floor!” and some other instructions. This material aimed to familiarize the students with English, so they would not think that English was a difficult lesson. The researcher used real objects as the media in teaching this material. The media were the things around the classroom such as a blackboard, a door, a window, a chalk, an eraser, a book, etc. By using the real objects, the students understood better the researcher’s instructions and they could do the instructions appropriately as shown in Field note 7 on February 1st 2011.

Then R asked a student to respond to her instruction. R called Udin, "*Udin, open the window, please!*" Udin walked towards the window and opened the window, "Open the door Miss?" Asked Udin to ascertain. "*That right*". Then Udin was recommended to choose one of his friends and to give instruction. "*Please don't choose me, I can't do it.*" Andri said. But Udin chose Andri to respond to his instruction, "*Andri, sweep the floor, please!*" Andri asked his friend what it means, "*What it means, I don't understand?*". "*You should sweep*" Andri took a broom and began to sweep. R appreciated the students who did the instructions appropriately by saying 'very good', 'that's right', 'great' or holding a thumb to appreciate their effort.

The second meeting was about giving simple instruction and information related to the students' daily clothes. The students were expected to be able to give instructions of putting on a certain clothes and to give information on the clothes they were wearing. The researcher applied a dressing-up relay game to support the achievement towards this material. The media that were used in this meeting were flashcards of clothes and real objects of clothes. The flashcards were used when the researcher instructed a student to respond to her command, "Ari, put on the T-shirt please!" then Ari put on a picture of T-shirt and said, "I am wearing a T-shirt". And then Ari chose one of his friends to do as what he had done. The real objects of clothes were used in the dressing-up relay game. The students compete to wear the instructed clothes and then inform the clothes they were wearing. (See Appendix 1: Field note 8, February 8th 2011)

In the third meeting, the students learned about how to respond to simple instructions of setting the clock. The researcher employed some clocks as the media to help the students learning about time. After asking some students to set the time by using a clock, the students played a clock game in groups. Each of the group got a toy clock. When the researcher said, "Set the clock hands at four o'clock!" then the students set the clock hands at four o'clock as the researcher's

instruction. If they were right they would get a point. The next activity was setting the clock by using the students' body. First, the researcher made a big clock on the floor. The numbers of the clock were made from printed paper. When the researcher said, "Set the clock hands at three o'clock!" Two students from each group should stand on the instructed time. One student stood on number three and another stood on number twelve to show three o'clock. (See Appendix 1: Field note 9, February 22nd 2011)

In the last meeting, the students were taught about how to ask for and give information about their daily activities. He students would ask for information about their friends' daily activities and the time these activities usually done. They also had to give the information to their friends the time they usually did those activities. The researcher applied a board game as it ever been used in the first cycle. The different was the pictures inside the boards and the utterances the students would say. The pictures that were contained in the boards were the pictures of daily activities such as a child who were getting up in the morning, a child who were having breakfast, a student who were going to school etc. When a student's counter stopped on a picture of a child was studying, for example, the group asked him/her, "What time do you study?" Then he/she answered the time he/she usually studied, "I usually study at a half past eight"

The researcher also applied an interview activity. This activity was done in pairs. Each member of the pairs should ask his/her friend's daily activity and the time this activity done by him/her. So the students reported the results of the interview in English, for example, "Udin had breakfast at six o'clock in the

morning; He goes to school at a half past six". The brief description could be seen in Field note 10 on March 1st 2011.

6) *Giving appreciation towards the students' work to improve their motivation in learning*

The students' motivation was one of the aspects which could support the success of the teaching and learning process. When they were motivated to learn, it would be easier for the teacher to deliver to learning materials. In this cycle the researcher had applied a technique to improve the students' motivation. It was by giving appreciation towards their work. It was hoped that by giving appreciation the students would participate more in the learning activities. This appreciation could be in the form of verbal or non verbal. The verbal appreciation was by giving compliment and positive comment on the task or on the action they had done. It would encourage them to be better learners.

In this case, the researcher appreciated the students verbally when they did the instructions appropriately and when they could say a certain expression in English. Then she said, "Very good" or "Great" or "You are right". (See Appendix 1: field note 7, 8, 9, 10) The non verbal appreciation was by giving reward after they finish a certain task, or they did the best among others. This reward must not an expensive thing. The researcher gave a reward to a pair group who performed best when playing a robot game, they were Desi and Defva. The group with the highest points in playing the clock game in the third meeting also got a reward from the researcher and it was Fathur's group. In the forth meeting the rewards were given to some students from each group who first reached the

finish line when playing a board game, they were Riska, Udin, Laras and Kevin. They looked happy when they got food from the researcher, and they decided to share the food with the whole class.

c. Reflections of Cycle 2

After implementing the actions, the researcher and the English teacher did some reflections. It was done based on the observations during the teaching and learning process, the students' opinions, and the comments from the collaborator. Here are the descriptions of the reflections in Cycle 2:

1) *Implementing interactive activities through games and meaningful activities*

The implementation of interactive techniques in this cycle was quite successful to improve the students' involvement. The students participated actively during the teaching and learning process. They also tried to speak English although it was difficult for them to pronounce the English words. Below are the reflections of this actions in every meeting.

- The reflection of the 1st meeting

The implementation of interactive activities in the first meeting was successful enough. Most of the students could respond to the instructions given by the researcher, although some students needed to comprehend the instructions for several times or needed to be helped by gestures as happened to Shinta (See Appendix 1: Field note 7, February 1st 2011). In playing a robot game, most of the pairs could respond to the instructions given by their friends, although the researcher needed to repeat the command because some of students gave the

command in a low voice. The English teacher stated that by introducing some classroom instructions, it would be easy for the teacher to communicate in English with them for further meeting when the researcher did not teach in SDIK Muhammadiyah anymore, as quoted in the interview transcript after the first meeting on February 1st 2011.

R : How was the today's learning Mam?

ET : The students understood the classroom instructions better than before. For further teaching, it will be easy for me to ask them to do something such as cleaning the blackboard or sweeping the floor, and I do not need to speak Indonesian again.

R : How was the use of a robot game as you see?

ET : The game was appropriate with the material you taught to them. Where do you get such that game? I do not have any idea to hold such that game before...

R : I got it from a book 'games for Children'. I will copy the book for you Mam.

- The reflection of the 2nd meeting

In this meeting, the students learned about giving simple instructions and information related to the students' daily clothes. The activities in this meeting had encouraged the students to speak English bravely and they could involve actively in playing the game. Every student had chance to instruct his/her friend and give information about the clothes he/she wore. When the researcher chose Ari to respond to her instruction, he could do it and could inform the clothes he/she wore. It could be seen in field note 8 on February 8th 2011. The students' response towards the activity and the game in this meeting was also good. They felt happy in playing the game. When the researcher asked them how to give information about the clothes they wore, they could say in English as it was reflected in Interview transcript 30 on February 8th 2011.

- The reflection of the 3rd meeting

In the third meeting the use of games was successful enough to make the students understand about time. Most of them could set the time appropriately. In a clock game part 1, each of them got chance to set the time, although when the researcher said, “Set the clock hands at fifty past four!” Most of them set the long hand on number ten, but they set the short hand on number four. In fact, the long hand should be approached number 5, then she used an alternative instruction, “Set the clock hands at ten to five!” So they could set the clock appropriately. The English teacher stated that the students had not study about time before, so it was an ordinary thing that the students did not achieve all of the materials. The main thing was the students’ motivation in following the English lesson. If they had good motivation, it would be easier to teach them many things. In the clock game part 2, each student had a responsibility to set the clock. If they stood on the wrong number, the group would not get a point. From the students’ perception, they said that the game was quite joyful; they enjoyed every game given by the researcher. They did not feel bored because the activities in every meeting were always different. (See Appendix 2: Interview transcript 34)

- The reflection of the 4th meeting

The implementation of a board game was effective to encourage the students to speak English. They enjoyed playing the game; they also did not feel that they were learning English. All of the students got chance to move their counters; it meant that they should count the number in English. Although there were some students, who counted the numbers in Javanese, but their friends

reminded them. Unfortunately, the students were difficult to answer the question in a complete sentence. When the student's counter stopped in a picture of daily activity, a student went to school, for example. So the group asked him/her, "What time do you go to school?" the student only answer, "a half past six", or "a quarter to seven". They did not answer the question completely. But this matter did not affect the students' enthusiastic in playing the game. (See Appendix 1: Field note 10, March 1st 2011).

When having an interview task, each student could communicate in English to ask for information about his/her friend's daily activities. The English teacher said that there was variety of activities in this meeting; it could decrease the students' boredom. They looked happy in playing the game and they could do the task well although some students found it difficult to pronounce the English words. She also added that there were some students who had low intelligent so they needed to be trained more than their friends. When the researcher asked the students' opinion, some students stated that English was not as difficult as they thought before, Some others stated that their English knowledge was improved. (See Appendix 2: Interview transcript 39, 40)

2) Introducing some songs to help the students in understanding the learning materials

The researcher decided to introduce some songs which were relevant with the learning materials. The use of song had given a kind of different activity in the learning process. The researcher applied the songs in the middle of the lesson. Every time she introduced a new song, they gave good response and they showed

their enthusiastic to sing the song, although in some songs they still found it difficult to pronounce the English words as happened in the second meeting on February 8th 2011.

From the four songs, the researcher taught them, they liked the song in the forth meeting. They stated that the music was fun and easy to sing. (See Appendix 2: Interview transcript 37). Laras stated that the song helped her in memorizing the learning material such as the song of “What time do you have breakfast...” and other songs. (See Appendix 2: interview transcript 39) Fathur said that he actually enjoyed the song, but he was shy to sing. (See Appendix 2: Interview transcript 34). From the observation and the interview result, the song had given the students different way of learning the materials, and most of them enjoyed in singing the songs.

3) Applying different classroom organizations to build the interaction among the students

The implementation of different classroom organizations was focused on applying group work and pair work in this cycle.. As it had been done in the first cycle, by applying these different classroom organization the researcher hoped that the students’ interaction, cooperative, responsibility, and autonomy were developed and improved. Based on the observations, most of the students either in pairs or in groups could do the tasks cooperatively. Each of the students had different responsibility in carrying out the task. They also enjoyed playing the games and nobody felt uncomfortable in playing the games in groups. The English teacher stated that the use of different classroom organizations had

created a different atmosphere for the students in carrying out the task. In the previous time, they usually did the task individually, and now they enjoyed doing the activities in groups or in pairs. (See Appendix 2: Interview transcript 26). Defva stated that she liked to do the task in groups or in pairs than individually (See Appendix 2: Interview transcript 33). But, Riris disagree to play the clock race game part 1 in group because her group had the fewest members (See Appendix 2: Interview transcript 34). Laras and Kawaiba stated that the group work had taught them to be more responsible and to appreciate other students's work (See Appendix 2: Interview transcript 39). The use of different classroom organizations in overall had encouraged the students to do the task or to play the games cooperatively, the interactions was also improved among the students.

4) Using classroom English maximally to familiarize the students with English

The use of classroom English in every meeting had directed the students' mindset, that English was not a difficult lesson. Especially, when the researcher had introduced kinds of classroom instructions, they were more familiar with English now. Every time she used English, the students tried to comprehend what did the researcher's intention. As happened in the in the first meeting, when the researcher asked a student to turn on the lamp because the room was dark.

Since the weather was cloudy, it made the classroom to be dark. R asked a students to turn on the lamp, "*I think the room is dark, Riska turn on the lamp please!*" Risk was still confused to understand the researcher's words, but her friends who knew what R meant, helped her, "*Lampune diuripke Ka!*" Then Risk came to front and turned on the lamp. (See Appendix 1: Field note 7)

The English teacher stated that the English classroom was getting effective in cycle 2. In opening and closing the lesson, most of the students could respond to the researcher's greeting and parting. When there were some students who did not understand the instructions, the researcher then repeated the instructions and used gestures; it really helped the students in understanding the English instructions as happened to Shinta. (See Appendix 1: Field note 7, February 1st 2011)

5) *Using interesting materials and media to attract the students' attention towards the lesson*

The materials in this cycle were quite relevant with the students' ability and need. The English teacher said that the material for Elementary students should be related to classroom context, school context, and students' environment. (See Appendix 2: Interview transcript 26). The use of media was also appropriate with the learning materials. In the first meeting, the material was about responding to simple classroom instructions. This material benefited the students in applying English classroom in further meetings. By knowing some classroom instructions in English, the students were more familiar with English, so it had directed their mind that English was not a difficult lesson (See Appendix 2: Interview transcript 37 & 40). To deepen the students' understanding towards this material, the researcher also applied a robot game. From the observation and the interview with the students, they said that this game was joyful and they had better understanding after playing this game. The use of song had also a role to ease the students in understanding the learning material of classroom instructions. The media, as a

comment from the English teacher, was appropriate with the learning material, so that they students could understand the instructions easily (See Appendix 2: Interview transcript 29). In this meeting, the researcher had used some real objects of things in the classroom such as a balckboard, a broom, a door, windows, chawks, books, pens, chairs, etc.

Since the material in the second meeting was about giving simple instructions and information related to students' daily clothes, the researcher had prepared piles of clothes to support the achievement of the learning material. Based on the observation, the student looked enthusiastic in playing the game of dressing-up relay. The use of this game had encouraged the students in achieving the target language of giving instruction and information related to their daily clothes. All of them had chance to give insctructions and to inform the clothes they wore. Before playing this game, the researcher also distribute some pictures of clothes. These pictures functioned as a tool when the researcher asked the students to put on a certain clothes, so they held on the clothes and said the clothes that they were holding. Related to the use of clothes flashcards, the English teacher suggested if they students were informed to bring their clothes in the previous meeting, it would be effective to teach the material than they used flashcards. (See Appendix 2: Interview transcript 41)

The material in the third meeting was about responding to simple instructions related to time. This material aimed to introduce the students with time, and this material was focused on listening skill. From the observation done, the students were able to set the time as ordered. It was reflected when the

students played a clock game. Each of them had a chance to set the clock as the researcher's instruction. The media which were used to support the learning material were toy clocks. These clocks functioned as tools in responding the instructions of setting the clock. From the interviews with the students, they said that they could understand the material after playing the game, it was about time and setting the clock (See Appendix 2: Interview transcript 33).

In the forth meeting, the researcher had applied game boards and its applications to encourage the students to speak in English. As the material was about asking for and giving information related to the students' daily activities, the use of game board and its application had given the students opportunity to practice their English(See Appendix 1: Field note 10). Everytime the student's counter stopped on a picture of a daily activity, his/her group should ask him/her the time of that activity usually done by him/her. So he/she had to inform to the group about his/her daily activity. To know the students' achievement of this material, the reseacher also asked the stduents to interview their friends' daily activities. After getting the information, they had to report to the class the interview result they had done. Unfortunately due to the limited time, the students could not report all of their result.

6) *Giving appreciation towards the students' work to improve their motivation in learning*

To improve the students' motivation in learning English, the researcher and the English teacher had applied a technique. It was giving appreciation towards the students' work,, either in carrying out the tasks or in every positive

thing they did. There were two kinds of appreciation the researcher applied, verbal and non-verbal appreciation. The use of verbal appreciation had encouraged the students to do the task better. It was proven every time the researcher praised the the students who did the actions appropriately, they were smiled and looked happy. In the next activity, they showed their involvement and participation more than before. Giving the non-verbal apprecitaion had also motivated the students to play the games more actively in the next meetings. Since the researcher announced that Desi and Defva was the best performers in playing the robot game (See Appendix 1: Field note 7), both of the were motivated to do better in every activity given by the teacher. It was proven in the next meeting that Defva's group could be the winner in the clcok race game. This appreciation also influenced other students to do better in the next activities. In the board game, there were four students whose counter reached the finish line earlier than the others. The researcher gave them food to appreciate their effort. They were happy and said thanks; they wished to play another game and won the game. (See Appendix2: Interview transcript 32)

d. Summary of Cycle 2

Based on the reflections above, the researcher and the collaborator agreed that the interactive activities and its accompanying actions in Cycle 2 were successful to improve the students' involvement in the teaching and learning process. Here are the descriptions of those actions:

- 1) The implementation of interactive activities through games and meaningful activities was successful to improve the students' involvement. Most of the

students had participated actively in every activity given by the researcher.

This action had also encouraged the students to speak English bravely.

- 2) By introducing some songs in this cycle, the students got better understanding towards learning materials. In addition, most of them could sing the song fluently, although there was a song which needed to be sung repeatedly because of the music which was too fast. From the four songs they had learned, they like to sing the song of 'What time do you go to school?' since this song had a fun music and the lyric was easy to sing.
- 3) The use of English classroom in cycle 2 had familiarized the students with English. The students could reply the researcher's greeting and parting appropriately. In responding to classroom instructions, most of the students could do the actions as the researcher's instructions, especially after they learned about simple classroom instructions in the first meeting.
- 4) The implementation of different classroom organizations, especially on the use of pair work and group work, had improved the students' interaction in the learning activities. In addition, this action had also developed the students' self-confidence, cooperation, responsibility, and autonomy in carrying out the tasks.
- 5) The use of interesting materials and media had successfully attracted the students' attention towards the lesson. The students showed their enthusiasm in learning English when they saw that the media were interesting. The students liked to discuss the materials which were interesting and familiar to them.

- 6) Giving appreciation towards the students' work was successful enough to improve and to maintain the students' motivation in learning. This appreciation could be in the form of verbal and non-verbal. The verbal appreciation was applied by giving compliment and positive comment when the students did the ordered action appropriately or when the students did the best among others. The non-verbal appreciation was applied by giving such a thing that could benefit the students and the thing should not be an expensive one.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

O. Conclusions

The main problem of grade five students in SDIK Muhammadiyah Kembaran was concerning with the lack of the students' involvement during the English teaching and learning process. It was affected by several factors; 1) The teaching and learning activities were monotonous. 2) The classroom management of classroom organizations was not maximally applied. 3) The teacher did not use classroom English effectively. 4) The learning materials were not interesting and familiar to the students. 5) The media were not maximally employed to attract the students' attention.

1. In order to improve the students' involvement, the researcher and the English teacher as the collaborator decided to apply some actions that were called interactive teaching techniques. The aim of these actions was to improve the students' involvement, either mentally or physically, so that the students would participate actively and they could communicate and interact in English bravely. Then, the researcher and the English teacher formulated the problem into questions. First, "What are the appropriate interactive teaching techniques that can improve the students' involvement of grade five in SDIK Muhammadiyah Kembaran?". Second, "How are the interactive teaching techniques implemented to improve the students' involvement of grade five in SDIK Muhammadiyah Kembaran?"

The actions were carried out in two cycles to get the validity of the data. The first cycle was conducted from October 26th until November 23rd 2010 and the second cycle was conducted from February 1st until March 1st 2011. The data were collected from the observations, interviews, and documentation. The implementation of interactive teaching techniques and its accompanying actions could be seen as follows:

Table 3: The descriptions of the actions to improve the students' involvement

No	Actions	Aims	Result
1	Implementing interactive activities through games, songs, and meaningful activities.	<ul style="list-style-type: none"> ▪ To create various classroom activities ▪ To involve the students in the learning activities ▪ To encourage the students to speak in English bravely ▪ To help the students in memorizing the English words and understanding the learning materials easily 	<ul style="list-style-type: none"> ▪ The students were happy to involve in the learning activities because they rarely had these activities before. ▪ The students had chance to practice their English because the activities required them to communicate in English ▪ Most of the students could participate in singing the songs, and they got better understanding since the songs were appropriate with the learning materials
2	Applying different classroom organizations	<ul style="list-style-type: none"> ▪ To decrease the students' boredom and build their motivation in following the learning activities, so they would involve and participate actively in the learning activities ▪ To improve the students' self-confidence and develop their own learning style ▪ To improve the students' interaction in the classroom and to promote students' cooperative, responsibility and autonomy 	<ul style="list-style-type: none"> ▪ The students' boredom was decreased, it was proven from the students' comment and their participation during the learning activities ▪ They could find their own learning style, because there were different classroom organizations that could be explored by the students ▪ By working in pairs or groups, the students learned to be cooperative, responsible, and their autonomy was also developed ▪ Each of the students tried to give the best for their groups either when they were playing games or when they were carrying out the tasks.
3	Using classroom English	<ul style="list-style-type: none"> ▪ To familiarize the students with English ▪ To change the students' 	<ul style="list-style-type: none"> ▪ The students could respond to the researcher's greeting and reply her parting.

	effectively	<p>mindset into positive one, that English was not a difficult lesson</p> <ul style="list-style-type: none"> ▪ To build the students' confidence to speak in English so that they could involve in the classroom discussion 	<ul style="list-style-type: none"> ▪ Most of the instructions could be understood and done by the students because the researcher always used gestures when giving the instructions. ▪ By using classroom English as intensive as possible, the researcher found that the students were more familiar with English, so that they did not think that English was a difficult lesson, and they were more confident to speak in English
4	Using interesting and familiar learning materials around the students' environment	<ul style="list-style-type: none"> ▪ To help the students to reach the learning objectives maximally ▪ To encourage the students to apply the materials into their daily communication ▪ To involve the students to participate in discussing the learning materials 	<ul style="list-style-type: none"> ▪ The students were enthusiastic to learn because the materials were interesting and familiar to them ▪ The students could apply the language functions they had studied into their daily communication such as borrowing things to others, asking for permission or responding to classroom instructions ▪ The students' motivation to follow the lesson was improved, since the materials were also supported by the appropriate games, songs, and meaningful activities
5	Using interesting media	<ul style="list-style-type: none"> ▪ To attract the students' attention towards the lesson ▪ To maintain their motivation in learning ▪ To help the students in understanding the learning materials 	<ul style="list-style-type: none"> ▪ The students paid more attention to the lesson because the researcher always used interesting media ▪ The media had improved the students' motivation to participate in the learning activities ▪ They had also encouraged the students to practice and communicate in English bravely ▪ The students' understanding towards the learning materials was getting better
6	Giving appreciation towards the students' work	<ul style="list-style-type: none"> ▪ To maintain the students' motivation in learning, so they would involve actively in the learning process ▪ To encourage the students to be better in doing everything, because by appreciating their work, they would try to do better in the next activities 	<ul style="list-style-type: none"> ▪ The students were happy when their works were appreciated by the researcher ▪ They showed better work in the next activities because they knew that their effort would be appreciated ▪ The passive students become more active since they know that the best students would get reward ▪ Both verbal and non-verbal appreciations had encouraged the

			students to be active participants and they were willingly to involve themselves in the learning activities
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Overall, the use of interactive activities and its accompanying actions could improve the students' involvement of grade five in SDIK Muhammadiyah Kembaran. Through those activities, the students were more active to involve themselves in the learning activities. In addition, the students became more familiar with English, and they were more confident to speak in English. The level of the students' motivation was also increased, meanwhile their boredom was decreased. So that, they were more enthusiastic in following the English lesson.

P. Implications

The implications on the use of interactive teaching techniques and its accompanying actions are below:

1. The implementation of interactive activities through games, songs and meaningful activities had motivated the students to be active learners and they were more bravely to speak in English. It implies that the interactive activities can be used by the English teacher to improve the students' involvement because of some benefits:
 - They could provoke the students to be active participants.
 - They could encourage the students to speak in English bravely.
 - They could help the students in understanding the learning materials.
 - They could decrease the students' boredom and maintain their motivation in learning.

2. The implementation of different classroom organizations had built the students' self-confidence, cooperative, responsibility, and autonomy in carrying out the tasks. By doing the tasks or playing the games in groups, there was interaction among the students, and they were more bravely to communicate in English. It implies that the use of different classroom organizations can be applied by the English teacher to build the students' self-confidence, cooperative, responsibility, and autonomy. By applying pair works and group works, the interaction among the students will improve.
3. The use of classroom English had effectively made the students to be more familiar with English. It changed the students' mindset that English was not as difficult as they thought and they were more confident to speak in English. It implies that classroom English should be applied by the English teacher to familiarize the students with English. Therefore, they will not think that English is a difficult lesson, and they will be more confident to speak in English. The English teacher may also use gestures, repetitions, and mimics to make the students understand her words.
4. The use of interesting and familiar learning materials had helped the students to reach the learning objectives and had given benefits on the students' daily communication. It implies that the English teacher has to use interesting and familiar learning materials, because they could help the students to reach the learning objectives and they were also appropriate with the students' daily needs, so that the students could apply the language functions they had studied into their daily communication.

5. The use of interesting media was effective to attract the students' attention and helped them in understanding the learning materials easier. Therefore the media should be used by the English teacher in every teaching and learning process she held, because they can help the students to understand the learning materials easily. They can also maintain the students' motivation and attention in following the lesson. So that the students' involvement can be improved.
6. Giving appreciation towards the students' work had maintained their motivation in following the lesson. The students showed better work and tried to be the best because they knew that their teacher would appreciate every effort they made. It implies that giving appreciation is necessary to motivate the students in learning. The appreciation could be in the form of verbal or non-verbal.

Q. Suggestions

1. To the English teacher
 - a. Due to the limited time, the researcher only implemented some interactive activities of games, songs, and meaningful activities. Thus, the English teacher should try to find other activities, which could encourage the students to involve and participate actively in the teaching and learning process.
 - b. It is expected that the English teacher should combine the use of different classroom organization in the learning activities and not only apply

individual work, but also other classroom organization by considering the appropriateness of the tasks.

- c. The researcher only used classroom English within limited contexts, therefore she hopes that the English teachers will continue to use classroom English in the teaching and learning process and will develop the use of classroom English not only in opening and closing the lesson or in giving classroom instruction, but also in delivering the learning materials.
 - d. The given learning materials were only limited on several functions, therefore the researcher hopes that the English teacher could design other learning materials which will attract the students' attention and which will benefit them for their daily communications as the scope of English materials for Elementary schools was limited in the classroom context, school context, and students' environment. So that, the English teacher should design the appropriate learning materials in accordance with those contexts.
 - e. The media used by the researcher were still limited on several aids, so it is expected that the English teacher could employ other media such as a school environment, boards, colorful cards, real objects, and others, which will attract the students' attention and maintain their motivation in learning
2. To the students of grade five
 - a. The students are expected to keep their motivation in learning English and to participate actively during the teaching and learning process.

- b. They are also expected to apply the materials they have got into their daily activities such using classroom English effectively, using English either in borrowing things to their friends or in asking for permission to a certain place around the school.
3. To other researchers
 - a. The researcher only implemented one solution to solve the problem of the students' involvement. It is expected that the other researchers could find other solutions and efforts to improve the students' involvement. It is also necessary to conduct the research more than two cycles to get the more valid data.
 - b. Since the researcher conducted the research in the Elementary school, the other researchers may conduct this research in other schools such as junior or senior high schools which have different characteristics than elementary school students. Therefore, the research findings will be more general and reliable.
4. To English Education Department
 - a. The result of the study is expected to be a kind of references for the lectures of English Education Department when preparing their students to be next English teachers. They are expected to give appropriate and enough knowledge for their students related to teaching English in the elementary schools. So that, the prepared students could be creative and innovative English teachers which could create effective teaching and learning process.

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