

**IMPROVING THE TEACHING AND LEARNING PROCESS OF
LISTENING THROUGH TOTAL PHYSICAL RESPONSE (TPR) TO THE
FOURTH GRADE STUDENTS OF SD NEGERI SIDOARUM IN THE
ACADEMIC YEAR OF 2012/2013**

A THESIS

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education**



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2013

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A THESIS



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A Thesis

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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

Yogyakarta, 24 Juli 2013

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DEDICATIONS

I dedicate this thesis to:

1. My beloved father and mother (Bapak Temon and Ibu Saryati).
2. My sisters (Ambarwati and Ami Poniasih).
3. My niece (Nadya) and nephew (Fahmi).

MOTTOS

Man Jadda wa Jada (Hadits Rasulullah SAW)

It was courage, faith, endurance and a dogged determination to surmount
all obstacles that built this bridge (John J. Watson)

All glory comes from daring to begin (Eugene F. Ware)

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praises be to Allah for the strengths and His blessing for me in completing this thesis.

I would like to offer my sincerest gratitude to my first consultant, Dra. Nury Supriyanti, M.A. for the constant encouragement, guidance, help and correction in the accomplishment of this thesis. Special appreciation also goes to my second consultant, Ella Wulandari, S.Pd., M.A., for her patience in correcting this thesis.

I would like to express my appreciation to the big family in SD Negeri Sidoarum, especially to the the principal, Ngaderi, S.Pd., and the English teacher, Kristina Dewi, S.Pd., and all of the fourth grade students for their participation in the research.

My deepest gratitude goes to my beloved father and mother, Bapak Temon and Ibu Saryati, and my sisters, Ambar and Ami for their endless love, prayers and encouragement. Thanks for being patient in waiting for me finishing my thesis. I also thank my lovely niece, Nadya, and nephew, Fahmi, who inspired me for developing my skills in teaching children.

Sincere thanks go to PBI '08 Class C, especially Anchakers (Ika Fathin R.M., Vinindita Citrayasa, Fajriatun Nur A., Endah Kurniati, Novita Andriyani, and Ayu Retno W.) who always supported me in finishing my thesis. Thanks for the beautiful memories and our togetherness. I hope that our friendship will last forever. My appreciation also goes to my friends in PBI '08: Sato, Petet, Agil, Amy, Mida, Febi and Ika, who have helped me, struggled together with me, and supported each other.

My gratitude also goes to my new family in Yogyakarta, Mba Fitra, Mba Rian, Mba Ika, and Alin, thanks for the time we spent together and your support. Besides, I would like to say thanks to my lovely sisters, Sekha, Nisa, Sari and Yani for their support, caring, love, and our togetherness in good and bad times.

I also thank those who indirectly contributed to the accomplishment of this research. Their kindness means a lot to me.

I realize that this writing is still far from being perfect. Therefore, all criticism, suggestions, and opinions for the improvement of this thesis will be appreciated. However, I hope this writing will give contributions to the English teaching and learning.

Yogyakarta, July 2013

Astri Sugiarti

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ABSTRACT

The study was aimed at improving the teaching and learning process of listening through Total Physical Response (TPR) to the fourth grade students of SD Negeri Sidoarum.

The study was action research. The research procedure consisted of reconnaissance, planning, actions, observation, and reflection. The research was done in two cycles with three meetings in Cycle 1 and two meetings in Cycle 2. The subjects of the research were the English teacher, the collaborator, the researcher, and the fourth grade students, the number of whom was 38 students. The data collection techniques were observation, interviews, and tests. Hence, the data were in the form of field notes, interview transcripts, and students' scores of the pre-test and the post-test. In analyzing the data, two methods were used. The qualitative data were analyzed in five steps, i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data in the form of the pre-test and post-test scores were analyzed by comparing the mean scores.

The result of the research shows that the use of TPR improved the teaching and learning of listening. The lessons were clearly delivered through the real experiences of learning. The instructional variety which covered various activities and media maintained the students' interest and motivation. Besides, the students' engagement in the learning process was better since there were many students involved in the activities. Most of them also successfully participated in giving and responding to the commands. Based on the quantitative data, the students' listening scores increased. The students' mean scores increased from 62.11 to 91.2. From the data above, it can be concluded that TPR improved the teaching and learning process of listening.

CHAPTER I INTRODUCTION

A. Background to the Study

Based on the Government Regulation No. 22/2006, English plays a crucial role in developing students' intellectual, social, and emotional aspects. It becomes a key factor to successfully study other subjects. Thus English takes part in determining the development of learning and social life in the globalization era. People begin to see English as a need and it is taught in elementary schools in Indonesia.

English in Indonesia has become a local subject in elementary schools and has been put in the curriculum which starts from grade four to grade six. The English teaching for elementary schools itself has been done for years. However, the government recently defines a regulation to remove this subject. This is because they want the teaching in elementary school to focus on arts, cultures, and ethics. Some elementary schools, especially in Yogyakarta, have removed the English teaching although the regulation will be applied officially in 2013. Some other schools still have English as a local subject, including SD Negeri Sidoarum where the research was conducted. In contrast with the regulation, the school as well as many people around considers English as a need to face the next civilization.

The English teaching, although as a local subject, has put standard competency in the curriculum. It focuses on the contextual communication ability. The context is limited in classroom and school environments because the purpose

of learning English in elementary schools is to develop the language skills that are used to accompany actions. English at elementary schools does not focus on the linguistic knowledge (academic), but it focuses on developing the ability to communicate even with limited knowledge. The emphasis of teaching English in elementary schools is the oral communication, so that written activities are directed to support the learning of oral communication.

To make students able to communicate in English, although in limited contexts, requires different ways from teaching advanced learners (adults). The students' understanding is limited on *here and now*, so the teaching and learning should be made as real as possible. The students still have absorptive capacity and memory in a short term. They will easily absorb everything that has been taught, but they will also easily forget them so that the teacher needs to provide a lot of repetitions and practices. The teacher should be able to build as many opportunities as possible for the students to communicate in English through meaningful activities during the lesson. Besides, the students will understand the lesson easily when they feel happy and enjoy the lesson itself. Therefore, appropriate techniques and learning media give influences to the success of English learning in elementary schools. The students will be more interested in learning when the teacher provides enjoyable activities for them.

However, the English teaching and learning at grade four in SD Negeri Sidoarum rarely focuses on oral communication. The focus of teaching and learning process is on the written form to face the examination because the students' marks are taken from the local or national examination. Some of the

language expressions are taught indeed, but the focus is still on the written form. They do not have enough opportunities to use English through practices and meaningful activities. Based on the preliminary observation, the teaching and learning process was based on the use of LKS. The teacher engaged the students by delivering some questions which were relevant to the lesson or singing songs together. Then, the teaching and learning mostly occurred according to the exercises or tasks in LKS. The students' marks were taken from their work of the worksheet.

Considering the fact above, the English teaching and learning in grade four of SD N Sidoarum needed to be improved. One of the efforts which is suitable to the English teaching and learning was TPR. The concept of TPR was designed by building the teaching and learning process which covers integrated language skills. Although focusing on the listening skill, the teaching and learning process included some linguistic expressions that were used to enhance the students' understanding in English. By doing so, the students' involvement can improve that the other language skills will follow.

B. Identification of the Problem

Based on the previous observation and interviews, the researcher found some problems related to the teaching and learning process of listening in SD Negeri Sidoarum. Those problems showed that the listening teaching and learning had not been effective.

Firstly, the problem came from the classroom habits. The teaching had not incorporated active listening into daily classroom routines yet. The students got

used to using English at the beginning of the lesson. Yet, this routine was done only in greeting and checking attendance. When the lesson was going on, there should be some utterances which could be used as daily routines such as asking time, giving simple instructions, and closing the lesson. These utterances had not been often used in the classroom, whereas they might help the students to be more familiar with English sounds.

Secondly, the problem was that there were no sufficient listening inputs yet. The input of listening material was obtained from the teacher as the audio-input provider. Since the teaching of listening was integrated with the teaching of the other language skills, the students were also drilled about how to pronounce some utterances correctly and how to write them. Then, they had to memorize those utterances and the translation in Indonesian. In the process of learning listening, the students had not got a variety of listening inputs and the contexts to use the expressions. The evaluation of the teaching of listening itself was done by filling the blank conversation or answering the right expressions which were read by the teacher.

Thirdly, the problem was that the teaching and learning lacked variation of meaningful activities which might involve the students' interaction using certain expressions. The students did passive listening to what the teacher said while reading the written form. This made them not familiar enough with English sounds. In teaching, especially teaching listening, it needs certain contexts which could represent the usage of language in the real life. Nevertheless, since there were no meaningful activities, they were accustomed to being drilled on how to

pronounce the words, memorize, and translate the expressions without understanding the intended meanings.

Fourthly, the problem was that interesting and various media had not been used in the teaching and learning of listening. The media used in the teaching and learning process were only the blackboard and students' books. When the students were listening to some utterances, some of them just leaned their chin on the table. It seemed that they felt bored during the lesson. The students listened to the teacher's instructions without paying much attention to find out what the teacher's utterance means. Actually, the teacher might use resource media like flashcards, pictures, texts, songs, and games to support the listening activities.

C. Limitation of the Problem

It was impossible for the researcher to solve the whole problems in the teaching and learning process of listening. The study would focus on improving the teaching and learning process by providing the students with more opportunities to listen to English sounds with actions. According to the discussion with the English teacher, the communication in the teaching and learning would use more English in actions rather than bilingual. Thus, the activities included the use of certain language functions.

The research was conducted in the second semester of the academic year of 2012/2013. The target class was grade four at SD Negeri Sidoarum.

D. Formulation of the Problem

In accordance with the discussion above, the problems can be formulated as follows: How can Total Physical Response (TPR) be applied to improve the

teaching and learning process of listening in the fourth grade of SD Negeri Sidoarum?

E. Objectives of the Study

Related to the formulation of the problem, the study is aimed at improving the teaching and learning process of listening in the fourth grade at SD Negeri Sidoarum.

F. Significance of the Study

By conducting this research, the researcher wants to get new knowledge related to the teaching and learning process of listening. Besides, this research is expected to be able to give contributions to some parties scientifically and practically.

1. Scientific Significance

The results of this study can be taken as resources on using TPR to improve English teaching and other study related to the similar topic. In addition, the findings of this research are expected to be able to inspire other researchers to conduct research related to similar topic.

2. Practical Significance

a. For English Teachers in Elementary School

This research is expected to give the English teachers new information of using TPR to improve the teaching and learning process. It can be used by other English teachers in other schools as an alternative method to solve similar problems.

b. For the School

The results of the study can give new information for the school about the effort to improve the English teaching, especially teaching listening through TPR.

c. For the School Committee

The research shows that an appropriate method can give a significant result in learning. Children will effectively learn when they have experiences in doing with the language. Giving them direct experiences with the subject they learn can be applied not only in learning a language but also in other subjects.

CHAPTER II LITERATURE REVIEW

A. Teaching and Learning English in Elementary Schools

1. Teaching and Learning English in Elementary Schools in Indonesia

The status of English in Indonesia is as a foreign language. It means that students in Indonesia have limited opportunities to practise the language outside school and no immediate need or clear motivation to use and learn English (Pinter, 2009: 32). They are learning English only as a school subject because they do not recognize the benefits of learning English. On the other hand, currently their parents and teachers, and even the government see the needs of learning English and make children learn it from elementary school.

The English teaching for elementary school in Indonesia has been set in the curriculum from grade four, but many of Indonesian schools hold it even from grade one. Some schools find that it is not easy to learn a foreign language while students still develop their first language. For that reason, they decide to introduce English which starts from grade one in order that students have a longer time in learning English. Besides, it is also for facilitating the students to the materials in the grade four and the upper levels. The reasons above are in line with the theory that is argued by Brewster, Ellis, and Girard (2004: 3) that it was simply to increase the total number of years spent learning the language.

2. The Objectives of Teaching English in Elementary School

English teaching in elementary school has been taking place for years. Generally, the teaching itself has two aims: to give knowledge about language

(*declarative knowledge*) and to transform the knowledge into its implication (*procedural knowledge*) (Departemen Pendidikan Nasional, 2008: 75). Nevertheless, the English teaching in elementary school is not directed to give much knowledge about the language (academic), but is rather to give the ability to communicate in the language although with limited knowledge of the language. Students of elementary school are not expected to produce complete sentences. However, they are expected to comprehend the language in communication.

In the English teaching, there are four usages of language (*literacy*). Those are: *performative*, *functional*, *informational*, and *epistemic* (Departemen Pendidikan Nasional, 2008: 5). According to the elementary school curriculum, the aim of teaching English is that students are able to achieve the *performative* usage. They are expected to be able to communicate in limited contexts, such as classroom, school, and immediate environment. They are not yet expected to deal with daily communication needs. In doing so, the students are taught to participate in classroom, school, and environment activities by using common language to accompany actions in the teaching and learning process or classroom language and to interact with others. Although in limited contexts, the English teaching should be given through interesting and fun activities to support that. Thus, the English teaching can meet the Ministry of Education's aim that it is to motivate children to learn English in interesting and fun ways (Brewster, Ellis, and Girard, 2004: 6).

Above all, the English teaching in elementary school is aimed to prepare students for better understanding in the upper level. Students at the upper level

have more complex English material. Hence, they must have better understanding of the basic English for communication.

3. The Characteristics of Effective English Teaching and Learning in Elementary School

To reach the goals of English teaching and learning in elementary school, creating an effective teaching is a must. According to Borich (2007: 9-15), there are five behaviors contributing to effective teaching. They are:

a. Lesson clarity

Lesson clarity refers to how clear a teacher's presentation is to the class. The teacher should consider that the students may have different levels of understanding. The explanation should be delivered in a logical step-by-step order. In addition, the voice of the teacher should be audible to all students and free of distracting mannerisms.

b. Instructional variety

Instructional variety refers to teacher's variability or flexibility of delivery during the presentation of a lesson. There are some aspects of variety in teaching: the use of learning materials, equipments, displays, and space in the classroom.

c. Teacher task orientation

It refers to how much classroom time the teacher devotes to the task of teaching an academic subject.

d. Engagement in the learning process

It is a key behavior that refers to the amount of time students devote to learning in the classroom.

e. Students' success rate

Students' success rate is about the rate of how the students understand and correctly complete exercises and assignments.

Some points above explain the behaviours that are contributing to effective teaching. The teaching can be effective when teacher and students are able to meet those requirements behaviors. In addition to those key behaviors, there are some other points that become requirements in classroom practices (Mustafa, 2000: 123-125).

1. English is to be used all the time to ensure that children have relatively much exposure to English.
2. Print-rich environment in English should be created in and around the classroom.
3. Teachers of English for young learners should use activity-based teaching-learning techniques such as total physical response (TPR), games, and projects.
4. Teachers of English for young learners should use various techniques for short periods of time to maintain the interest level of the children in engaging the English lessons.
5. Teachers of English for young learners should focus on functional English for vocabulary development, and for immediate fulfillment of communicative needs of the learners.
6. Teachers of English for young learners should reiterate often to ensure the acquisition of English expressions or vocabulary items.

7. Teachers of English for young learners should provide useful, acquisition-promoting routines.

According to the points above, it can be concluded that the effective teaching of English can be attained when the practices of teaching-learning has much access to English through games, routines, and other lively activities. The success of teaching can be seen not only from the production, but also from the students engagement to the learning. Students will be actively engaged if they feel interested in the activities.

4. The Characteristics of Elementary School Students

Children have different characteristics from adults. Even different age of children leads to different language skills, for example a ten year old child may have different ability from a five year child. It is supported by Wendy Scott and Lisbeth Ytreberg (2004: 3) who state that “*children of ten are relatively mature children with an adult side and a childish side.*” Therefore, teachers of young learners are required to know the students’ characteristics in order that they can design learning activities which are suitable with the students’ level.

Some scientists and linguists divide children characteristics by certain categories. Scott and Ytreberg (2004: 4-5) divide them into two main groups i.e. the five to seven years old and the eight to ten years old. Basically, the eight to ten years old children have characteristics as follows.

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.

- They are able to make some decisions about their own learning.
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

In addition, Scott and Ytreberg (2004:5) add some points about children language development. Children's general development shows that by the age of ten children can understand abstract, understand symbols (beginning with words), generalise and systematise. There are many similarities between learning one's mother tongue and learning a foreign language. For that reason, the development of one's mother tongue can support foreign language learning. However, the development depends on the language itself and on social and emotional factors in the child's background. What is clear is that most eight to ten year olds have some sort of language awareness and readiness which they bring with into the foreign language classroom.

Regarding these developments, children of this age can decide what they like and do not like doing to learn which can lead them to the adult ability. Even, Shorrocks (1991) adds in Gabrielatos' research article (1998: 54) that "*children may not have radically different capacities from those of adults and in some ways, when they have appropriate experience, their performance can be superior.*" It means that when children have great opportunities to learn other language, they can perform it well like an adult does.

The characteristics of children which are explained above are similar to those proposed by Brewster, Ellis, and Girard (2004: 27). Those characteristics are:

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

According to Brewster, Ellis, and Girard, children have a great energy, so that they can be physically more active than adult. However, they can be easily distracted and get bored. They will be so enthusiastic toward something pleasant to them, and vice versa. Their emotional take vital influence to the cognitive development because children are moody and they will do something well only in a good mood. Therefore, teaching children needs to have meaningful and fun activities to engage their motivation.

Besides, related to characteristics in class, Joan Kang Shin (2009: 4) groups children (learners) into two: very young language learners (under 7 years old) and young language learners (between 7-12 years old). According to the Law No. 17/2010, since preschool students are in the age from birth to six years old, the elementary school students in Indonesia are between the age of 7-12 years old (young language learners). Generally, the young language learners have developed their ability since they were very young language learners. Instead of acquiring through hearing the L1, the young language learners begin to learn reading and writing in L1. They are developing as thinkers and often conscious

about something. This consciousness leads them to understand the difference between the real and the imaginary. Their thinking is more well organized, so that children can plan how best to carry out an activity. As children become maturer, they can be reliable and take responsibility for class activities and routines.

B. Listening Skills

1. The Nature of Listening

Listening is one of the important skills in English. It needs to be mastered because people use it when they communicate with others in oral communication to comprehend meanings. This language skill is more taken into account in communication because it gives a great influence on human relation. Listening skill becomes a crucial factor not only in communication, but also in language learning. Started from the work by Asher, Postovsky, Winitz and Krashen in the early 70's, it has begun to gain more attention to the role of listening as a tool for understanding and a key factor in facilitating language learning (Vandergrift, 2013). In other words, listening not only takes a role on communication, but it also provides support for the pre-eminence of listening comprehension in instructional methods. From that time, the teaching of listening takes more attention of some parties so that it is getting better up to now.

In addition to that reason, the improvement of teaching listening is caused by the consideration to learn a foreign language as in mother tongue learning; they have a lot of listening input before the other skills appear. This argument is supported by Pinter (2009: 45) who states that "*English should start with an emphasis on listening and then speaking*". She also adds that it needs to start with

a plenty of listening practices, and of opportunities to listen to rich input will naturally lead to speaking tasks. The focus on listening skill is to facilitate the teaching language. The listening itself is a hard work for children (Brewster, Ellis and Girard, 2004: 98). They may spend much of their time listening to the teacher while playing games, singing songs, saying rhymes or listening to stories and simple instructions.

Listening is an active skill

While children listen to those language inputs, there are some processes occurring from receiving message until responding to it. When listening to sounds, they are actually receiving input. The input, then, would be recognized by help of background knowledge. After that, the listener identify the relevant responses which should be given. Regarding the processes, listening is considered as an active skill (Pinter, 2009: 45). In line with the view, Brewster, Ellis, and Girard (2004: 98) assume that it is not a passive skill because they are actually doing something while they are listening to.

Listening difficulties

There are some difficulties in teaching and learning listening (Pinter, 2009: 45). They are the type and length of the text, the familiarity of the person they are listening to, and the response the children need to make before, while, or after they listen. Children are not used to listen to a long language input. It should either be easy for them, at their present level, or just beyond the level they can already understand (Paul, 2005: 71). Then, it will be easier to listen to the teacher than to recording because teacher can adjust the speed of their speech and modify

their language. Besides, teacher can use gestures and facial expression to help children to work out the meaning while recording cannot.

2. Teaching Listening in Elementary School

It is important to teach English to children or elementary school students. It can start from the teaching of listening first. Paul (2005: 72) says that “*children should first hear a new language target for a while before speaking it, and for quite some time before reading or writing it.*” One reason about that is reflecting how babies acquire a language. They hear new items first before can say them. Then, reading and writing skills will come later. Besides, that listening does not demand very much of children or put pressure on them becomes another reason why elementary school students need to develop their listening skill.

In the meantime, Brewster, Ellis and Girard (2004: 98) argue that listening to a foreign language is hard work. As a consequence, students may spend much time listening to the teacher while playing simple games, singing songs, saying rhymes of listening to stories and simple instructions. These activities can be done in classroom with English used in appropriate level.

Those kinds of activities are designed to apply the everyday classroom language. According to Paul (2005: 71), it is better to have a number of English lessons a week rather than done all at once in special lessons. Students can do regular listening exercise and teacher can encourage them to make an improvement towards the listening practice.

The teaching listening in elementary school should be adjusted with the Standard of Competency and the Basic Competency that are set in the elementary

school curriculum. The material which is limited in the classroom, school, and house contexts should contain the Standard of Competency and the Basic Competency below (Departemen Pendidikan Nasional, 2008: 8).

Table 1: The Standard Competency and the Basic Competency of Second Semester of Fourth Grade students of Elementary School

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Mendengarkan</i> 5. memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas	5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan 5.2 Merespon instruksi sangat sederhana secara verbal

Besides covering the competencies above, there are components or abilities that have to be mastered by the students of elementary school. They are as follows (Linse, 2005: 146-147).

a) Phonemic Awareness

It is about the ability to distinguish between different sounds. There are some aspects of phonemic awareness. Some of them which can be mastered by young students are distinguishing between sounds, identifying words that start or end with the same sound, and recognizing rhyming words.

b) Listening Comprehension

To comprehend the listening input, the students need to understand the individual words, instructions, and piece of text. Teacher can use some objects or picture to help students understand. The students' comprehension can be recorded by observing them as they are doing TPR instructions.

3. Techniques of Teaching Listening

Teaching listening is not only teaching students' vocabulary but it is also important to drill them in spoken language. Notwithstanding their vocabulary mastery, it should not be just memorizing the words. To do so, it becomes the teacher's responsibility to develop the technique for teaching listening. There are two sub-skills that can help the students to listen: bottom-up and top down skills (Pinter, 2009: 46).

'Bottom-up' skills help students build up the language from the constituent parts. By relying on their knowledge of the linguistic system, they use bottom-up skills to segment the speech they hear and make sense of it. Another sub-skill is 'top-down' skill which relies on the schematic and world knowledge to fill in gaps in their understanding.

It is students who use the sub-skills to help listening, but it is the teacher's responsibility to develop their skills. The teacher sets the technique by considering which one that can be used to fill in the students' needs and its purposes. Besides the two sub-skills, the teacher needs to consider some techniques while teaching children (Scott and Ytreberg, 2004: 21-22). The first is that teaching listening requires not only audio input, but also visual back-up that may help much. Children may have different interpretation from adults'. The visual back-up is thus used to help them understand what the teacher intends to say. The second is that the teacher should also say the language clearly and always check students' understanding. If students do not understand, the teacher can repeat the language some times. The next point is that the teacher should consider the level of the

input and how make it easy to do by students. The input material cannot be too difficult so that it overloads students easily. The last that is proposed is that the teacher needs to make sure that students understand before going further to the upper level of listening.

4. Listening Tasks

It is important to define listening tasks to students' learning. There may be a vague meaning between classroom tasks and activities. Cameron (2005: 31) states that "*...not all activities that take place in a classroom will qualify as tasks*". She defines an activity as any kind of event that children participate in, while a task has further features. Those features defining a task are as follows.

- Classroom tasks for children learning a foreign language
- have coherence and unity for learners (from topic, activity and / or outcome)
- have meaning and purpose for learners
- have clear language learning goal
- have a beginning and end
- involve the learners actively

Classroom tasks can be created from designing the appropriate classroom activities for students to do in class. What students do in class should be related to those in real life. So, a teacher needs to adopt the tasks as a unit that would try to bring the classroom and real life closer together (Cameron, 2005: 29-30). It means that the classroom tasks and real life cannot be separated, so that the materials should be in real and authentic too. Breen (1984) and Widdowson (1990) say that some writers had argued that idea, while others said that it was too difficult to give authentic texts. Nevertheless, instead of being concerned in the authentic materials, they prefer to concern the authenticity of activities or of interaction

between students and the texts. Therefore, it is important for teacher to bring the authentic activities up to make a better learning atmosphere, including listening activities.

Generally, listening tasks for either advance learner or children are done in three stages: what pupils do in preparation for listening (pre-listening activities); while they listen so they remain active (while-listening activities) and after they have listened (post-listening activities), e.g. produce a drawing, make a tape, answer questions, and so on (Brewster, Ellis, & Girard, 2004: 100). Regarding this point, a teacher needs to develop a repertoire of different pre-, while-, and post- activity types which ‘fit’ different types of language. There are some types of activities which fit to teaching children. They can be summarized as follows (Brewster, Ellis, & Girard, 2004: 102-104).

Table 2: The listening tasks

Activity Types	Purpose	Materials
1. Listen and repeat	<ul style="list-style-type: none"> • Listening for details to improve memory and concentration • Listening with enjoyment to improve listening attitude • Listening to physically ‘settle’ or calm pupils 	Short, spoken messages such as instructions, or statements containing no more than ten words
2. Listen and discriminate	<ul style="list-style-type: none"> • Listening for detail to discriminate between sounds and rhythmic patterns • Providing ear-training to improve pronunciation • Listening to physically ‘settle’ or calm pupils • Listening to encourage mental activity and problem-solving 	Sets of three or four words which contain a matching pair Songs and rhymes Rhyming stories

3. Listen and perform actions/follow instructions	<ul style="list-style-type: none"> • Listening for enjoyment • Listening to improve memory and concentration span • Listening to the use of prepositional phrases, e.g. on the <i>left-right</i>; discourse makers, e.g. <i>first, then, next</i>; and action verbs, e.g. <i>put, fold, turn</i> • Listening to 'stir' pupils, make them more lively, relieve boredom etc. 	<p>Action songs and rhymes</p> <p>Plans or maps</p> <p>Instructions for games, e.g. origami (paper-folding)</p>
4. Listen and draw/colour	<ul style="list-style-type: none"> • Listening to develop concentration on specific items e.g. specific verbs/actions • Listening to consolidate understanding of concepts and new vocabulary, e.g. round, square, large, small, blue, yellow • Listening to physically 'settle' or calm pupils 	<p>Short, spoken descriptions which can be accomplished by drawings which pupils finish or colour in</p>
5. Listen and predict	<ul style="list-style-type: none"> • Listening to increase motivation and concentration • Listening to activate schemata or previous knowledge • Finding out which words or concepts pupils already know • Listening to encourage mental activity and problem-solving 	<p>Question and answer sessions based on, e.g. general knowledge, pictures or the cover of a book or story</p> <p>Predict content or key words, from a picture</p> <p>Draw a word or mind maps about a topic</p> <p>Complete a quiz to draw attention to what pupils already know</p>
6. Listen and guess	<ul style="list-style-type: none"> • Listening for detail to 	<p>Short, spoken descriptions which can</p>

	<p>pick out key vocabulary used to describe, e.g. parts of an animal's body</p> <ul style="list-style-type: none"> • Listening to encourage mental activity and problem-solving 	be accomplished by a selection of items for pupils to eliminate
7. Listen and label	<ul style="list-style-type: none"> • Listening to develop reading and writing skills or to develop concepts • Listening to physically settle pupils • Listening to encourage mental activity and problem-solving 	Written labels provided for pupils or written words on the blackboard for pupils to copy
8. Listen and match	<ul style="list-style-type: none"> • Listening to consolidate new vocabulary and structures • Listening to encourage mental activity and problem-solving • Listening to settle pupils 	<p>Bingo cards</p> <p>Worksheets on which children draw a line to connect a picture to correct words or written labels or speech bubbles to match with pictures</p>
9. Listen and sequence	<ul style="list-style-type: none"> • Listening to improve memory and concentration span • Listening to consolidate new vocabulary and structures • Listening to physically settle pupils • Listening to encourage mental activity and problem-solving 	<p>Pictures or written statements</p> <p>Worksheets with boxes in which children number the order of details listened to</p>
10. Listen and classify	<ul style="list-style-type: none"> • Listening to improve concentration span and to consolidate new vocabulary and structures • Listening to physically settle pupils • Listening to encourage 	<p>Pictures</p> <p>Worksheets using written words on the blackboard which pupils</p>

	mental activity and problem-solving	
11. Listen and transfer information	<ul style="list-style-type: none"> • Listening to improve interactional skills • Listening to encourage mental activity and problem-solving • Listening to develop key study skills, i.e. using and interpreting charts, simple 'date handling' 	Worksheets to carry out surveys and questionnaires with columns for pupils to complete.

The table above has shown the kinds of listening tasks and their purposes. Designing the listening tasks needs considering the purpose itself and depends on the kind of message, such as its length, topic, linguistic complexity and the number of ideas contained within it (Brewster, Ellis, and Girard, 2004: 101). In addition to that, the language chosen for children should be appropriate for the children's age and socio-cultural experience, and language that will grow with the children. This is to take into account the authenticity of the language that can provide the real experience needed as well as the activities.

5. Listening Assessment

When teaching, the teacher needs to know the progress of the students. Consequently, the teacher should gather information about students knowledge, ability, understanding, attitudes, and motivation (Ioannou-Georgiou & Pavlou, 2003: 4). This process of gathering information is defined as assessment. According to Linse (2005: 138), assessment is gathering information for a specific purpose. Thus, this process of gathering information must be on purpose

such as to record evidence of students' progress and identify if the teaching has met its goal.

Assessment cannot be separated from teaching because it is part of teaching. It is not merely testing and grading students knowledge so that teaching and assessment thus become congruent, not inconsistent (Ioannou-Georgiou & Pavlou, 2003: 2). Because of that reason, it occurs all the time. Sometimes the process is so automatic and sometimes not (Linse, 2005: 138). In other words, assessment can be done in parallel with the process of teaching and learning by observing every single students' progress, or it is conducted outside the teaching and learning process. Therefore, the forms of assessment should be closely related to the learning process.

The importance of assessment

Based on the explanation above, it means that the focus of the assessment is not giving mark and grading the students, but rather to monitor the class performance in order to give information about the progress. The information which is gained from the assessment can be used to influence some parties. On the basis of assessment outcomes teachers are able to give individualized help to each students. It also gives students tangible evidence of their progress. Achieving short-term goals can boost their motivation and encourage them to persist in their efforts. For the teacher, the information of the assessment can help to evaluate the work, to find out how effective and how successful the methodology or the material were. Other party who needs the information is the students' parents. They need

to know whether their children's efforts and the school's/teacher's language program are yielding satisfactory results.

The instruments of assessment

The teacher can give learning activities which can reflect the students' progress. The assessment itself can be carried out through a number of instruments such as portfolio assessment, structured assessment activities, projects, self-assessment, peer-assessment, traditional tests, observation, and so forth (Ioannou-Georgiou & Pavlou, 2003: 8-12). The instrument of assessment that is commonly used is traditional tests. Although they are widely accepted and generally considered objective, they are not the ideal solution for children. Traditional tests can have negative effects on their self-esteem, motivation, and overall attitudes towards learning and the target language. Hence, the assessment that is going to be used should have those considerations.

The forms of assessment

The assessment that is implemented in many schools is in the form of formative and summative assessment. Formative assessment can keep record the students' improvement and it may increase students' motivation by monitoring students' progress and achievement. The summative assessment is usually in the end of the year. It is commonly held through paper and pencil tests. These are convenient to use and are usually fairly quick to carry out with the whole class and to mark. However, this test does not focus on the ability to communicate in speaking or writing and often ignore listening and speaking skills.

Examining the kinds of activities which could be used in classroom testing, there are four features to consider (Brewster, Ellis, & Girard, 2004: 253).

- testing simple language skills as well as specific structure or vocabulary items
- testing listening and speaking as well as literacy
- testing by making use of learners' background knowledge such as predicting content from pictures or a list of words
- testing using longer stretches of language, such as dialogues, short description

According to the explanation and features above, it can be concluded that the assessment is better applied in multi-testing skills. Children need assessment activity not only in the word or sentence level, but also in the discourse level. One language skill cannot be separated from the others, for example when assessing listening skill the speaking skill will appear during the process. When it even assesses the spoken skill, written skill can be inserted to prepare the literacy. Focussing on listening assessment, there are some listening activities which can be used in classroom. As proposed by Brewster, Ellis, & Girard (2004: 254) the activities can include “listen and discriminate between sounds”, “listen and point to things or follow instructions”, “listen and select the appropriate pictures”, “listen to a description and draw or colour a picture”, “listen and match two pictures or a word and a picture”, “listen and select the correct response (multiple choice)”, and so on.

Some listening activities above can be applied as the alternative for teaching and assessing students. The teaching and assessing can come together as long as teacher can record the students' improvement while students are doing the classroom activities.

C. Theories of TPR

1. The Nature of TPR

TPR is one of the English teaching methods developed by Dr. James J. Asher, a professor of psychology at San Jose State University, California. TPR works on the coordination of speech and action through physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. TPR comes firstly when Asher sees that adult second language learning is as a parallel process to child first language acquisition. His idea is based on that speech directed to young children consists of commands, which children respond to physically before they begin to produce verbal responses (Richards and Rodgers, 2002: 73).

Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. Asher sees three processes as central (Richards and Rodgers, 2002: 74):

1. Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.
2. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
3. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

The three processes above point out that TPR has influenced not only the ability to listen, but also the ability to speak. The ability to speak will naturally

come later after children acquired their first language. Their physical responses toward the commands do help them comprehend the meaning of the sounds. This argument is supported by Brown's statement (2000: 30) that "*they receive a lot of listening before they are able to speak, then it is accompanied by responding or doing actions.*" Then, Asher adds that "*the foreign language learner should first internalize a 'cognitive map' of the target language through exercises*" (Richards & Rodgers, 2002: 74). Therefore, according to these views, by responding through physical movement student build their knowledge which is helpful for other productive skills to come.

This basic concept of TPR corresponds to the beliefs in Comprehension Approach by Winitz (1981): (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress (Richards & Rodgers, 1999: 87). For this reason, TPR becomes one of the appropriate language teaching methods for teaching children. The underlying theories are suitable with their characteristics of learning. When acquiring the mother tongue, children comprehend it first before can produce it. In short, the teaching based TPR reflects the "*natural approach*" and the "*comprehension approach*".

2. The Principles of Conducting TPR

The principle of developing TPR is the process through which children acquire their mother tongue. They receive a lot of listening input without having

to produce it immediately, but communication occurs by responding through reaching, grabbing, moving, looking, and so forth (Brown, 2000: 30). The purpose of developing TPR with this principle is to lower anxiety and stress, and also build students self-confidence. This is also in line with Asher's statement in Richards and Rodgers that TPR is a method that involves game-like movements, reduces learner stress, and creates a positive mood in the learner, which facilitates learning (Asher in Richards & Rodgers, 1999: 87).

TPR basically deals with commands. Students are taught through a set of command and teachers make them familiar with the language before they are able to respond it verbally. Then, students are asked to give command if they have been good in giving response. It means that they are ready to give commands. The implementation of the use of TPR may be based on the principles that Freeman proposed as the following (1986: 114-115):

Table 3: The Principles upon which Teacher's Behaviour is based

Observations	Principles
1. The teacher gives command in the target language and performs it with the students.	Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behaviour. The target language should be presented in chunks, not just word by word.
2. The students say nothing.	The students' understanding of the target language should be developed before speaking.
3. The teacher gives the commands quite quickly.	Students can initially learn one part of the language rapidly by moving their bodies.
4. The teacher sits down and issues commands to the volunteers.	The imperative is a powerful linguistic device through which the teacher can direct student behaviour.
5. The teacher directs	Students can learn through observing

students other than the volunteers.	actions as well as performing the actions themselves.
6. The teacher introduces new commands after she said is satisfied that the first six have been mastered.	It is very important that students feel successful. Feeling of success and low anxiety facilitate learning.
7. The teacher changes the order of the commands.	Students should not be made to memorize fixed routines.
8. When the students make an error, the teacher repeats the command while acting it out.	Correction should be carried out in an unobtrusive manner.
9. The teacher gives the students commands they have not heard before.	Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training.
10. The teacher says, "Jump to the desk." Everyone laughs.	Language learning is more effective when it is fun.
11. The teacher writes the new commands on the blackboard.	Spoken language should be emphasized over written language.
12. A few weeks later, a student who hasn't spoken before gives commands.	Students will begin to speak when they are ready.
13. A student say, "Shake hand with your neighbour."	Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to the classroom observation above, the first thing that teacher needs to do is building students' self-confidence and motivation by asking them perform commands without forcing them to say. When they are interested in the activity, they will be ready to speak and at this time teacher can drill them how to speak.

3. The Procedure of Conducting TPR

In doing so, teachers need to design the activities well in order to get better learning. The activities should be integrated in a good procedure from the beginning to the end. Hence, teacher may consider the procedure to conduct TPR which is provided by Asher (1977) in the following (Richards & Rodgers, 2002: 77-78):

- *Review*. This was fast-moving warm-up in which individual students were moved with commands.
- *New commands*. These verbs were introduced.
- *Role reversal*. Students readily volunteered to utter commands that manipulated the behaviour of the instructor and other students.
- *Reading and writing*. The instructor wrote on the chalkboard each new vocabulary item and sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.

The procedure contains some stages of learning. It begins with *review* which engages students through commands given to warm them up. In this stage, students are moved with those commands. Then, after students are good in moving, it means they are ready to receive some new commands. Some new verbs and other items are introduced to expand the commands. The instructor, then, asks simple questions which enable students could answer with gestures. The questions will drill students to be familiar with those commands. In the next stage, the activities can be integrated to improve the other language skills. The instructor makes sure that the students are ready to utter commands. To improve reading and writing skills, then, the instructor writes each new vocabulary item and sentence on the blackboard. The students may listen as the instructor reads the material and copy them in their books.

The implementation of TPR does not merely the same as the stage above. Different condition of classroom may have different stages. Asher (1982) in Jeanette Gordon (2011) also proposes a summary of conducting TPR in classroom as the following. Students watch demonstration of key words and then a command using them.

1. Students listen again and watch as the teacher performs the action.
2. The teacher gives the command and models the action again, this time having students perform the actions simultaneously.
3. The teacher gives the command to the group without modelling the action.
4. The teacher gives the command to an individual without modelling the action.
5. The teacher models variations & combinations for the groups.
6. Students perform variations & combinations.
7. If some students are ready, they give commands to classmates.

According to some points above, it can be concluded that any classroom with TPR as the basis provides listening input a lot at first. Students are provided some utterances in the form of commands accompanied by physical movement. At first, teacher gives some models of the movements or actions. Then, the teacher reduces the models and gives more variations of commands. After students do commands well, other language skills will be ready to improve. In doing so, the implementation of TPR based activities can come together in harmony with other methods.

4. The Advantages of TPR

Conducting teaching and learning using TPR, a teacher expects it can improve the effectiveness of teaching. Using TPR students are asked to be physically active while they are listening. In doing so, the TPR of course gives some advantages toward the teaching and learning. The main advantages of

conducting TPR based activities are to reduce the stress as they make students enjoy their experience in learning to communicate in a foreign language (Larsen-Freeman, 1986: 116; Richards & Rodgers, 1999: 91). This idea is in line with what Asher cited as the benefits of TPR in his website as follows (<http://www.tpr-world.com/benefits.html>).

- Successful with children and adults learning any language
- Understanding of any target language with Long-term retention and Zero-stress
- Another unusual feature: enjoyable for teachers as well as students

According to some points above, TPR works to teach both children and adult students. Children have, indeed, a lot of energy so that TPR based activities can make use of it to support their learning. Meanwhile, adults used TPR in their learning is mostly because they want to have real experiences which can help them improve their fluency and long term retention. TPR based activities enable students to learn a foreign language with zero-stress because they do not think much in giving response. It is like Krashen (1981) says that this reduction of stress is one of the keys to successful language acquisition (Richards & Rodgers, 1999: 97). Then, TPR can be used as an alternative to give enjoyable learning experiences which provide different activities from other methods.

In addition to some advantages above, TPR has several positive aspects (Linse, 2005: 30). First, it utilizes auditory, visual, and tactile learning channels. At first, students listen to and watch the command given. Then, they have a chance to use all three channels: they listen, watch one another, and do the commands themselves. Second, TPR works well on teaching students to follow

directions and listen attentively. Third, it can be used to prepare students start speaking when they feel comfortable. The fourth, TPR can be easily adapted in many different ways for young learners.

From some advantages above, some points can be concluded. First, TPR based learning is memorable since it gives real experiences for learning. It does help students to recognize the meanings of phrases and words instead of the forms, so it will be retained in a long time. Then, it has a lot of fun which students can enjoy while learning. As students enjoy the learning, their stress and pressure can be reduced. It means that a good atmosphere which enables to lift students' mood can be achieved. The next point is that it is easy to implement the TPR based learning. It does not require a lot of preparation and materials as long as the teacher is competent. The fourth point is that it is effective for both children and adults. As teenagers and young learners are very active, it can be effective to teach them using TPR based activities. Sometimes, even, it is difficult to deal with them to concentrate learning. TPR can help teacher make students concentrate as they are busy doing certain tasks when they are listening. While for adults, it can be an effective way to give a "*fresh air*" into their mind.

D. Relevant Studies

More than thirty years ago Asher introduced the idea of teaching languages using TPR. He showed how language can be taught using commands. Originally, TPR was developed through making physical movements without the demands of speaking. However, TPR experienced a great influence so that it is a little bit more complex than it was before. Now, it is not only to understand and obey the

commands by physically moving, but it is also used to develop the other language skills.

The development of TPR on teaching have influenced other parties around the world to conduct similar research. Those research experience a wide range of different teaching contexts. This brings TPR become different from its original one; TPR becomes more complex in term of its application. The following research showed that TPR has great advantages to develop the teaching of language.

In his article, Asher (2009) reviewed evidence on using TPR for teaching language. He explained how similar research projects of TPR were conducted and how those research gave their contributions toward the language teaching. Those research were conducted in different contexts of language teaching. The first evidence was the teaching of Japanese which was excerpted from Shirou Kuniyama and James J. Asher (1965) which entitled *The strategy of the total physical response: An Application to Learning Japanese*. This research was an experimental study. By comparing the control and the experimental groups, this research shows that the experimental group, who learned with TPR activities, outperformed every comparison groups on every measure of Japanese language. The group outperformed the comparison groups in understanding Japanese not only immediately after training, but also 24 hours later, and even after two weeks. This means that TPR had contributed for helping students to have better retention in a longer time.

The second evidence was in a context of teaching Russian. This was taken from an article by James J. Asher and Ben S. Price (1967) which entitled *The Learning Strategy of the Total Physical Response*. This research worked on four different age groups including children, teenagers, and adults. The purposes of this study were to find out a) which group has better retention, adult or children; b) to know which one, through play activity or work, results a longer retention between those who acted with model or those who sat and observed a model act during training. Finally, this research finds that adults vastly outperformed children of all ages. In addition to that finding, adults dramatically outperform children in understanding Russian when all enjoy Russian through the play activity of TPR.

The third one was the evidence in teaching Spanish excerpted from an article by James J. Asher, Jo Anne Kusudo and Rita de la Torre (1974) which entitled *Learning a Second Language through Commands*. In this study, some students experienced Spanish with TPR while other students enrolled in traditional courses. Then, the result shows that the TPR group vastly outperformed the traditional group. Besides, the TPR group had excelled not only the listening skills but also reading skill because there was no “systematic training” in reading and writing for the TPR group. These skills were acquired as “incidental learning”.

The last evidence proposed in the article was the teaching of German. This was taken from the article of by James J. Asher (1972) which entitled *Children's First Language as a Model for Second Language Learning*. The entire study was

captured in a documentary DVD entitled, “Strategy for Second Language Learning”. This study was conducted by comparing the TPR group with beginner students in a traditional class and also with advanced students in a traditional class. The results shows that the TPR group with 35 percent fewer instructional hours excelled the traditional class in listening skill and with no systematic instruction in reading and matched the reading skill of the traditional class. Meanwhile the comparison with the advanced students shows that the TPR group excelled in listening skill and matched the traditional class in reading.

TPR experienced the development not only in foreign countries but also in Indonesia. Some research have been conducted to improve the language teaching and students’ ability. One of the research conducted is the research by Handoyo Puji Widodo (2005), a lecturer of English language at Politeknik Negeri Jember. The study is entitled “Teaching Children Using a Total Physical Response (TPR) Method: *Rethinking*”. This research was conducted in elementary school to familiarize pupils with English in an early stage. The TPR activities were used on teaching vocabulary, grammatical items, classroom language, instructions, and story-telling. Some teaching aids had been designed to support the process. This research drew a conclusion that TPR gives some advantages in the language teaching and it is recommended to use in teaching children, especially in Indonesia.

According to the evidence above, it shows that teaching language using TPR gives a great influence on the students’ language skills, students’ retention of the target language, and also the students’ involvement toward the teaching and learning process. The students’ skills has significantly improved including the

listening, speaking, reading, and writing skill. Through physically responding to the commands, listening ability will be developed. Then speaking skill will come next automatically, as well as reading and writing skills. TPR activities give students real experiences to learn language so that in the future the activities make them easily recall them. This, then, makes their retention toward the language remains longer. This is because the students has actively involved in the learning process.

E. Conceptual Framework

Like teaching other skills, teaching listening for children should fit the children's characteristics. Students of grade four, who are about nine or ten years old, are not children anymore but they already have an adult side. They are still children but with an adult side as this is such a turning point to be more mature. Children in this age are active and have a lot physical energy. They get bored so easily. Thus it is good idea to provide them with physical activities.

Listening activities require much preparation to arrange a repertoire activity from the pre-listening, the whilst-listening, and the post-listening. As students are very active, they will not calmly listen. Therefore, while they are listening, students need to remain active. The listening activities must be accompanied by some tasks to make them busy. Students are asked to listen and do certain activities such as listen and colour, listen and repeat, listen and discriminate, listen and perform actions, and so forth. Besides accompanying listening, these activities are arranged to see their comprehension through their response.

Working with action tasks is a helpful way to develop their sensibility to sounds and long-term retention.

Students need to involve listening in the ways that are meaningful and motivate their courage. It means that the students listen because they want to listen and not merely because the teacher asks them to. Listen and do activities are important to seize their active energy and encourage them to participate in the communication.

Physical response is one of the appropriate activities that can build students' readiness to listen, especially in communication. They want to listen because they are not required to think much how to respond in verbal language and enjoy the activities. By applying physical response to listening, students can reduce pressures and stress; even it can encourage them to speak when they are ready. Continuous activities of physical responses can make the students familiar with the certain commands and help them memorize the commands easier.

The Total Physical Response will give more meaningful atmosphere if the activities can engage learning in an enjoyment. TPR is designed based on how children acquire their mother tongue. They acquire language effortlessly and it remains in long-term retention. Therefore, conducting TPR for teaching and learning activities can encourage students' self-confidence and readiness to speak with enjoyment.

Since there are problems related to the students, the teaching technique, and the media, the teaching and learning process of fourth grade in SD N Sidoarum needs to be improved. The teaching learning process often relies on the students'

worksheet or LKS. The students learn by completing the tasks in LKS and rarely get meaningful activities in learning. Thus, in this research, the researcher decided to use TPR based activities as the actions to promote the fourth grade students' listening. It was expected that TPR based activities could promote the students listening by providing them an enjoyable atmosphere and giving them real experiences of active listening. Through the TPR based activities, the students got more access to the target language.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The research is classified as an action research study because it attempted to overcome problem in teaching and learning process based on the preliminary observation and interviews. According to Burns (1999: 30), action research is contextual, small-scale, and localised; and it aims to bring about change and improvement in practice through collaborative investigation. Thus, the research is the application of finding problem solving in particular group or communities which focuses on improving the quality of actions involving collaboration and corporation between the research members.

B. Research Design

The research was carried out in SD Negeri Sidoarum. It focused on the efforts to improve the teaching and learning process of listening to the fourth grade students through TPR. It was conducted collaboratively with the English teacher and the students of grade four at SD Sidoarum. The research was initiated by formulating the problems in listening teaching and learning process, planning, implementing and observing the actions, and reflecting the actions. There were two important factors that could influence the success of the research: discussion and collaboration among the research members. The implementation of the research was described below.

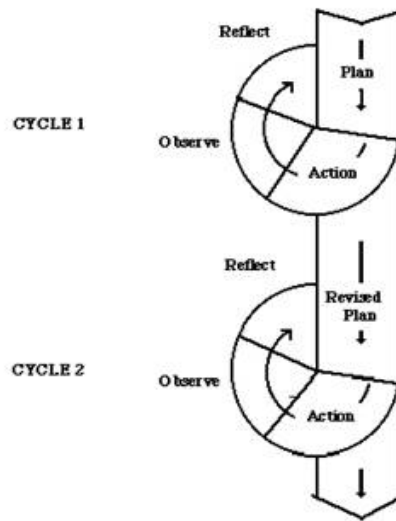


Figure 1: The Action Research Cycles

C. Setting of the Research

1. Place of the Research

The action research was carried out at SD Negeri Sidoarum that is located in Potrowangsan, Sidoarum, Godean, Sleman, Yogyakarta. The school has 6 classrooms, a headmaster's room, a teachers' room and some supporting facilities.

2. Schedule of the Research

The research was done in the second semester in the academic year of 2012/2013. It was conducted from March to May 2013.

3. Learning Setting

The subject of the research was the students of grade four at SD Negeri Sidoarum in the academic year of 2012/2013. There were 38 students in the class. The class consisted of 24 male and 14 female students. They were about 9 to 10 years old. Most of them come from middle economic background.

In SD Negeri Sidoarum, the English lesson used to be taught since the first grade. Based on the observation and interviews, the English teaching and learning process of listening to the fourth grade students was still unsatisfactory. The students rarely got listening practice in the English lessons. The material was mainly taken from students' worksheet or LKS. Besides, the teaching and learning process was done by completing tasks in LKS.

D. Research Members

The research involved the English teacher, the collaborator, the fourth grade students of SD Negeri Sidoarum, and the researcher. The English teacher and the researcher worked collaboratively to solve some problems related to the teaching and learning of listening. They worked together in identifying the problems of English teaching and learning process of listening, collecting data, planning the solution, conducting the actions in the class, evaluating and reflecting on actions which were done.

E. Data Collection Techniques

The research data were collected in the form of qualitative data which were supported by quantitative data. The qualitative data were obtained through observation and interviews. The data presented the descriptions, interpretations and clarifications of the effective teaching and learning of listening through TPR. They were used to describe the process of implementing the actions and the changes after the actions conducted.

Meanwhile, the quantitative data were gained from conducting pre-test and post-test. The data were in the form of students' scores. The data were used as the

supporting data to identify the students' improvements after the actions had been conducted.

The types of data, the research instruments and the data collection techniques are presented in the table below.

Table 4: The Data Collection Techniques and Research Instruments

No.	Data	Instruments	Collection Techniques	Usage
1.	Pre-test and post-test Score	Worksheet	Pre-test and post-test	<ul style="list-style-type: none"> • In pre-test and post-test
2.	Field notes	Observation sheet	Observation	<ul style="list-style-type: none"> • In reconnaissance • In action and observation
3.	Interview transcripts	Interview guideline	Interview	<ul style="list-style-type: none"> • In reconnaissance • In reflection

1. Observation

The observation was conducted to monitor the process of teaching and learning while the actions were implemented. The data were collected by observing the teaching and learning process in the classroom. To help observing the process, the observation sheets were used as the guideline. The collaborator sat at the back of the classroom. They took note of the class activities done in the teaching and learning process. Then, the results of the observation were recorded in the form of field notes.

2. Interview

The interviews with the English teacher and the students about the activities in the teaching and learning process were conducted before and after the implementation. They were semi guided interviews using some questions as the guideline. The interviews were guided, but asking further questions was allowed

to get more data about the responses. The information gained was recorded in the form of interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions had been carried out. The pre-test and the post-test were in the form of listening-writing test in which students received listening input from the teacher. They were used to measure the students' listening comprehension on the topic taught. The data of the pre-test were collected in the form of students' scores. The result of the post-test was calculated and compared to the result of the pre-test.

F. Data Analysis

To analyze the qualitative data, the process of analysis proposed by Burns (1999: 156-160) was used. The data analysis was done in some stages described as follows.

1. Assembling the Data

The first step was assembling the data that were collected over the period of the research: field notes, interview transcript, and students' scores. The stage allowed the researcher to gain broad pattern which could be compared and contrasted to see what fits together.

2. Coding the Data

This stage was to reduce the large amount of data that were collected into more manageable categories. The categories or codes to identify patterns were

developed more specifically. The process of coding facilitated the researcher to analyze the data easier.

3. Comparing the Data

After the data had been categorized, they were compared by identifying the relationship and connection among the different sources of data. The main aim at this stage was to describe and to display the data rather than to interpret or explain them.

4. Building Interpretations

This was the step of making some sense of the meaning of the data by articulating, underlying concepts and developing theories about why particular patterns of behaviours, interactions or attitudes emerged.

5. Reporting the Outcomes

The final stage of the data analysis was reporting the major processes of the research, findings, and outcomes. It was also supported with examples from the data.

Besides, the quantitative data which were in the form of the students' listening scores, were also analyzed to support the qualitative data. They were analyzed by calculating the mean scores of the pre-test and the post-test. The mean scores of both tests were compared. The increase of the mean scores indicated that the students' listening skills improved. The improvement of the students' listening skills was one of the indicators for the improvement of the teaching and learning process of listening.

G. Validity and Reliability of the Data

1. Validity

To meet the research validity, the validity criteria proposed by Anderson et al. (Burns: 1999: 161-162) were used. Those criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Democratic validity is related to the amount of collaboration of the research which allows for the inclusion of multiple voices of the research members. The validity was fulfilled by collecting the opinion, ideas, and comments about the implication of the research through interviewing the English teacher, the collaborator, and the students.

Process validity is about dependability and competency of a research to comply with the question *how adequate the process of conducting the research is?* To fulfil the process validity, observation and interviews were done during the research to identify the participants' ability to go on learning from the process.

Outcome validity has a concept within it that the notion of actions leads to outcomes that are successful within the research context. This was obtained from the reflections in every meeting and the students' scores of the listening pre-test and post-test.

Catalytic validity is related to the extent to which the research allows participants to deepen their understanding of the social realities of the contexts and how they can make changes in the research. The catalytic validity is reflected from the understanding of how necessary to keep the outcomes so motivating to the participants, that all of them can improve themselves naturally and

continuously. To fulfil this validity, the reflections of the students' attitudes toward the actions and the interview with the participants were conducted.

Dialogic validity is the process of peer review which is commonly used in academic research. The dialogic validity was fulfilled by conducting some discussions with the English teacher or another collaborator during the research.

2. Reliability

To check the trustworthiness of the research, the triangulations were conducted. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999: 163). Burns proposes four kinds of triangulation: time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. In the research, the time triangulation, investigator triangulation, and theoretical triangulation were used. Time triangulation was used in the research because the data were collected over a period of time. The research was done from March to May 2013. The investigator triangulation was used since there were more than one observer in the same research setting. It was to avoid a bias observation in the research. Then, the last was theoretical triangulation. Theoretical triangulation means that the data were analyzed from more than one perspective of theoretical reviews. The theories from some experts that were taken from some books were reviewed.

In the research, the researcher compared the data that were collected from the observation, interviews, and tests. The data which were compared were from the observation in the form of field notes, interview data in the form of interview transcripts, and pre-test's and post-test's scores.

H. Research Procedure

The research was conducted by following the action research procedure proposed by Kemmis and Mc Taggart (in Burns, 2010: 8). It involves four board phases in a cycle of research. The four steps are as follows.

1. Planning

In this phase, classroom observation and interviews with the English teacher and the students were conducted to identify the problems which happened during the teaching and learning process. It can be called as *reconnaissance step* as proposed by Mills (2003: 26) since it is preliminary information gathering in which the researcher collected adequate information about the research subject. The research focused on the problems related to the teaching and learning of listening. The actions were then planned to solve the problems and make some improvements based on the observation and interviews. The actions were planned based on the discovered problems, the Standard of Competence and Basic Competency, as well as the condition of the school.

2. Action

This was the step to implement the actions planned in the previous step. The researcher implemented Cycle 1 which consisted of three meetings. Based on the reflection of the Cycle 1, the problems found were still needed to be solved. The result of the reflection was used to solve the problem and to make improvement in Cycle 2.

3. Observation

In this step, the collaborators were involved in observing the effects of the action and documenting the context systematically. Opinions of the research members were needed. Therefore, the interviews with the students and the English teacher about the effect of the actions were also conducted to identify the improvements that had been made by the actions. Basically, this step was the data collection phase which was aimed to collect information about what was happening. The results of observation and the interviews were in the forms of field notes and interview transcripts. They were analyzed in order to know the effectiveness of the actions and to find problems that occurred.

4. Reflection

At this phase, the effects of the actions were evaluated and described. The reflection was done by discussing the problems and the achievement during the implementation. By doing the reflection, the cycles to improve the process of teaching and learning were decided to be conducted or stopped. The successful actions were continued in the next teaching and learning process but the unsuccessful one was developed to be more successfully done in the next cycles.

CHAPTER IV RESEARCH FINDING AND DISCUSSIONS

A. Reconnaissance

1. Identifying the Field Problems

To identify the field problems, a classroom observation and interviews were conducted. The classroom observation of grade four in SD N Sidoarum was conducted On October 16th, 2012. Some interviews were also conducted, which involved the English teacher who became the collaborator and the students of grade IV. The interview with the English teacher was carried out on October 20th 2012, while with the students was on October 23rd 2012. The vignette is presented to show a clearer description of English teaching and learning process during the observation.

When the teacher went to the classroom, at 07.10 am, the students were not ready yet. Some students were noisy. Noticing that the teacher went with the researcher, the students were quite in their seats. Then, the teacher sat in her seat and the researcher sat at the back row of the students' seat. The teacher greeted the students, "*Good morning.*" The students answered, "*Good morning, Mrs. Dewi.*" "*Who is absent today?*" the students answered "*No.*" "*No?*", asked the teacher. The students repeated the answer, "*No one is absent.*" The students were familiar enough with the lesson opening. Then, the teacher told the students that the researcher would accompany them to learn that day.

The teacher asked the students in Indonesian about the previous material. The students answered, "*Colour*", all together. They were asked to mention the kinds of colours in Indonesian and they answered in English fluently. After that, the teacher asked the students to sing the "*colour*" song together. At 07.15 the teacher started to explain the material to remind them about the previous lesson. She wrote some phrases on the blackboard, for example "*blue book*" and "*two green books.*" The students paid much attention on what the teacher wrote and explained.

After explaining the previous material, the teacher asked the students in Indonesian whether they had homework or not. The students answered in Indonesian, "*Ada. Halaman 39 Bu.*" The teacher asked the students to check the homework in LKS together and asked them to exchange their works in pairs. The students who had not done their homework were asked to finish it outside

the class. The teacher read the answers in Indonesian. Some students kept silent while the others were busy with themselves. The teacher asked the students to spell the answers, "*Spell it*", the students spelled the words that the teacher asked in Indonesian. Even when the teacher said "*the last number*", the students did not understand so that the teacher needed to repeat it in Indonesian.

Still using LKS, the teacher then drove the students to do the next exercise. She said, "*Nah, sekarang kerjakan exercise selanjutnya ya, dibaca dulu itu instruksinya apa.*" When the students were doing the exercise, the teacher walked around the class to check if there were any students who did not understand. After a while the teacher asked, "*Have you finished?*" No students answered it. Then, the teacher said in Indonesian, "*Sudah selesai apa belum?*" and the students answered "*belum.*" At 07.32 the teacher asked the students to check the answers by calling them by row, "*Ayo dicocokkan mulai dari baris ini.*" The students wrote their answers on the blackboard, then the teacher corrected when there were some mistakes. After checking one number, the teacher asked "*siapa yang betul?*" The students whose answers were true raised their hands.

"*Dilanjut exercise selanjutnya, yaitu teka-teki silang*", said the teacher. The teacher, then, explained the rule of the crossword and gave them example how to fill in. The students filled in the crossword while the teacher copied the crossword on the blackboard. Ten minutes doing the crossword, the students were asked to check the answers together by filling in the crossword written on the blackboard. The students who were not writing on the blackboard were noisy so that the teacher hissed them to settle down. Some of them also leaned their chin on the table because they felt bored. When checking the answers, the teacher guided the students, "*Terus number two sampai nomor terakhir.*" "*Finish ya, siapa yang betul semua?*", said the teacher after the crossword were all finished. After that, the teacher drilled again the material of colours by saying kinds of colours in Indonesian, while the students mentioned them in English. Then, the teacher and the students sang the "colour" song together again.

The lesson was continued by doing exercise in LKS again. "*Untuk latihan yang lain yaitu dengarkan dan jawab*", said the teacher. The students listened to the teacher's instruction while they were preparing themselves for doing the exercise. The teacher read the questions based on the pictures in the book, "*What colour is it?*" The students answered it by saying "*colour orange*" etc. After the students answered the question, the teacher explained a sentence: "*Roby has (an) orange*". From the sentence, the teacher explained the rule of using article "*a*" or "*an*".

Again, the teacher asked the students to do another exercise. To help the students, the teacher explained, "*Ingat, kalo ada soal menyusun kata seperti ini, pertama baca dulu, terus tulis, terus coret*". The students paid attention to the teacher's explanation and imitated the instructions the teacher said. At 08.06, the teacher and the students checked the answers together. The students had become otonomous about whose turn to write on the blackboard. After checking the answers, the teacher asked, "*Siapa yang betul semuanya?*", some students

said “*saya*” all together while they were raising their hands. The teacher continued the question: “*salah berapa nggih?*”, but each student gave different answers in Indonesian.

In the end of the lesson, the teacher summarized the material by saying “*Ya sudah, itu semua tentang warna. Ada yang belum paham?*” The students remained silent. Then the teacher asked to sing the “colour” song together again. “*Oke, ada pertanyaan tidak?*” The students were silent again. “*No questions, LKS dikumpulkan ya*”, said the teacher finally. “*See you next week*”, said the teacher while leaving the classroom. It was only a few students who responded “*See you.*”

Tuesday, October 16th, 2012
(Field note 1, Appendix D)

Based on the vignette above, it can be inferred that the teaching and learning process did not run well and the students had difficulties in doing the activities. The difficulties also could be seen in the following interviews transcript.

....

R : ... menurut kalian tadi gimana pelajarannya? Suka nggak? **(What do you think about the lesson? Do you like it?)**

S1 : Biasa aja. Bosen miss. **(It was so-so. I got bored.)**

S4 : Males Miss. Ngerjain LKS terus. **(It was not interesting Miss because we had always to complete the tasks in LKS)**

R : Ada gambar atau alat apa yang digunakan untuk belajar nggak?**(Is there any pictures or other teaching media used in the teaching learning process?)**

S3 : Seringnya tiap hari pakai LKS, ngerjain, sama nyanyi kadang-kadang. **(Almost every day we used LKS, completed the tasks, and sometimes we sang songs.)**

R : Kalau bu guru tanya atau nyuruh pakai bahasa Inggris pada mudeng nggak? **(Do you understand when the teacher asked for something in English?)**

S2&S3 : Kadang mudeng kadang juga nggak. **(Sometimes I understood but sometimes not.)**

R : Researcher S1: Asti S2: Vindra S3: Lia Ss: students
(Interview 2, Appendix E)

....

R : Ya. Kalau tentang penyampaian materi sendiri apakah sering menggunakan media? Seperti apa ya Bu? **(Do you often use media when teaching English? What are they?)**

T : Nah, misalnya kalo saya sering menggunakan flash cards, sama bukunya saya drill. Jadinya, misalnya kita belajar kosa kata, saya drill nanti biar

anak itu paham arti, paling nggak arti serta ucapannya. Ucapan bahasa Inggris sama artinya dalam Indonesian, dari bahasa Inggris ke Indonesia.

(For example, I often used flash cards and I drilled the task in the book. So, when we learned vocabulary I drilled the students until they understood the meaning or at least the meaning and pronunciation. I said the English pronunciation and its translation in Indonesian.)

....

R : *Selain flash cards, media apa lagi yang biasa digunakan Bu?* **(Besides flash cards, what other teaching media do you usually use?)**

T : *Ya itu sama buku saja.* **(There were only flash cards and the book.)**

....

R : *Kalau untuk mengajarkan listeningnya, kegiatan apa yang biasanya dilakukan dalam kelas Bu?* **(What activities do you usually conduct in the teaching and learning process of listening?)**

T : *E..ya dari yang di LKS itu kan udah ada kegiatannya ya. Paling aku ajari cara pengucapannya, karena listening itu kan hubungannya sama speaking ya.*

(The LKS had provided the tasks and activities. At least I taught the students how to pronounce words correctly because listening skill was related to speaking skill.)

R : Researcher T : English Teacher

(Interview 1, Appendix E)

The result of both classroom observation and interviews indicated that there were some problems related to the teaching and learning process of listening. The field problems are presented in the table below.

Table 5: The English Teaching and Learning Problems of the Fourth Grade of SD N Sidoarum

No.	Problems	Codes
1	The students did not listen and respond to the teacher's instructions well.	S
2.	The students were bored and passive during the teaching learning process.	S
3.	The students were still unfamiliar with the instructions in English	S
4.	The students had problems in distinguishing different English sounds.	S

(continued)

(continued)

No.	Problems	Codes
5.	The teaching method or technique was not interesting.	TT
6.	The teaching and learning process rarely included listening activities.	TT
7.	The classroom English was not prompted.	TT
8.	The students got more writing practice rather than listening practice.	TT
9.	The teaching and learning process lacked various activities.	TT
10.	The interaction in teaching and learning process was low.	TT
11.	Models of language to the students were not given in the teaching and learning process.	TT
12.	Students' worksheet or LKS was mainly used as the material.	Mt
13.	There were too many materials.	Mt
14.	Adequate language inputs were not given in the teaching learning process.	Mt
15.	The teaching aids and media were not maximally used.	Md

S : Students TT : Teaching Technique Mt : Material Md : Media

Based on the table above, it can be seen that the problems of teaching and learning process of listening during the observation came from some factors. They were related to the students, the teaching techniques, the use of media and the materials.

The first problem came from the students. The problems were related to their motivation in learning, their difficulties in listening to English sounds, and their attitudes toward listening activities. During the observation, the teacher's instructions were not listened to and responded well by the students. As the consequence, the instructions needed to be repeated in Indonesian. There were some students who leaned their chin on the table. They felt bored so that they passively paid attention to the teacher's explanation. Moreover, the students were still unfamiliar with the use of English as the medium of instruction. Since they considered English as a strange language, they did not understand that English

would be used as the medium of instruction in the classroom. Besides, the students also had problem on distinguishing English sounds so that they often got confused when they were listening.

The second problem dealt with the teaching technique. During the observation, the teaching learning process was carried out on monotonous activities. Completing the tasks in LKS was the focus of the lesson, so that written activities became the main activities. In other words, listening activities were rarely held in the teaching learning process. It was considered that the students learned oral skills through written activities and the models of language functions were not given to the students. Furthermore, classroom English was not prompted. The encouragement to use English in the classroom was not given to the students so that is why they preferred to use Indonesian or Javanese. Since there were some students leaning their chin on the table and others were busy themselves, it can be assumed that the teaching technique used was not interesting for the students. As the consequence, the interaction in teaching learning was low.

The third problem was related to the use of teaching and learning media. The media were not maximally used in the teaching learning process. Interesting and coloured media were not used in delivering the material. During the classroom observation, the teaching and learning media used were only a blackboard and books.

Another problem in the teaching and learning process was about the material. The English material for elementary school was topically designed, but the problem was that there was no clear setting about which topic that should be

taught in each grade. As the consequence, there were different topics given in different schools and too many materials were available. Besides, the adequate language inputs were not given in the teaching and learning process. The materials were only taken from LKS so that students were accustomed to memorizing the words and expressions that were written in LKS.

2. Weighing the Solvable Problems

After identifying the problems, those problems were related to the teaching and learning process of listening. They needed to be grouped and weighed based on the urgency level. They were grouped into two categories, i.e. more urgent and less urgent problems. Those are presented in the tables below.

Table 6: The More Urgent Problems Affecting the Teaching and Learning Process of Fourth Grade of SD N Sidoarum

No.	Problems	Codes
1.	The students did not listen and respond to the teacher's instructions well.	S
2	The students were still unfamiliar with the use of English as the medium of instructions.	S
3.	Students' worksheet or LKS was mainly used as the learning material.	Mt
4.	The classroom English was not prompted.	TT
5.	Any models of language were not given in the teaching and learning process.	TT
6.	The teaching and learning process lacked various activities.	TT
7.	The teaching and learning process rarely included listening activities.	TT
8.	The teaching method or technique was not interesting.	TT
9.	The teaching aids and media were not maximally used.	Md

Md: Media TT: Teaching Technique S : Students

Table 7: The Less Urgent Problems Affecting the Teaching and Learning Process of Fourth Grade of SD N Sidoarum

No.	Problems	Codes
1.	The students were bored and passive during the teaching learning process.	S
2.	The students had problems in distinguishing the English sounds.	S
3.	There were too many materials.	Mt
4.	The students got more writing practice rather than listening practice.	TT
5.	The interaction in teaching and learning process was low.	TT
6.	Adequate language inputs were not given in the teaching learning process.	Mt

Md: Media TT:Teaching Technique S : Students

After weighing problems based on the urgency level, a discussion on the field problems that were feasible to be solved was conducted. The solvable problems are presented as follows.

Table 8: The Feasible Problem to be Solved in the English Teaching and Learning Process of the Fourth Grade of SD N Sidoarum

No.	Problems	Codes
1	The students did not listen and respond to the teacher's instructions well.	S
2.	Students' worksheet or LKS was mainly used as the material.	Mt
3.	The classroom English was not prompted.	TT
4.	The teaching and learning process lacked various activities.	TT
5.	Models of language to the students were not given in the teaching and learning process.	TT
6.	The teaching aids and media were not maximally used.	Md

3. Determining Actions to Solve the Feasible Problems

After identifying the field problems that were more urgent and feasible to be solved, the researcher and the English teacher formulated some actions to overcome the problems. There were some actions that were planned as the result of the discussion.

- a. Using TPR as the method for teaching listening in the classroom.
- b. Using classroom English to make students accustomed to listening simple expressions used in the classroom.
- c. Making use of various media in presenting new language to attract the students' attention and maintain their motivation.
- d. Using games in practising new language to gain the students' interest and participation during the teaching and learning process.
- e. Giving appreciation, reward, and punishment to motivate students to get involved in the teaching learning process.
- f. Giving listening exercise to check the students' comprehension of the materials.

Each plan had its own purposes. TPR here was used as the main method of teaching and learning process of listening. TPR itself has its own procedure which consists of four steps e.g. *review*, *new commands*, *role reversal*, and *reading and writing*. The TPR based activities were designed to give adequate language inputs that enabled students to have physical experience of learning. Through the activities, it was expected that the teaching and learning of listening could be more effective.

Classroom English was planned to be used during the teaching and learning process. The purpose was to introduce the simple expressions used in the classroom and to make the students accustomed to simple expressions of English. By using classroom English, the students would be familiar with the expressions and would be able to use them later. At first, they would only be familiar with the

sounds when they were listening to them. After a while, the students were able to reply or respond back. Classroom English was used in opening the lesson such as greeting, asking the students' condition, and checking the students' attendance. It was also used during the main activities such as asking simple questions, giving instructions, asking for helps, and giving comments and rewards on students' achievement. In closing the lesson, it was used in giving summary and leave taking.

The use of various media was also applied during the teaching and learning process e.g. puppet, pictures, and posters. It was expected that the media could attract the students' attention and raise their motivation. This was aimed at helping the students in building the contexts about the use of certain expressions and stimulating the students' interest so that they were engaged to the activities. The media would be used in delivering the new vocabulary, the language functions, the students' role of practising, and in giving the listening activities.

Using games was also planned. The games that would be used in the teaching and learning e.g. *Simon Says* game and *Whisper Race* game. The purpose was to make the teaching and learning of listening more fun so that it could stimulate the students' interest and participation during the teaching learning process. During the games, the students were asked to listen attentively to what the researcher said. Then some of them were also asked to try what she had done.

Furthermore, giving appreciation, reward, and punishment was suggested by the English teacher. It was aimed at motivating students to get involved in the teaching learning process. The appreciation was given to the students who put

their good effort in learning and the rewards were given to the students who successfully did the tasks or instructions. Meanwhile the punishment was supposed to be given to the students who made uproar or disturbance in the process of teaching and learning.

In addition, the listening exercises were also done during the implementation. The exercises were done in the end of the lesson through listening and writing tasks. Students were asked to listen to what the researcher said. Then, they would be asked to rewrite what they have listened or to write the answers in their note books.

B. Designing the Course Grid

After formulating the field problems and determining the actions, a course grid which could be seen in Appendix A was made to be used in Cycle 1. The course grid was made through a discussion with the English teacher and the consultants. At first, the researcher and the English teacher as the collaborator selected the standard of competence and basic competency for the second semester of grade IV. They chose the standard of competence for listening and decided to use the basic competency of 5.1. Based on the basic competence, the indicators and the purposes of the teaching and learning process were formulated. After implementing the actions, the students were expected to be able to respond to the instructions given by the teacher.

A discussion to select the materials that would be used was done. The topics of the materials were chosen from the syllabus that was used by the teacher. They agreed to select three topics for each meeting that had not been taught by the

teacher. The topics were *part of the house and room, part of body and face, and colours and clothes*. The language functions to be taught were the giving and responding to some instructions and asking for and giving information.

Then, the activities of the teaching and learning process were determined. The TPR based activities would be implemented in each meeting. The interesting and coloured media would be also used in introducing the language, giving model, and encouraging the students to practice. The media that would be used were posters, pictures, and puppets.

Those activities in the teaching and learning process aimed at solving the field problems that had been identified.

Table 9: The Solvable Field Problems and the Solutions

No.	Problems	Solutions
1.	The students did not listen and respond to the teacher's instructions well.	Conducting TPR based activities. Giving a model using various media. Giving them chances of listening practice.
2.	Students' worksheet or LKS was mainly used as the material.	Using media. Conducting TPR based activities.
3.	The classroom English was not prompted.	Conducting TPR based activities. Using classroom English.
4.	The teaching and learning process lacked of various activities.	Conducting TPR based activities. Using classroom English. Using media in the teaching and learning process. Using games. Giving listening exercises.
5.	Models of language to the students were not given in the teaching and learning process.	Conducting TPR based activities. Giving a model using various media. Giving them chances of listening practice. Teaching pronunciation to make students familiar with English sounds.
6.	The teaching aids and media were not maximally used.	Making use interesting and coloured media.

TPR was applied as the main method in Cycle 1. It had its own procedure of teaching. The teaching procedure was adapted from Asher (1977) in Richards and Rodgers (1999: 95). The procedure, which required physical movements to respond to the instructions, consists of four steps. They are *review*, *new commands*, *role reversal*, and *reading and writing*. In the *review* stage, students are given a fast-moving warm-up which every individual student is moved with commands. In the *new commands* stage, they get commands that are more complex than those before. In the *role reversal* stage, it is a chance for the students to practise actively. The students are asked to volunteer themselves in giving commands, while the other students respond. After that, the students are not only expected to be able to utter commands and respond to them, but also to read and write.

Afterwards, the learning materials and the procedure of the teaching and learning were put on a course grid. The course grid was made by the researcher through discussion with the English teacher and consultation with the consultants. It covered the standard competence, the basic competency, the indicators, the learning materials, the teaching and learning activities, and also the media. After designing the course grid, the lesson plans were made as a guidance in conducting the teaching and learning process. In Cycle 1, there were three lesson plans that can be seen in Appendix B.

The plans discussed above were expected to create the following conditions.

- 1) The teaching and learning activities were more various.
- 2) The teaching and learning provided a model of language.

- 3) The teaching and learning gave adequate language input.
- 4) The students were more interested in the English listening learning process by using the interesting and coloured media.
- 5) Most of the students were more communicative so that they could respond appropriately in English.
- 6) The students fully participated in the listening activities.
- 7) Students had better understanding in using and responding the classroom English.

The followings were the actions that were implemented in each meeting of Cycle 1.

1) Meeting I

In the first meeting, the lesson was about giving and responding to instructions on the topic of parts of the house and room. These following actions would be applied in the meeting.

- a) Using TPR as the method of teaching.
- b) Using coloured pictures and poster in reviewing new vocabulary item.
- c) Using *Whisper Race* game in role reversal stage.
- d) Using classroom English.
- e) Giving the listening and writing exercise in the end of the lesson.

2) Meeting 2

In the second meeting, the materials would contain the language functions of giving and responding to the instructions on the topic of parts of body and face. The following actions were planned to be applied.

- a) Using TPR as the main method of teaching.
- b) Using coloured pictures and poster in reviewing new vocabulary item.
- c) Using *Simon Says* game in role reversal stage.
- d) Using classroom English.

3) Meeting 3

In the third meeting, the students would be taught about giving and responding to the instructions on the topic of colours and clothes. The following actions were planned to be applied.

- a) Using TPR as the main method of teaching.
- b) Using the coloured pictures and the interesting puppets in reviewing the new vocabulary and giving the students role to practise the language functions.
- c) Using classroom English.
- d) Giving the listening and writing exercises in the end of the lesson.
- e) Giving the appreciation, the rewards, and the punishment during the teaching and learning process.

C. Implementation of the Actions

1. Reports in Cycle 1

a. Action and Observation

The implementation process of Cycle 1 was conducted in three meetings. The first meeting was held on March 26th, the second meeting was on April 2nd, and the third one was conducted on April 9th 2013. The researcher and the English teacher worked collaboratively. During the implementation, the researcher

delivered the materials by implementing TPR. The English teacher, as the collaborator, sat in the students' seat and observed the process of teaching and learning. The collaborator observed the teaching learning process and filled in the observation sheet. In each meeting, the students were taught different topic including different commands or instructions. The following was the implementation of the TPR method and the activities.

1) Meeting 1

The first meeting was held on Tuesday, March 26th, 2013. It was started from 07.00 to 08.10. The lesson was opened by greeting and asking the students' conditions. In the *review* stage, the students were given a fast moving warm up. They were individually moved with the commands. Before that, the students were introduced to the new materials about parts of a house and room. Some pictures were used in presenting the new vocabulary and the simple commands. Since it was the first time for the students to be taught by using TPR, they were still confused with the given the examples of movements. However, they finally understood. The following field note shows the implementation of TPR.

.... The researcher made physical movements while she mentioned the instructions, for example direct the eyes for *look at*, direct the finger for *point to*, and move to the picture for *go to*. The researcher showed the instruction and movement one by one. Firstly, she used the instruction *look at* and its example of movement several time. After that, she showed the movement of *point to* but the students became confused between these two instructions. When they were asked "*Apa yang Miss Astri lakukan? Look at atau point to?*", they all remained silent. So, the researcher gave the example again and asked the students about the difference of what she was doing to respond. As the result, the researcher made a movement and asked them "*Kalau Miss Astri melakukan ini, namany apa?*", then they answered correctly. Since the students showed their understanding, they were asked to make movements as the researcher did, but no students wanted to do.

(Field Note 2, Appendix D)

In the *new commands* stage, a poster which showed a house and its rooms was stuck on the blackboard. It was used to give the advance commands to the students. In the stage, some new vocabulary were also introduced. They were about common things in the house such as a towel, soap, car, knife, and sofa. The students were asked to identify rooms in the poster by giving them the combined instructions in the *review* stage e.g. *Open the door and go to the bedroom, Close the window and go to the dining room*, and so on. In the end of the stage, the students were given some questions about what room that was related to the thing that were just introduced. Most students had been familiar with the things, so they could identify the rooms easily.

The next stage was *role reversal* stage. The students practised giving and responding to the instructions by themselves. Before that, they were drilled with the correct pronunciation. They were actually asked to practise in front of the class so that the other students could see, but they all declined it because they felt shy. Finally, the students had practised in pairs in their own seats and the researcher walked around to monitor them if they found difficulties.

The last stage was *reading and writing*. The students were expected to be able to identify the written form of the given materials. Uncomplete words of the kinds of room were written on the blackboard. Then, the students completed the words. After that, they listened to the researcher and wrote down what they heard.

2) Meeting 2

The second meeting was held on Tuesday, April 2nd, 2013. Since the classroom would be used for the school examination, the lesson was started from

10.00 to 11.00. The English teacher even did not attend to school because she had to be a supervisor of the examination in another school. The researcher, then, invited another collaborator to observe the implementation of actions in the teaching learning process.

The lesson was opened by greeting and having a prayer. The students' attendance and condition were also checked. Then, the students were asked about the previous materials about house and rooms. That day, the topic was about body and face. In the *review* stage, the students were introduced to the vocabulary of body and face by using pictures. Firstly, the students paid attention to the pictures and listened to the researcher how to pronounce the corresponding words correctly. Before the students were given some instructions, they were shown some movements such as *Touch your head, please, Point to his right leg, please, Look at his neck, please, etc.* After that, they were individually moved based on the given commands. They had understood the instructions, but they took some time in giving response. Even so, the students seemed enthusiastic in responding to the instructions as they give too many responses.

In the *new commands* stage, the students were introduced to some new commands or instructions. The commands used the verbs *comb*, and *brush*. Since the commands were a bit different from the previous ones, the students got confused about the responses. Several movements were given to make them familiar with the commands and their responses. To check the students' understanding, a question to identify parts of body and face was also delivered, "*What is it?*" Then, they answered the questions correctly.

A game was played in the *role reversal* stage. The students were asked to take roles in giving and responding to the instructions. Before the game was started, the students had practices in pronouncing the instructions correctly. The game began with example of playing. The instructions were given first and the students should give responses. The students were so enthusiastic in playing the game as they gave too much responses. When the game was over, they asked to play once more. To turn the role, the students who won the game was asked to be the new instructor, but he declined. Therefore, the other students were asked. Finally, there were two students who were willing to give instructions collaboratively. Here, TPR along with the game could maintain the students' interest and motivation to learn. It can be seen in the following data.

.... The researcher showed the movements first, then asked the students to imitate the pronunciation and to respond to the instructions. To check the students' understanding, the researcher asked them, "*what is it?*" while showing the pictures. The lesson was continued by playing *Simon Says* game. The students were so enthusiastic in doing the game. To challenge them, the researcher asked some of them to be the instructor of the game in front of the class, but there were only two students who had high self-confidence to do that. The others just enjoyed the game as the players. The game went on around 15 minutes, until 10.40.

(Field Note 3, Appendix D)



Figure 4: The researcher presents pictures about part of body and face.



Figure 5: **The students enjoy the *Simon Says* game.**



Figure 6: **The students are willing to be the instructors of the *Simon Says* game.**

A poster of a large body was used in the *reading and writing* stage. The students were given sheets containing similar pictures with the poster's. The students filled in the blank boxes with the right names of the parts of body. However, because the time was almost over, it became the students' homework.

3) Meeting 3

The third meeting was conducted on Tuesday, April 9th, 2013. It was started from 07.00 to 08.10. The researcher opened the lesson by greeting the students and asking their condition. The students were fluent in giving answers related to the students' attendance.

In the *review* stage, the students were shown some movements related to clothes. They were familiar with the similar commands in the previous meeting: *point to* and *look at*. So that day, in the *review* stage the students were given instructions such as *hold your belt, please, give the purple dress to me*, etc. The

movements were shown for several times until the students understood what the movements meant. Some pictures of clothes were also shown. The students paid much attention when the pictures were shown. They imitated the researcher in pronouncing the kinds of clothes. After that, the students individually moved like the researcher did before.

In the *new commands* stage, two puppets of persons were used to illustrate the new given commands. The new commands used the verbs *put on*, *put off* and *take*. The models of the instructions and the responses were given to the students by using the puppets. They were so interested in the puppets that they snatched each other. However, the condition could be controlled by setting a rule in the class. The students gave responses to the given commands. Since they still said nothing while doing so, they were reminded to give the verbal responses: *Yes, miss* or *Yes, sir*. In the end of the stage, they were asked a question *What are you wearing?* according to the pictures that they got from the previous activities or the shown pictures.

The next stage was the chance for the students to play their roles. After getting practices in responding to the instructions for the *review* and the *new commands* stage, they were asked to practise giving and responding to the instructions each other in front of the class. To attract their interest, the puppets were used to play their roles. At first, there were no students who were willing to practise. After they were called out, there were some students went forward. After that, *whisper race* game was conducted for a while in the end of the stage.

In the *reading and writing* stage, the students paid attention to the kinds of clothes written on the blackboard. The students read them aloud altogether. Then, they copied them in their note books and they were given homework to complete the worksheet of identifying clothes.

b. Reflection

Based on the observation in Cycle 1, the researcher could make some reflection. The implementation during Cycle 1 was discussed. The activities used TPR as the steps of teaching and learning. It was the students' first time learning using TPR. Although they were confused, they felt curious about the activities. TPR provided the students with a real experience in learning with commands. In the first stage, the students were individually moved with commands. The students paid attention to the researcher's movement first before they got moved. The students still got confused about what they should do. Some supporting questions were delivered, so that they understood what they were supposed to do. In the second stage (*new commands*), the students understood the commands better. In the next stage (*role reversal*), the students practised giving and responding to the instructions given. In the last stage, the students practised reading and writing about the materials they just learned.

During the implementation, the teaching and learning process showed the characteristics of the effective teaching and learning (Borich, 2007: 9-15), i.e. lesson clarity, instructional variety, teacher task orientation, engagement in the learning process, and student success rate. To make a clear description of the

improvement of each characteristic in Cycle 1, the data are presented in following table.

Table 10: The Improvements of the Teaching and Learning Process during Cycle 1

CHARACTERISTICS	Description of the Improvements		
	Meeting 1	Meeting 2	Meeting 3
Lesson clarity	The researcher's voice was clear to the whole class. The presentation of the material had not been clear enough. Clearer examples were needed in reviewing the materials or instructions. Besides, the teaching procedure was not in a good order.	The examples and instructions were clearer. The explanation was in a logical step-by-step order. However, the researcher's voice should be louder.	The review of the materials was clear. The examples were clearer because the teaching and learning process provides clear explanation with instructions, examples or model, and clear pictures. The researcher's voice could be heard by the whole class since there was no distracting voice.
Instructional variety	The use of materials was not good enough. The activity did not fit to the listening skill and the topic. The equipments or the teaching aids were good enough to attract the students' attention.	The use of materials was good enough; it suited the listening skill. The listening input improved the students' courage. The equipments or media used were interesting for the students.	The materials suited the listening skill. The teaching learning media attracted the students' attention.
Teacher task orientation	The time devoted in the teaching learning was not effective enough, so that it exceeded the other subject's time. In addition, the researcher's attention was not given enough to the whole class; it focused only on some students who	The researcher devoted more time in the teaching and learning process, so it ran better although the time allocation was less than the usual. The researcher's attention to the whole class was better and even the students did not make a lot of	The researcher gave a better devotion in the teaching and learning. The researcher's attention was good for the whole class. She managed the noisy students eventhough there were still some students who did

	sat in front of the class. English was used by the researcher only in the opening and closing of the lesson.	distracting manners. The use of English was little improved in delivering some questions during the lesson.	another work in the class. The researcher taught in English more in the teaching and learning process.
Engagement in the learning process	There were some students who did not pay attention to the researcher and they were busy themselves during the lesson. They were reluctant to participate in their role of practising. No students practiced in front of the class.	The students' involvement in the learning grew better. The students devoted their attention in a longer time, but there were still students who always made noise during the lesson. Their participation toward learning was improved since there were two students who wanted to practise in front of the class.	The classroom interaction was well improved. There were some students who had courage to practise. They paid much attention to the researcher who gave models and explanation, and to their classmates who practised in front of the class.
Students' success rate	Students were not good enough in responding the instructions. They were still confused with distinguishing one instruction from another and they admitted that they were shy to practise in front of the classroom.	The students had been familiar with the instructions and they could distinguish among them. Some of them responded physically, but they were not used to giving verbal response.	The students' self confidence was improved significantly. They admitted that they were not shy and afraid of making mistakes anymore. The students had been good in giving physical respond to the instructions, but they needed more pronunciation practice and how to respond verbally.

From the table, it could be seen that during Cycle 1 there were improvements in all aspects. The improvements lie on the *five keys behaviours* proposed by Borich (2007:9-15). The improvements can be elaborated in the following explanation.

1. Lesson Clarity

The first key behaviour was lesson clarity. It included the researcher's explanation, model, and teaching steps. In the first meeting, the teaching and learning process was good enough. However, the explanation was not clear enough for the students because the students got confused about that. Some explanations needed more examples before doing an activity. Students did not catch the point of the instructions and they were confused what the researcher asked them to do. This could be seen in the following interview transcript.

R	: <i>Pertama, menurut Ibu bagaimana penerapan action pertama di pertemuan pertama hari ini Bu? (Firstly, what do you think about the first meeting today, ma'am?)</i>
T	: <i>Sudah bagus. Anak-anak juga sudah respon. Tapi, tadi untuk yang kegiatan pertama itu kayaknya untuk contohnya kurang ya?(It was good. The students gave responses, but for the first activity I think it lacked of examples.)</i>
....	
T	: <i>... Misalnya kalau memberi instruksi anak disuruh exercise ya, latihan, contohnya harus jelas dulu. ... (When giving an instruction the examples should be clear for them.)</i>
....	
R	: <i>Kira-kira hari ini apakah siswa sudah dapat merespon instruksi sudah benar? (Did the students respond to the instructions well?)</i>
T	: <i>Hmm..kayaknya agak kurang ya.. Ya tadi kan kalau menurut saya kan urutannya itu instruksinya diperjelas dulu. (I think they did not respond to the instructions very well. The order of the instructions should be clear first.)</i>
(Interview 3, Appendix E)	

However, in the following meeting, the teaching steps were improved. The teaching had covered activities from the pre-teaching to the post-teaching. The previous materials were reviewed so that there was a connection between the lessons. The activities of the while teaching were appropriate. The students got enough examples and models before the language functions were presented. In the

second meeting, the students could distinguish different instructions because the activities helped them understand through physical movements. However, the researcher's voice should be louder to the whole class.

R	: <i>Miss Dita, bagaimana pengajaran yang saya terapkan kemarin pada pertemuan kedua itu? Apakah sudah baik ataukah masih ada kekurangan? (How was the implementation of the second meeting? Is it improved or is there any problem?)</i>
C	: <i>Kalau misalnya di penjelasannya, dari awal ya, saya rasa anak-anaknya bisa menangkap dengan jelas. Instruksinya juga cukup jelas. Dan kegiatan yang mba Astri kemarin..ini, lakukan, e..misalnya dengan permainan, dengan gambar, terus dengan penjelasan, saya rasa sudah cukup membuat muridnya jelas. Tetapi mungkin suaranya lebih keras lagi. (I think the explanation could be clearly understood by the students. The instructions were clear enough. And I think the activities that you conducted such as playing game, using pictures, and giving explanation could make the students understand.... But, may be your voice should be louder.)</i> <i>(Interview 5, Appendix E)</i>
....	
R	: <i>Nggak susah ya.. Miss tadi neranginnya jelas nggak? (Did I explain clearly?)</i>
Ss	: <i>Jelas. (Yes, you did)</i>
S6	: <i>Saking jelasnya. (It was very clear.)</i>
R	: Researcher Ss: Students S6: Renata <i>(Interview 6, Appendix E)</i>

In the third meeting, the material was about *colours* and *clothes*. Since the material was related to the daily life, the students had been familiar with some vocabulary. The researcher only needed to make them familiar with the sounds and respond to the instructions given. The teaching process in the third meeting was better than the previous meeting. The introduction, the explanation, and the instructions were in a better order so that the students gave responses at once. The review of the materials was clearer with appropriate explanation, instructions, examples or models, and pictures. The researcher's voice had reached the whole

class because there was no distracting voice. The improvement of the lesson clarity can also be seen in the following data.

R	: <i>Ibu, saya ingin bertanya, bagaimana dengan pelajaran hari ini Bu?</i> (How is the lesson today?)
T	: <i>E.. menurutku lebih runtut dibanding yang sebelumnya dan anak-anak juga pemahamannya lebih ini, karena pengantarnya juga lebih jelas. Dan mengerjakan latihan soalnya juga kayaknya tadi sudah bisa jalan sendiri. (I think the teaching order was better than before and so was the students' understanding. It was because the review of the lesson had been clear. Furthermore, the students could complete the tasks by themselves.)</i>
R	: <i>Oh, ya.. lalu apakah instruksi yang diberikan hari ini sudah cukup jelas Bu?(Were the instructions clear enough?)</i>
T	: <i>Instruksi untuk anak maksudnya? Iya sudah. (Do you mean the instructions for the students? Yes, they were clear enough.)</i>
....	
R: Researcher T: English teacher (Interview 7, Appendix E)	

2. Instructional Variety

In the first meeting, the use of materials was not effective. The students received too many instructions, but it was the first time they were introduced to the instructions. The materials as well as the activities were not suitable to learn listening. As the consequence, the students got confused about what the instructions were. They even had no idea about the instructions.

R	: <i>... Lalu kalau alokasi waktunya sendiri? (...Then, how about the time allocation?)</i>
T	: <i>... Mau pakai cerita juga to? Kayaknya nek tadi pakai cerita, padahal kan tadi nggak cerita, itu masuk ndak nanti? Tadi di aktifitasnya kan tidak ada. (You would also use a story, wouldn't you? If the story was used, would it be appropriate? In fact, the activities did not use any stories.)</i>
(Interview 3, Appendix E)	

In the next meeting, the use of materials was better than before. The instructions were repeatedly used until the students understood them. Besides, new instructions were not introduced at once, but they were adjusted to the students' understanding. The number of instructions was added in each meeting.

The use of teaching media was getting better as well in every meeting. The use of poster in the first and second meeting had not been effective since there was no meaningful activity with the poster. In the third meeting, the use of teaching media was significantly improved because it was successful in attracting the students' interest with puppets. Above all, the learning media used during Cycle 1 were very helpful for the students. The following data indicate the improvement of instructional variety.

R : *Miss Dita, bagaimana pengajaran yang saya terapkan kemarin pada pertemuan kedua itu? Apakah sudah baik ataukah masih ada kekurangan? (How was the implementation of the second meeting? Is it improved or is there any problem?)*

C : *Kalau misalnya di penjelasannya, dari awal ya, saya rasa anak-anaknya bisa menangkap dengan jelas. Instruksinya juga cukup jelas. Dan kegiatan yang mba Astri kemarin..ini, lakukan, e..misalnya dengan permainan, dengan gambar, terus dengan penjelasan, saya rasa sudah cukup membuat muridnya jelas. **(I think the explanation could be clearly understood by the students. The instructions were clear enough. And I think the activities that you conducted such as playing game, using pictures, and giving explanation could make the students understand.)***

R : *Kalau begitu apakah aktifitas yang dilaksanakan sudah cukup menyenangkan untuk siswa? (Were the activities interesting enough for the students?)*

C : *.... Tetapi ya cukup menarik perhatian mereka kan. **(Above all, the activities were successful enough to catch their interest.)***

----- **(Interview 5, Appendix E)**

....
R : *Lalu bagaimana dengan media yang digunakan dalam cycle pertama ini Bu? Selama tiga pertemuan ini? **(Then, how were the media used during Cycle 1, ma'am? For three meetings?)***

T : Instrumen ya? Instrumennya bagus, bisa menarik anak-anak. Sangat membantu yang namanya instrumen itu. **(Were they instruments? I think they were quite good because can attract the students' interest. They were very helpful.)**

**R: Researcher T: English teacher
(Interview 7, Appendix E)**

3. Teacher Task Orientation

In the first meeting, the time allocation that was devoted by the researcher was not well managed. There were activities which spent too much time. In the beginning of the lesson, the activities ran without good time management, so that the following activities ran in haste. Even, the post-teaching of the first meeting was not conducted since the time was up and exceeded another subject's time. This can be seen in the following data.

.... They were asked to practice in their own seat with their partner. **A *Whisper Race* game was actually going to be played in the end of the stage, but it was cancelled because the time limitation. The time was spent too much in making them understand the review and new command stage.**

(Field note 2, Appendix D)

R : *Bagaimana dengan manajemen kelasnya ya Bu? Lalu kalau alokasi waktunya sendiri?* (How about the classroom management, ma'am? Then the time allocation?)

T : *Nek tadi melihat latihannya begitu, kalau menurutku dua jam itu ya kurang ya, karena satu jamnya kan hanya 35 menit to? (If I saw the exercise that way, I think two hours of lesson were not enough for the activities because each hour was only 35 minutes, right?)*

....

R : *Lalu kalau masalah atau kendala yang perlu diatasi ...?* (Then, what is the problem that needs to be overcome?)

T : *Aktifitasnya ya sudah bikin suasana kelas hidup to? Hanya saja mungkin perlu untuk anak-anak yang kurang memperhatikan itu kadang ramai. ... Nah itu kan perlu dipelajari, jadi memahami karakter anak. ... (The activities made the class alive, don't they? But maybe the students who were always noisy need to be handled. ... Here, that should be understood was the students' characteristics.)*

**R: Researcher T: English teacher
(Interview 3, Appendix E)**

In the second meeting, the time allotment was better. The teaching and learning was flexibly carried out. Although the lesson was carried out in only 60 minutes, the lesson could meet the goal of the teaching. To overcome the time limitation, the instructions were not as many as planned because it would take more time to give new instructions. Even so, the activities were carried out well by making the written activity as homework.

.... As the last activity, the researcher gave each student a picture of body. Then, they were asked to name the parts of body by writing down the answers on the blank boxes. **But, because the time was less than usual, the researcher gave it as homework. As the closing, the researcher gave a brief summary about the lesson and said “Goodbye” to the students. There were just few students who answered “Bye” because they were busy completing the homework.**

(Field note 3, Appendix D)

Like the previous meeting, the problem about classroom management was found. The students still made much noise during the lesson because it was a large class. There were, indeed, many students in the class. For that reason, not all students got the researcher’s attention. It can be seen in the interview transcript below.

....
 R : Miss Dita, bagaimana pengajaran yang saya terapkan kemarin pada pertemuan kedua itu? Apakah sudah baik ataukah masih ada kekurangan? (Miss Dita, How was the teaching that I conducted in the second meeting? Was it enough good or there any problems?)
 C : ... Tetapi mungkin yang saya perhatikan kemarin adalah bagaimana cara mengatur kelasnya saja. Karena memang, ya muridnya memang banyak, dan itu anak kecil gitu kan dan mereka pasti banyak yang ribut. **(However, I might pay more attention to the classroom management only. Since there were indeed many students and they were children, they surely made a lot of noise in the classroom.)**

**R: Researcher C: Collaborator
 (Interview 5, Appendix E)**

In the third meeting, the time allotment was better than before. The time was allocated appropriately during the lesson. It could cover the activities well from the pre-teaching, the while-teaching, to the post teaching. Even so, the students still need to be managed since there were some of them who did not pay attention to the lesson and disturbed the teaching and learning process.

4. Engagement in the Learning Process

At first, the students were so interested in seeing the media that was used. They paid attention on the explanation given and how the media were used by the researcher, but it did not last any longer. The students seemed interested in the learning, but they were not well involved in the activities. Their motivation in learning could not be maintained to keep learning. No student was engaged in practice of the *role reversal* stage. Finally, the students became noisy and disrupted each other. The class easily turned into noise. The problems could also be found in the following data.

.... **After some time, the atmosphere became a little bit noisy.** It came from the students who sat in the corner. Then, the researcher called out the students and asked them to respond to the instruction. The researcher gave instruction "*Shut the door, please*". The students walked to the door, but he did not close the door..

.... **The students were asked to practice giving and responding to the instructions in front of the class, but they all refused it.** They were asked to practice in their own seats with their partners. A game was played in the end of the stage, namely *Whisper Race* game. The game was conducted for a while because of the time limitation. ...

(Field note 2, Appendix D)

The students' engagement in the second meeting was better. In the beginning of the lesson the students were not quite involved in the teaching and

learning. When a game was played, they enjoyed and got involved in the activity. Even, there were two students who participated as the instructors in front of the class. The improvement is presented in the following data.

... The lesson was continued by playing *Simon Says* game. The students were so enthusiastic to do the game. **To challenge them, the researcher asked some of them to be the instructor of the game in front of the class, but there were only two students who had high self-confidence to do.** The others just enjoyed the game as the players. The game went on around 15 minutes, until 10.40.

(Field note 3, Appendix D)

In the third meeting, the students' engagement was good enough. The students had courage to involve in the practice. They paid much attention to the models of languages and the explanation given. Unlike the previous meeting, on that day there were more students who participated in a game. Although they were involved, there were a few students who were not well engaged because it was slightly difficult to handle the class for a game.

The next step was the chance for the students to play their roles. They were asked to practise the instructions with their classmates. To motivate them, the researcher used puppets of persons and the clothes. At first, there was no student who wanted to practise in front of the class. They were so interested, but they just felt shy. **Then, the researcher called out one by one to ask them to perform and the result was that there were ten students who did it.** The lesson was continued by conducting a *whisper race* game. It was slightly difficult to organize the class for playing a game. However, the students got a lot of fun and oral practices.

(Field note 4, Appendix D)

5. Students' Success Rate

The students' understanding in the first meeting was relatively low. It was difficult for them to distinguish between the physical response of *point to* and *look*

at. Even, the explanation were finally given in Indonesian because they got more confused. Although no students were willing to practise in front of the class, they understood the materials. They understood and shyly responded to the instructions given, but they often forgot to say something as the verbal response. The difficulties came from pronunciation drills. The students tended to pronounce the written form and they got difficulty to change. In the *reading and writing* stage, the students read the words altogether correctly and wrote them in their note books.

.... After that, she showed the movement of *point to*, but the students became confused between these two instructions. **When they were asked “Apa yang Miss Astri lakukan? Look at atau point to?”**, but they all remained silent. So, the researcher gave the example again and asked the students the difference of what she was doing to respond. **As the result, the researcher made a movement and asked them “Kalau Miss Astri melakukan ini, namanya apa?”**, then they could answer correctly. Since the students showed their understanding, they were asked to make movements as the researcher did, **but no students wanted to do them.**

.... At first, the students were just asked to respond physically, but then the researcher introduced them how to respond instructions verbally by saying “Yes, miss” or “Yes, sir”, **but they often forgot. They just responded without saying anything. ...**

After that, the researcher was going further to the written form. The researcher gave clues about what the things are and wrote the parts of the house and rooms on the blackboard. She read them aloud and asked the students to repeat after her. **They were quite good in pronouncing some of the words. Then, the students copied them correctly in their note books.**

(Field note 2, Appendix D)

In the second meeting, the students more understood the materials because some instructions were similar to those in the first meeting. Although there were only two students who wanted to give instructions in *Simon Says* game, the other students responded to the instructions very well. Some of them felt shy to

perform, but they competitively participated in the game. However, the written tasks that were given as homework did not show the improvement like the students' physical movements. It was because they did not listen to the instructions well.

.... The students were asked to imitate the pronunciation. It seemed that it was easy for the students to learn about *parts of body*. Then, the researcher gave instructions and asked the students to respond to them. **They were good in doing those instructions so that the activity ran smoothly. However, some students sometimes forgot to give verbal responses to show their politeness.**

(Field note 3, Appendix D)

R : *Tadi kenapa pada nggak mau maju?* **(Why did not you perform in front of the class?)**

Ss : *Malu..* **(I'm shy.)**

...
 S8 : *Ntar kalau salah diketawain. Kalo sama cowok-cowok ntar kan diketawain.* **(The boys would laugh at me if I made mistakes.)**

....
R : Researcher Ss: Students S8: Fitri

(Interview 6, Appendix E)

In the third meeting, ten students wanted to participate for practising in front of the class. Although not all students responded to the instructions correctly, their interest, self confidence, and motivation in learning were significantly improved. The students also got a written exercise. They listened to the researcher and identified the right answers by matching pictures. Most of them could complete it well. The data below presented the improvement.

... The researcher gave the instructions and the students were asked to respond to them physically. **Since the students kept silent while responding to the instructions, the researcher reminded the students that they need to say something to respond to the instructions to show their politeness. ...**

The next step was the chance for the students to play their roles. They were asked to practise the instructions with their classmates. To motivate them,

the researcher used puppets of person and clothes. At first, there was no student who wanted to practise in front of the class. They were so interested, but they just felt shy. **Then, the researcher called out one by one to ask them to perform and finally ten students did it.** The lesson was continued by conducting a *whisper race* game. It was slightly difficult to organize the class for playing a game. However, the students got a lot of fun and oral practice.

(Field note 4, Appendix D)

As the teaching and learning process still had problems, the researcher and the English teacher decided to continue the cycle to solve the problems arose and improve the teaching and learning of listening in those aspects. Before conducting the next cycle, the actions done in Cycle 1 were evaluated. Here is the conclusion of actions in Cycle 1 and the recommendation for Cycle 2.

Table 11: The Conclusion of Actions Done in Cycle 1 and the Recommendation for Cycle 2

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Using TPR based activities during the teaching and learning.	TPR based activities that were applied effectively improved the teaching and learning process of listening. The students got more listening inputs through the activities. Besides, through TPR the students had real experiences of using the language.	The action would be sustained to be used in Cycle 2 with improvement.	The activities should be well organized, so they would not make the students confused instead. Before conducting an activity, giving examples to the students was needed since they were asked to do something, not only to listen.
Using classroom English	Using classroom English was useful in making the students more familiar with English. It could gain the students' responses in English too. It also provided them with the real use of the language. During Cycle	The action would be sustained to be used in Cycle 2 with improvement.	Gestures and mimics would be used to reduce the translation into <i>Indonesian</i> .

	1, the researcher still translated some instructions into <i>Indonesian</i> ..		
Making use of various media.	Using various media was very helpful during the teaching and learning process. The media attracted the students' interest. They could also encourage the students to give responses confidently in English.	The action would be sustained to be used in Cycle 2 with improvement.	The media should be seen clearly from the back rows.
Using games.	Implementing games made students more interested in English learning activities. Moreover, the students got listening inputs during playing games. However, the use of games indeed was a little bit time consuming.	The action would be sustained to be used in Cycle 2 with improvement.	In the next cycle, the game should be adjusted to the classroom space and the time allocation.
Giving listening exercises.	A listening exercise was implemented from the first meeting, but it was not suitable with listening skill. The exercise was a bit irrelevant with the materials given.	The action would be sustained to be used in Cycle 2 with improvement.	In the next cycle, the listening exercise should be adjusted to the listening skill and the materials given.
Giving appreciation, rewards, and punishment.	During the Cycle 1, appreciation, reward, and punishment were rarely given to the students. It made the students unable to maintain their motivation and interest in learning. They easily turned to do something annoying.	The action would be sustained to be used in Cycle 2 with improvement.	The use of appreciation, rewards, and punishment should be improved to maintain their motivation in learning. Besides, they would be used to make the students realize which was right to do and which was not.

2. Reports in Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were improvements of some aspects in the teaching and learning process. However, there were still some weaknesses found during the cycle. The teaching and learning could not maintain the students' motivation and the classroom's good atmosphere. The actions conducted in Cycle 1 were sustained to be used in Cycle 2 with some improvements or modifications.

To overcome the problems which related to the classroom atmosphere and the classroom management, appreciation, rewards and punishment were given to the students. Appreciation was be given to the students who had tried to participate in learning, no matter the answer is right or wrong. Rewards were be given to the students who responded to the language functions, and answer questions correctly, while punishment was be given to those who made troubles and intruded upon the teaching and learning process.

The implementation of the action in the teaching and learning process aimed at solving the field problems that emerged and still existed afer Cycle 1.

Table 12: The Solvable Field Problems and the Solutions

No.	Problems	Solutions
1.	The teaching and learning process had difficulties in maintaining a good atmosphere of learning listening.	Giving appreciation, reward, or punishment. Providing a lot of practice by implementing TPR.
2.	The teaching and learning process still had problems in managing a large class well.	Giving appreciation, reward, or punishment. Providing a lot of practice by implementing TPR.

In this cycle, the same standard of competence and basic competencies were used. The indicators and the purposes of teaching and learning process were formulated based on those basic competences. The researcher and the English teacher discussed the materials. The topics of the materials were chosen from the syllabus. They decided to use the instructions in Cycle 1 and to add some new ones in different topics. Afterwards, the TPR based activities were designed. The procedure of teaching and learning was still adapted from the TPR procedure proposed by Asher (1977) in Richards and Rodgers (1999: 95). The learning materials and the activities that were designed can be seen in the course grid in Appendix A.

The activities and the procedure were designed in lesson plans that were used to guide the teaching and learning process. The lesson plans can be seen in Appendix B. Like the activities in Cycle 1, the *review* stage in Cycle 2 provided new vocabulary items including instructions, model, and fast-moving warm-up for the students. In the *new commands* stage, the researcher gave the students commands that were more complex than before. In the end of the stage, the researcher also asked them questions to check the students' understanding. *Role reversal* stage provided chances for students to more actively practices giving instructions and responding to them. The written form was given to the students until they recognized the written form of the language.

The teaching media that were used to support the activities were also made in the planning stage. Based on the experience in Cycle 1, the researcher and the English teacher decided to use puppets and pictures to display the materials, give

model, and attract them in listening activities. Those teaching and learning media could be used throughout the lesson.

The teaching and learning process of Cycle 2 was conducted in two meetings. The actions were planned to overcome the problems of teaching and learning of listening in maintaining a good atmosphere and managing a large class well. The plans of Cycle 2 were in the course grid in Appendix A. The actions that were implemented in each meeting of the cycle were formulated as follows.

1) Meeting 1

The material in the first meeting was about giving and responding to the instructions on the topic of *fruits and vegetables*. The teaching and learning process used similar instructions in Cycle 1 and added some new ones to improve the students' listening input on the topic of *fruits and vegetables*. In this meeting, games were omitted because they spent too much time to conduct a game.

The following actions were applied in the meeting.

- (a) Using TPR as the main method of teaching.
- (b) Using coloured pictures and puppets for reviewing new vocabulary items.
- (c) Using classroom English.
- (d) Giving listening exercises.
- (e) Providing appreciation, rewards, and punishment in the classroom.

2) Meeting 2

In the second meeting, the materials contained language functions of giving and responding to the instructions on the topic of *professions* and *public places*.

The following actions were planned to be applied. The action of using games was also omitted in this meeting.

- (a) Using TPR as the main method of teaching.
- (b) Using coloured pictures and puppets for reviewing the vocabulary item.
- (c) Using classroom English.
- (d) Providing appreciation, rewards, and punishment in the classroom.

b. Action and Observation

Cycle 2 was conducted in two meetings. The first meeting was held on April 16th and the second one was held on April 30th, 2013. The researcher taught the materials during the implementation and the English teacher as the collaborator observed the teaching and learning process. The implementation of the actions was elaborated as follows.

1) Meeting 1

The first meeting of Cycle 2 was conducted on Tuesday, April 16th, 2013. It was started from 07.00 to 08.10. The lesson was begun by reviewing the previous materials and homework. On that day, the lesson was about *fruits and vegetables*. In the first stage, some pictures of fruits and vegetables were shown. The students were asked to imitate the researcher to pronounce the kinds of fruits and vegetables. Some of the students had been familiar with the pictures, but some of them had not. The pictures were also used to give model of *eating and giving fruits and vegetables* as the instructions. The models of the instructions and the movements were given several times until the students had understood. Then, the

students moved like what the researcher did until they gave correct physical responses to the instructions.

Pupets were still used in the *new commands* stage of the first meeting of Cycle 2. The puppets were used to give models of the instructions e.g. *Give the mangosteen to me, please* and *Put the avocado on the table, please*. Both the puppets and the pictures were used to give the students commands to be responded. Practices were given until the students were familiar with the physical as well as the verbal responses. For that reason, the students were reminded if they missed to say something while they were responding to the instructions. To check the students' understanding, they were asked a question, "*What are you eating?*" The examples of giving answers were also given before that. Therefore, in the end of the stage the students not only responded to the instructions, but also asked and gave information related to the topic.

In the *role reversal* stage, the students were firstly drilled how to pronounce the commands correctly. It was not quite difficult to teach them the pronunciation about the topics of *fruits and vegetables*. After the students were fluent in pronouncing every single word, they were asked to give and respond to the instructions each other by using puppets. On that day, almost all of the students were willing to perform in front of the class without any forces. All of the students who wanted to perform in front of the class were given chances although it took some time. While some students performed, some others who sat in the seat were noisy because they were very enthusiastic to join the practice. However, the

condition could be managed well after setting a punishment as one of the classroom contracts.

In the *reading and writing* stage, several kinds of fruits and vegetables were written by the researcher on the blackboard. Then, a letter was written and the students were asked to guess what fruit or vegetable it was. It was repeated until some words were done. After the students guessed them, they were asked to spell them correctly. Afterward, they copied the vocabulary items together with the instructions in their note books.

2) Meeting 2

The second meeting was conducted on Tuesday, April 30th, 2013. It was held at 07.00 to 08.10. On that day, the material was about professions and public places. Greeting, asking condition, and checking the attendance were done by the researcher. The lesson began with reviewing the previous materials.

In the *review* stage, the students were moved with commands. They were firstly shown some pictures of public places and asked to guess what place they are. The students determined the places. The pictures, then, were stuck on the blackboard and on the wall to help them make movements. The instructions and their responses were modelled by the researcher. The public places were familiar for the students, so that it was not difficult to ask them to move them with the similar commands. The students were individually moved until they all gave correct movements. Then, to introduce the vocabulary about professions, a question was delivered by the researcher, “*What do you want to be in the future? A doctor or a policeman or a teacher?*” Various answers were given by the

students. The researcher continued the lesson by showing them the puppets on the topics of *professions* and asking them to repeat pronouncing the corresponding words. The students were interested in the puppets and they wanted to play around with those puppets. Therefore, the researcher used the chance to drill them with some related questions such as, “*What is her profession?*” and “*Where do you work?*” Here, the students were taught how to answer questions of *what* and *where*.

In the *new commands* stage, the commands were more complex for the students. They were asked a question before the command. Firstly, the students got questions, “*What is your profession? Where do you work?*” based on the puppet given by the researcher. Then, the command followed, “*Go to the place you work, please.*” In the beginning, the students seemed confused as they were asked to answer as well as to move. However, with some explanations and examples, the students could give the correct answers and responses to the commands. The activity was quite easy for the students because they had a great interest and motivation. In the activity here, the learning media played an important role to maintain their interest.

In the *role reversal* stage, the students were asked to give and respond to each other in front of the class. In pair, the students performed by using the puppets in front of the class. That day, the students were good in playing roles of giving commands and giving responses. They did a good job, and even some of them went to the front of the class and asked the researcher for a gift as they had done a great job. The students became that confident because they were motivated

by the activities and the rewards. As the result, the class competition arose among students.

In the *reading and writing* stage, a reviewing question was delivered by the researcher. The students were asked to mention kinds of professions before they were written on the blackboard by the researcher. The students were good when the researcher asked them to spell each profession. Then, they were asked to complete the sentences dictated by writing the right answer about public places. Here, the students became more aware of the written form because they could give correction when the researcher made mistakes on purpose.

c. Reflection

In th Cycle 2, listening activities by using TPR were applied during the lesson. In each meeting, similar instructions were used in line with the topic and the language functions. During the lesson, the students were asked to move around in the classroom based on the instructions. As TPR provided a real experience where the functions would be used, the teaching and learning process of listening engaged the students and the researcher's attention. The improvements of each aspect of teaching and learning in every meeting are elaborated as the following.

1. Lesson Clarity

The implementation of TPR in Cycle 2 sustained the lesson clarity in the teaching and learning process. The materials were easily understood through clear explanation and enough modesl or examples. Clear movements helped the students understand the vocabulary as well as the instructions. The researcher's

voice was also heard from the corner of the class since the students did not make much uproar anymore. Here, TPR based activities provided an adequate listening input for the students. It can also be seen in the following data.

....	
R	: <i>Nah susah dipahami nggak materinya?</i> (Was the material difficult to learn?)
Ss	: <i>Nggaaakk...</i> (No, it was not difficult.)
R	: <i>Berarti mudah ya tadi?</i> (Did it mean that the material was easy?)
Ss	: <i>Iya...</i> (Yes, it was.)
R	: <i>Mudahnya kenapa tu?</i> (Why was it easy?)
S2 & S3	: <i>Nggak tahu Miss.</i> (I did not know miss.)
R	: <i>Oh, nggak tahu... penjelasannya jelas nggak tadi?</i> (Was the explanation clear enough?)
S1	: <i>Jelas miss.</i> (Yes, it was clear miss.)
R	: <i>Kalo miss pakai puppet tadi buat kasih contoh, lebih jelas nggak?</i> (If I used puppets for providing examples, it was clearer?)
S	: <i>Iya miss, kan jadi tau siapa yang tanya siapa yang jawab.</i> (Yes, miss. We could know who asked questions and answered the questions.)
....	
	(Interview 10, Appendix E)

R	: <i>Kalau Miss Astri ngajar yang pakai point to, look at gitu, Rivaldi mudeng nggak?</i> (If I taught you using movements like point to and look at, do you understand?)
S5	: <i>Mudeng.</i> (Yes, I do.)
R	: <i>Mudah nggak kalau belajar pakai kaya gitu?</i> (Is it easy to learn this way?)
S5	: <i>Mudah.</i> (Yes, it is.)
R	: Researcher Ss: Students : Rivaldi
	(Interview 12, Appendix E)

2. Instructional Variety

Besides the lesson clarity, the instructional variety was also maintained. The teaching and learning provided various activities from questions and answers, presenting vocabulary, imitating the pronunciation, and playing roles. The physical movements helped the students spend their energy appropriately. Besides, the teaching media were helpful for maintaining their interest. Even so,

the implementation of rewards and punishment supported a good classroom atmosphere. Since the students were too interested in the learning media, they were easily disruptive. So, the rewards and punishment were implemented to help settle down them. It can be seen in the data below.

R	: <i>Bagaimana dengan media ajar yang saya gunakan Bu?</i> (How about the teaching media used?)
T	: <i>Media ya... tadi pakai gambar ya? Sudah baik sih. Anak jadi lebih tertarik.</i> (The media.. You used pictures, didn't you? They were good. The students were more interested.....)
.....	
T	: <i>Sudah bagus sih. Pertama..masih dikaitkan dengan materi sebelumnya ya. Teruss... anak diberi contoh dan mereka melakukan instruksi itu dengan langsung ya. Jadi bisa lebih mengena untuk mereka gitu. Sudah runtut aktifitasnya.</i> (It was good. Firstly, the materials were still related to the previous one. Then, the students were given examples and they responded to the instructions at once. So, the teaching was appropriate for them.The activities have been in a good order.)
R: Researcher T: English teacher	
(Interview 9, Appendix E)	

R	: <i>Kalo miss pakai puppet tadi buat kasih contoh, lebih jelas nggak?</i> (If I used puppets for providing examples, were they clearer?)
S	: <i>Iya miss, kan jadi tau siapa yang tanya siapa yang jawab.</i> (Yes, miss. We could know who gave question and answer.)
R	: <i>Oh gitu.. terus senang nggak tadi?</i> (Were you happy with that?)
Ss	: <i>Seneng.</i> (Yes, we were happy.)
R	: <i>Seneng kenapa?</i> (Why were you happy?)
S3	: <i>Lucu Miss. Masa suruh pura-pura makan.. seruu..</i> (It was funny miss. How can we be asked to eat something? It was interesting.)
(Interview 10, Appendix E)	

3. Teacher Task Orientation

The time management in Cycle 1 was not well organized. Sometimes, the lesson exceeded the other subject's time. Some activities spent too much time. The reason was that there were a lot of distracting noise. In Cycle 2, the problems

were overcome by applying appreciation, reward, and punishment during the lesson. Punishment was given to anyone who made noise and disturbed other students. They were asked to stay outside the class. The rule made the students obediently follow the lesson activities so that the researcher focused more on the teaching and learning process without being disruptive. Moreover, the students' interest and motivation were also maintained since appreciation and reward were applied.

In the first meeting, the students easily lost their focus and motivation. They easily played around with other students. Appreciation like giving applause and praising the students' behaviour could catch their attention back to the lesson again. Besides, the students were really motivated as they would get extra points if they did the best. In the second meeting, the students focused on the learning process. Most of them showed their participation. It meant that their engagement in the learning process was improved. The following interviews also showed the teaching and learning improvements.

R	: <i>Jadi kan di Cycle 2 ini diterapkan reward and punishment juga untuk mengatasi siswa yang ribut terus dan untuk memotivasi anak begitu ya bu. Menurut Ibu penerapan hari ini bagaimana ya bu? (In Cycle 2, I applied reward and punishment to control the distracting students and to motivate them. What do you think about the implementation today?)</i>
T	: <i>e.. Ya tadi aku dah denger kaya "right", "good", sama "excellent" ya.. ya sudah cukup baik. Dan ini ya, ada penerapan sistem poin ya kayaknya. Bagus itu. ... Ya gak papa, kadang memang anak perlu dikasih sikap tegas begitu.. ya sudah bagus. (I heard you said "right", "good", and "excellent". It was good enough, and also the implementation of point system. That was good. ... It was fine, sometimes the students needed to be given such firm behaviour. Well that all was fine.)</i>
R: Researcher T: English Teacher (Interview 9, Appendix E)	

R	: <i>Apa sebelumnya pada mau aktif, mau maju, karena ingin dapat hadiah ya? (At the beginning you were willing to perform in front of the class, was it because of the reward?)</i>
S3	: Nggak tahu. (I do not know.)
S2	: Yang lain pada maju, jadi ikut-ikut aja. (The others joined, so I wanted to join.)
R	: Oh gitu, kalau yang lain bisa Umar juga jadi termotivasi juga ya.. kalo Azka? (If the others got motivated, you would be motivated too. How about you Azka?)
S1	: Ya seneng aja kalo bisa jawab miss. Apalagi kalau dapet poin. Kan siapa tau bisa nambah nilai.. hehee. (It was fun when I answered miss. Moreover if I got points. Perhaps that it could make my mark better. . hehee)
R	: Researcher Ss: Students S1: Azka S2: Umar S3: Afi (Interview 13, Appendix E)

4. Engagement in the Learning

The students were more engaged with the learning activities. In the first meeting, the students easily lost their focus and motivation. They easily played with other students. Appreciation like giving applause and praising the students' behaviour could catch their attention back to the lesson again. Besides, the students were really motivated as they would get extra points if they did the best.

In the second meeting of Cycle 2, the students could be managed so that they did not disturb each other. The students were more engaged during the activities. Most students were involved in the learning activities without any disturbance since a punishment was set in the classroom. Besides, they competitively participated in the learning as they wanted to get reward. Thus, the activities of TPR and accompanying actions were helpful in maintaining the students' motivation and attention.

R	: ... Menurut Ibu penerapan hari ini bagaimana ya bu? (Based on your opinion, how was the implementation today?)
T	: ... ya sudah cukup baik. Dan ini ya, ada penerapan sistem poin ya kayaknya. Bagus itu. Anak kalo dikasih motivasi kaya gitu pasti jadi aktif. Meskipun awalnya aktif karena pengen dapet hadiah atau apa,, tapi sudah cukup membuat anak fokus dan bisa terkontrol. (It was quite good. The students would be more active when they were given such motivation. Although in the beginning their active participation was because of a reward or something, it made them focused and better controlled.)
R: Researcher T: English Teacher (Interview 9, Appendix E)	

5. Students' Success Rate

In each meeting, most students showed their understanding through their responses and the result of the evaluation in the end of the lesson. In the first meeting of Cycle 2, the students gave good performance in the *role reversal* stage. Unlike the practice in Cycle 1, that day the students were willing to do the best for their performance in front of the class. It can be seen in the following data.

R	: <i>Pertemuan hari ini bagaimana Bu?</i> (How about the lesson today?)
T	: ... <i>Ya sudah baik. Interaksi dengan anak juga udah keliatan ya.. Siswa udah maksud dengan instruksi yang diberikan guru. (... I was good enough. The students' interaction was also better. They understood the teacher's instructions.)</i>
....	
T	: ... <i>Tapi tadi peningkatan banget, hampir satu kelas pengen maju semua. Bagus itu.</i> (... There was a great improvement today. Most students in the class were willing to practise in front of the class. It was good.) (Interview 9, Appendix E)

...	
R	: <i>Iya, tapi kan banyak yang maju kan daripada kemarin-kemarin? Kira-kira kenapa tu, tadi pada pengen maju?</i> (You were right, but it was much better than the previous meeting. By the way, why did you want to get practice in front of the class?)
S1	: <i>Seru Miss.</i> (It was enjoyable, miss.)
S3	: <i>Lucu.</i>

	(It was funny.)
S5	: <i>Pada maju semua Miss. Jadi pengen maju juga.</i> (All of them got practice in front of the class, so I wanted it too.)
S6	: <i>Biar besok dapet hadiah Miss..</i> (In order to get a present miss.)
	(Interview 10, Appendix E)

In the second meeting of Cycle 2, the students were still motivated to compete. Each student wanted to be the best because they all wanted to get the reward. Even, when the students responded to an instruction from the beginning of the lesson, they asked the researcher to give a present. However, they competed fairly to give their best. This can be seen in the following interview transcript.

R	: <i>Kalau menurut Ibu, pertemuan hari ini bagaimana ya Bu?</i> (What do you think about the meeting today?)
T	: <i>E... menurutku lebih... apa ya... lebih hidup ya, dalam artian anak-anaknya lebih e... apa namanya, lebih aktif juga dari sebelum-sebelumnya. Jadi karena mungkin sudah beberapa kali diberi jadinya dia kan sering dengar dan respon apa yang diinstruksikan guru. Anak sudah bisa langsung respon gitu.</i> (E... I think it was more alive. I mean that the students were more active than before. Perhaps because they had got taught this way for some times, so they often heard and responded to the teacher's instruction. They responded at once.)
R	: <i>Berarti kalau dari anaknya sendiri, sudah ada peningkatan ya Bu?</i> (Does it mean that there was any improvement from the students?)
T	: <i>Iya ada. Kelihatan sekali.</i> (Yes, it was clearly seen.)
	(Interview 11, Appendix E)

In conclusion, there were some improvements dealing with the teaching and learning process of listening in all aspects. Therefore, a decision not to continue the cycle was made because the improvements were considered sufficient. Even, Cycle 2 was only in two meetings because of the time limitation. The following

interview shows the discussion between the researcher and the English teacher in making decision.

....	
R	: Oh ya, lalu kalau... ini kan pertemuan kedua di Cycle kedua. Kalau misalnya, kan sudah ada peningkatan ya Bu ya, kalau dijadikan pertemuan terakhir kira-kira bagaimana Bu? (If that so, it is the second meeting of Cycle 2. Since there were some improvements, if this meeting became the last meeting of Cycle 2, what do you think ma'am?)
T	: Iya nggak papa, nggak masalah. Yang penting sudah ada peningkatan melalui action yang dilakukan dan lagian kan minggu depan sudah Ujian Nasional... dan setelah itu nanti aku cuman pembahasan soal saja untuk menghadapi TKM. Jadi waktunya memang ya terbatas sekali. (No problem. The most important is that there were some improvements from the actions that were implemented and next week will be also used to hold the National Examination. And after that, I will give the students question discussion to face the TKM. So, the time is indeed limited.)
	R: Researcher T: English Teacher (Interview 11, Appendix E)

3. General Findings

Based on the reflection of Cycle 1, the teaching and learning of listening had shown improvements. However, there were some problems found during the implementation. Therefore, the cycle needed to be continued. In Cycle 2, it was found that the teaching and learning of listening improved in each aspect. The results of both cycles can be seen in the following table. The results indicate that the use of TPR and the accompanying actions were successful to improve the teaching of listening. As the result, there were changes that occurred during the implementation of the actions. Here is the summary of changes that happened before and after the actions were conducted.

Table 13: The Changes that Existed After the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The teaching and learning process did not provide listening practices. It focused on the reading and writing practices.	The teaching and learning process had provided listening practices for the students. They got listening activities through TPR based activities.	The teaching and learning process sustained the listening activities for the students. They practised listening to the language through actions.
The teaching and learning used students' worksheet or LKS page by page monotonously. The activities conducted were only completing the tasks in the LKS. It lacked various activities.	The teaching and learning had provided various activities such as moving around the classroom, taking roles, playing games, reading aloud, and writing practice as well.	The activities in the teaching and learning process was improved. It not only provided various activities but also maintained the students' interest.
The teaching and learning rarely used classroom English. English was only used in the opening and closing of the lesson.	Classroom English was already used not only in opening and closing the lesson, but also in checking the students' understanding during the lesson.	The teaching and learning process sustained the use of classroom English. It was used much more during the implementation, for example in giving questions and answers.
The teaching and learning process did not give the models about using the language.	The teaching and learning process had provided models about using the language.	Providing models of language functions was sustained as it made the students easier to learn.
The media were not maximally used in the teaching and learning process.	Some media had been used in the teaching and learning process such as pictures, posters, and puppets. It was successful enough to catch the students' interest in learning.	The pictures and puppets were still used in the teaching and learning process to maintain their interest and motivation. They were willing to get practice since they were attracted to use the media.
The students did not listen and respond to the instructions well. They always asked the translation if the teacher spoke in English.	The students began to be able to listen and respond to the instructions while the researcher spoke in English. Sometimes, they still asked the translation but they had already wanted to listen.	The students listened and responded to the instructions well. They even responded to the others' commands and utterances.

To support the results of the observation and interviews, a pre-test was done to gain the students' scores of listening comprehension. The mean score of the pre-test was compared with the mean score of the post-test. This aimed to find out if there was an improvement after implementing the actions. The quantitative data were used to support the data of the research. The score can be seen in Appendix F. The different average results between the pre-test and the post-test can be seen in the following table.

Table 14: The Mean Score of Students' Score in Pre-test and Post-test

Number of Students	37
Pre-test	62.11
Post-test	91.2

The table shows that the post-test score is higher than the pre-test score. It means that the improvements on the teaching and learning process of listening could improve the students' listening skills. The improvement of the mean score was 29.09%.

As the final reflection, the results of the research were discussed. The actions implemented were successful to improve the teaching and learning of listening. In other words, the objective of the research was achieved. Therefore, after the results of the last cycle had shown a good improvement on the teaching and learning process of listening, the cycle was stopped.

D. Research Discussion

From the observation and interview at the reconnaissance stage, it could be implied that there were many problems which occurred related to the teaching and learning process of listening. Besides, the students also had difficulties in listening

practice since listening inputs were rarely given. In other words, the teaching of listening was still low.

To overcome the problems related to the teaching and learning process of listening, some actions were implemented. The main action was applying TPR during the lesson. TPR was chosen because it provided adequate listening practices as well as enough listening inputs. TPR also provided a real experience of learning. Besides, TPR based activities gave not only the students oral practice, but also written practices.

The implementation of TPR was accompanied by other actions, i.e. using classroom English, using interesting and coloured media, using games, and applying appreciation, rewards, and punishment. It aimed to improve the teaching and learning of listening. In addition, it was to provide students with adequate inputs and opportunities to practice listening.

The research was done in two cycles. Based on the reflection of Cycle 1, the teaching and learning showed some improvements. The lesson was clearly delivered. The students understood the materials and the researcher's instructions during the lesson. The instructional variety such as the use of various media and activities was also better. The teaching media attracted the students' interest and motivation in learning although only for a while. The number of the students who gave correct responses also improved in each meeting. However, there were still some problems which emerged during the cycle, i.e. the atmosphere of the teaching and learning was not conducive and the class was easily in chaos. These problems made the teaching and learning of listening not optimal anymore.

Cycle 2 was conducted to overcome the problems which arose after the implementation of Cycle 1. In this cycle, appreciation, rewards, and punishment were applied in the teaching and learning process. Appreciation and rewards were given to maintain the students' interest toward learning. Punishment was given to control the students' behaviour during the teaching and learning process. The reflection showed that the use of TPR along with the accompanying actions was successful to improve the teaching and learning of listening. The following discussion shows how TPR improved the teaching and learning of listening to the fourth grade students.

1. TPR was useful to improve the lesson clarity as it provided clear example and models through the movements of instructions. The materials were delivered through physical movements that enabled the students to have a real experience in learning. Sometimes, the explanation about the material was not clear enough for the students, but through TPR the students understood well by experiencing the language functions by themselves.
2. Since TPR was combined with some actions, the teaching and learning process provided various activities. Monotonous activities like completing tasks in a book made the teaching and learning process boring while various activities helped the students maintain their feeling in learning. TPR could explore the student' ability since they were not only asked to focus in one activity.
3. The implementation of TPR was useful in attracting the students' interest and motivation, and maintain the classroom atmosphere. TPR gave fast movements to the students. The students were interested in moving rather than only

listening to the teacher. TPR was also used to maintain the classroom atmosphere. Commands were given to the students who disturbed the teaching and learning process.

4. It was found that the teaching and learning had problems in providing the listening inputs. TPR provided enough listening inputs as the students got listening inputs through the instructions given. Besides, in the *role reversal* stage, the students became more aware of the English sounds if in peer made wrong utterances.
5. After the implementation of TPR, the students' ability in listening and responding to the instructions also improved. While the students actively participated in the teaching and learning process, they listened to the language input repeatedly. The practices and meaningful activities made them accustomed to the language used. Therefore, as they gave responses to the instructions, they were able to give commands as well.

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The research was aimed at improving the teaching of listening through the Total Physical Response to the fourth grade students in SD N Sidoarum in the academic year of 2012/2013. In reference to the discussion in the previous chapter, the conclusions, implications, and suggestions can be elaborated as the following.

A. Conclusions

It can be concluded that the implementation of TPR improved the teaching and learning process of listening. The improvement was observed on all aspects of the effective teaching and learning: lesson clarity, instructional variety, teacher task orientation, engagement in the learning process, and students' success rate.

1. Lesson Clarity

The clarity of teaching and learning of listening improved. The examples and models of the use of language were provided through learning experiences in the review stage. Besides, the students got also repetition on the use of language to make them familiar with. In role reversal stage, pronunciation drills were given to help them recognize the English sounds.

2. Instructional Variety

Learning activities and the use of supporting media in the lesson significantly improved. TPR supported different activities in each stage, so the teaching and learning activities became more various. The activities included reviewing materials using pictures, fast moving with commands, playing games,

playing roles, practising pronunciation, reading, and writing. This variety of activities was helpful in maintaining the students' attention span and interest. The learning media that were used were also more various. They were pictures, posters, cards, and also puppets. Those media were used in all stages of teaching and learning process.

3. Teacher Task Orientation

The researcher's devotion in the teaching and learning process was quite improved. The teaching activities covered the activities well from the pre-teaching to post-teaching. The time was efficiently allocated for all activities of teaching and learning.

4. Engagement in the Learning Process

The students' engagement in the learning process significantly improved. The students got more involved during the learning activities. They participated not only in responding commands, but also in giving commands. The commands were helpful to maintain their attention of learning.

5. Students' Success Rate

The students' success rate was also significantly improved during the implementation of TPR. The students understood the commands given without asking the meaning in Indonesian. Besides, they were able to respond to the classroom instructions. Through real experiences of learning, the students got more motivated. Their achievement also improved the classroom competition of being the best among others.

B. Implications

Based on the research discussions, it can be implied that TPR can improve the teaching of listening. The implications of the research are presented below.

1. The results of the research indicate that TPR can be used as a variation of methods for teaching listening. This method considers natural and comprehension approach for learning. It implies that this method is very helpful promoting an effortless way of learning and a way to develop the other language skills.
2. TPR also promotes the use of classroom English during the lesson. The commands of TPR could be the parts of English language used in the class. Using classroom English could also provide listening input for the students. Besides, they got real contexts of the use of certain language functions in the classroom. It implies that such commands of TPR and the use of classroom English should be maintained in order to create more conducive atmosphere.
3. During the TPR based teaching and learning, the media used were pictures, posters, cards, and puppets. Those are useful for the students to understand the materials and to make them got more involved in the learning process. It implies that the media can help the students to learn better.
4. TPR promoted various activities during the teaching and learning steps. The implementation of games and other various activities can enhance the students' motivation and participation in the learning activities. It means that various activities offer positive contribution to the teaching and learning process.

5. Through TPR based teaching and learning, listening exercises were effectively given. Those helped the students to deal with English sounds and to make the students familiar with them. The materials were adapted to the activities. It implies that the materials should be relevant with the activities.
6. After implementing appreciation, rewards, and punishment, the students became more motivated and easier to be settled down. They were motivated to more participate during the lesson as they wanted to be the best. It implies that giving appreciation, rewards, and punishment can be used to manage the class, especially for a large class.

C. Suggestions

1. For the English Teacher of Elementary School

Creating various activities during the teaching and learning is needed. The activities have some bearing on the teaching and learning process. The use of learning media and materials are very important. Besides, enjoyable atmosphere in the classroom should be maintained. However, it is necessary to provide the students with adequate input during the teaching and learning process. The input can be not only in the form of written activities, but also in the form of listening activities, picture presentation, and games. Therefore, TPR is recommended to be used as the teaching method of listening as it can be modified with other teaching methods or techniques.

2. For Students of English Education Department

The implementation process of TPR during the research can be used as a reference of action research study particularly in improving the teaching of

listening. TPR may be used for teaching adults or children. It can be used as the method of teaching during micro teaching, PPL, or practicum in elementary schools of English for Children packages.

3. For Other Researchers

For other researchers, the study can be used as a reference of relevant study. Additionally, from the findings of the study, the other researchers can make an evaluation if there are weaknesses that still exist related to the teaching of listening. Thus, they can make better improvements through better inventions of research.

4. For Material Developers

Learning experiences through TPR based activities improved the teaching and learning process. The activities are very helpful for students to understand languages, particularly in the oral skills. Hence, it is important for material developers to consider the materials which can be carried out through TPR based activities together with other techniques.

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APPENDICES

APPENDIX A

COURSE GRID

IMPROVING THE TEACHING AND LEARNING PROCESS OF LISTENING THROUGH THE TOTAL PHYSICAL RESPONSE (TPR) TO THE FOURTH GRADE STUDENTS OF SD NEGERI SIDOARUM IN THE ACADEMIC YEAR OF 2012/2013

COURSE GRID

Cycle 1

Standard Competence: 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

Basic Competency	Indicators	Learning Material					Learning Activities Based on TPR		Learning Resources and Media
		Topic	Vocabulary	Exchanges	Pronunciation	Grammar	Teaching	Learning	
5.1 <i>Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai</i>	<ul style="list-style-type: none"> Students are able to identify parts of the house and room Students are able to do the instructions given by 	Parts of the house and room	living room, dining room, bedroom, bathroom, kitchen, garage, guest room, garden, roof, floor, door, window.	<ul style="list-style-type: none"> Instructions: - Look at the living room, please. - Point to the dining room, please. - Go to the bedroom, please. - Leave the kitchen, 	/ lək ət ðə 'lɪv.ɪŋ ru:m , plɪ:z / / pɔɪnt tʊ ðə 'dɑɪnɪŋ ru:m , plɪ:z / / gəʊ tʊ ðə 'bed.rʊm , plɪ:z / / li:v ðə 'kɪtʃ.ən , plɪ:z/ /steɪn ðə 'gest.rʊm,	<ul style="list-style-type: none"> Instructions: verb + noun Question sentences : Question word + verb + O ? Simple present tense: S + verb + O + Adverb 	1. Review - The teacher shows the pictures of parts of the house to the students. - The teacher says the corresponding words with the pictures, then asks the students to imitate her.	Review - The students pay attention to the pictures shown by the teacher. - The students imitate the teacher.	1. Pictures of parts of the house 2. A poster of house

<i>permainan</i>	the teacher			<p>please.</p> <p>- Stay in the guest room, please.</p> <p>- Clean the bathroom, please.</p> <p>- Touch the garage, please.</p> <p>- Walk to the living room, please.</p> <p>- Open the door, please.</p> <p>- Close the window, please.</p> <p>- Shut the window, please.</p> <p>Response:</p> <p>- Yes, ma'am.</p>	<p>pli:z/</p> <p>/kli:n ðə 'bɑ:θ.rʊm , pli:z/</p> <p>/tʌtʃ ðə 'gæɪ.nɑ:z, pli:z/</p> <p>/wɔ:k tʊ ðə 'lɪv.ɪŋ ru:m , pli:z /</p> <p>/'æʊ.p ə n ðə dɔ:ˈr , pli:z/</p> <p>/kləʊz ðə 'wɪn.dəʊ , pli:z/</p> <p>/ʃʌt ðə 'wɪn.dəʊ , pli:z/</p> <p>/jes mɑ:m /</p> <p>/jes sɜ:ˈr /</p> <p>/θæŋk ju: /</p>		<p>- The teacher sticks the pictures on the board or wall around the classroom.</p> <p>- The teacher points to the pictures and says the corresponding words.</p> <p>- The teacher gives example of physical movements and says the corresponding instruction.</p> <p>- The teacher gives the students a fast-moving warm-up</p>	<p>- The students pay attention to the pictures which are stucked.</p> <p>- The students pay attention and imitate the teacher.</p> <p>- The students listen to the instructions and pay attention to the teacher's movement.</p> <p>- The students make physical movements</p>	
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			<ul style="list-style-type: none"> - Yes, Sir. - Thank you. <p>Example: T: <i>Walk to the living room, please.</i> S: <i>Yes, maam.</i></p> <p>• Asking and giving information about parts of the house:</p> <ul style="list-style-type: none"> - Asking: <i>Where are you?</i> - Answering: <i>I am in the living room.</i> 	<p>/weə^r ɑ: ^r ju: /</p> <p>/ aɪ æm ɪn ðə 'lɪv.ɪŋ ru:m /</p>		<p>with commands.</p> <p>2. New commands</p> <ul style="list-style-type: none"> - The teacher sticks on the board a poster of a house. - The teacher models new verbs: <i>touch, leave, stay, clean, and shut.</i> - The teacher asks the students to respond to the more complex instructions. - The teacher shows the 	<p>based on the commands given by the teacher.</p> <p>New commands</p> <ul style="list-style-type: none"> - The students pay attention to the poster. - The students listen and pay attention to new instructions. - The students respond to the instructions given by the teacher. - The students 	
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							<p>pictures of a list of vocabulary (<i>towel, sofa, knife, bed, and soap</i>) and says the corresponding words.</p> <p>- The teacher asks simple questions T: <i>Where is the towel?</i> S: [pointing to the towel]</p> <p>3. Role Reversal</p> <p>- The teacher asks the students to mention the instructions that have been already learnt.</p> <p>- The teacher</p>	<p>listen to the teacher and pay attention to the pictures shown.</p> <p>- The students answer the teacher's question by physical respons.</p> <p>Role Reversal</p> <p>- The students mention the instructions together with the teacher.</p> <p>- The</p>	
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							<p>drills the students with the instructions while acting them out.</p> <ul style="list-style-type: none"> - The teacher asks the students to volunteer themselves giving commands to others. <p>4. Reading and writing</p> <ul style="list-style-type: none"> - The teacher shares the written form of parts of the house. - The teacher asks the 	<p>students act out the instructions and pronounce the words.</p> <ul style="list-style-type: none"> - The students who are ready volunteer themselves to give instructions to the others. <p>Reading and writing</p> <ul style="list-style-type: none"> - The students pay attention to the teacher's writing. - The students 	
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							<p>students to copy each of the vocabulary.</p> <ul style="list-style-type: none"> - The teacher shares the written form of new verbs and asks the students to act them out. - The teacher asks the students to complete the words written in the blackboard. 	<p>write them down on their book.</p> <ul style="list-style-type: none"> - The students act out the new instructions. - The students complete the words on the blackboard. 	
<ul style="list-style-type: none"> • Students are able to identify parts of body and face • Students are able 	Body and face	<ul style="list-style-type: none"> • Parts of body: head, shoulders, neck, arms, hands, fingers, legs, 	<ul style="list-style-type: none"> • Instructio ns: <ul style="list-style-type: none"> - Touch your head, please. - Point to your feet, please. - Look at 	<p>/ ʌtʃ jɔ: r hed, pli:z/</p> <p>/ pɔɪnt tʊ jɔ: r fi:t , pli:z/</p> <p>/ lʊk æt jɔ: r hændz , pli:z/</p> <p>/ lʊk æt</p>	<ul style="list-style-type: none"> • Instructio ns: verb + pronoun + noun • Question sentences : Question word + verb + O ? 	<p>1. Review</p> <ul style="list-style-type: none"> - The teacher shows some pictures about body parts. - The teacher make physical 	<p>Review</p> <ul style="list-style-type: none"> - The students pay attention to the pictures shown. - The students pay attention to 	<ol style="list-style-type: none"> 1. Pictures of parts of body 2. A poster of parts of body 3. <i>Simon Says</i> 	

	to do (react physically) the instructions given by the teacher		knees, foot, toe. • Parts of face: hair, eyes, ears, nose, mouth, teeth. • Direction s: <i>left</i> and <i>right</i> • Demonstrative pronoun: this, that, these, those	your hands, please. - Look at somebody's face, please. - Hold your left arm, please. - Comb your hair, please. - Brush your teeth, please. Response: - Yes, maam. - Yes, Sir. - Thank you. Example: T: <i>Touch your head, please.</i> S: <i>Yes,</i>	'sʌm.bə.diz feɪs , pli:z/ /həʊld jɔ: ˈleft ɑ:m , pli:z/ /kəʊm jɔ: ˈheɪ , pli:z/ /brʌʃ jɔ: ˈti:θ, pli:z/ /jes mɑ:m / /jes sɜ: ˈ / /θæŋk ju: / /wɒt ɪz ðɪs / / ðɪs ɪz maɪ fʊt /	• Simple present tense: S + verb + O + Adverb	movements of <i>touch</i> , <i>point to</i> , and <i>look at</i> . - The teacher asks the students to touch their body parts and say its name. - The teacher gives the students instructions: " <i>Touch your head</i> ", and so on. 2. New commands - The teacher pastes on the board a poster with a draw of a person.	the teacher's movements. - The students touch their body and pronounce its name. - The students respond to the teacher's commands by making movements. New commands - The students pay attention to the poster.	game
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				<p><i>maam.</i></p> <ul style="list-style-type: none"> • Asking and giving information about parts of body and face: - Asking: <i>What is this?</i> - Answering: <i>This is my foot.</i> 			<ul style="list-style-type: none"> - The teacher asks the students to write the names of the body parts in the corresponding position of the poster's draw. - The teacher models new instructions (<i>hold, comb, and brush</i>) and pronounce the corresponding words. - The teacher asks simple questions: <i>What is this?</i> 	<ul style="list-style-type: none"> - The students write the cards of parts of body names to the poster. - The students listen to the new instructions and pay attention to the teacher's movements. - The students answer by pointing and say the corresponding 	
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							<p>ng words: <i>This is my left hand</i></p> <p>Role Reversal</p> <ul style="list-style-type: none"> - The students act out the instruction and pronounce them. - The students practice how to pronounce the words correctly. - The students respond to the 	
							<p>3. Role Reversal</p> <ul style="list-style-type: none"> - The teacher checks the students' understanding by asking them to utter the commands while they are acting them out. - The teacher drills the students how to pronounce the words correctly. - The teacher challenges the students to volunteer 	

							<p>giving commands to the other.</p> <p>Firstly, the teacher calls out one students, then give him/her a command.</p> <p>After that, the teacher asks the students to give command to the other.</p> <p>- The teacher asks the students to play <i>Simon Says</i> game.</p> <p>4. Reading and writing</p> <p>- The teacher writes body parts on the blackboard and read</p>	<p>teacher's instruction, then he/she gives another instruction to another students.</p> <p>- The students play <i>Simon Says</i> game.</p> <p>Reading and writing</p> <p>- The students pay attention to the teacher's</p>	
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							<p>them aloud.</p> <p>- The teacher asks the it students to pronounce the words.</p> <p>- The teacher distributes sheets of paper in which the students should identify the parts of the body in a draw.</p>	<p>writing and listen to what the teacher says.</p> <p>- The pronounce the words.</p> <p>- The students identify parts of the body.</p>	
	<p>• Students are able to identify colours and</p>	<p>Colours and clothes</p>	<p>• Colours: red, green, orange, purple, brown, yellow,</p>	<p>• Instructio ns:</p> <p>- Point to the blue colour.</p> <p>- Point to</p>	<p>/ pɔɪnt tʊ ðə blu: 'kʌl.ə^r /</p> <p>/ pɔɪnt tʊ ðə 'jel.əv fɜ:t /</p> <p>/lʊk æt jɔ: ^r</p>	<p>• Instructio ns: verb + pronoun + noun</p> <p>• Question sentences</p>	<p>1. Review</p> <p>- The teacher points to her clothes and says the correspondin</p>	<p>Review</p> <p>- The students listen to the teacher and pay</p>	<p>1. Pictures of colour and clothes</p> <p>2. A big</p>

	<p>clothes</p> <ul style="list-style-type: none"> • Students are able to do (react physically) the instructions given by the teacher 		<p>pink, white, black, blue.</p> <ul style="list-style-type: none"> • Clothes: a hat, a coat, a tie, shoes, a cap, a dress, jeans, a suit, trousers, a sweater, a skirt, glasses, a T-shirt, a belt, socks, pajamas 	<p>the yellow shirt.</p> <ul style="list-style-type: none"> - Look at your shoes. - Hold your shirt. - Take the brown tie. - Put the glasses on the table. - Give the hat to me. <p>Response:</p> <ul style="list-style-type: none"> - Yes, maam. - Yes, Sir. - Thank you. <p>Example: T: <i>Point to the yellow shirt, please.</i> S: <i>Yes,</i></p>	<p>/ju:z / / həʊld jɔ: r ʃɜ:t / / / teɪk ðə braʊn taɪ / / / pʊt ðə gla:sɪz ɒn ðə 'teɪ.bl / / / gɪv ðə hæʊt tə mi: / / /jes mə:m / / /jes sɜ: r / / /θæŋk ju: / / /wɒt ɑ: r ju: 'weə.rɪŋ / / /aɪ æm 'weə.rɪŋ ə red skɜ:t /</p>	<p>: Question word + to be + S + Ving?</p> <ul style="list-style-type: none"> • Present continuous tense: S + to be + Ving + O 	<p>g words: <i>I am wearing a blue shirt.</i></p> <ul style="list-style-type: none"> - The teacher asks the students to imitate her saying the words. - The teacher shows some pictures about clothes. - The teacher asks the students to touch their own clothes and say its name according to the pictures shown. - The teacher gives the students 	<p>attention to the movements.</p> <ul style="list-style-type: none"> - The students imitate the teacher saying the words. - The students pay attention to the pictures. - The students touch their clothes and pronounce its name according to the pictures. - The students respond to 	<p>puppet of a person and its clothes</p> <p>3. <i>Whisper race</i> game</p>
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				<p><i>maam.</i></p> <ul style="list-style-type: none"> • Asking and giving information about colours and clothes: - Asking: <i>What are you wearing?</i> - Answering: <i>I am wearing a red skirt.</i> 			<p>commands such as: “Hold your shirt.”, “Point to the yellow shirt”, etc.</p> <p>2. New commands</p> <ul style="list-style-type: none"> - The teacher shows and introduces the big puppet to the students. - The teacher models new instructions (<i>put on, put off, and take</i>). - The teacher gives the new commands to the students. 	<p>the teacher’s commands physically.</p> <p>New commands</p> <ul style="list-style-type: none"> - The students pay attention to the puppet. - The students listen to the teacher and pay attention to the movements. - The students respond physically to the teacher’s 	
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							<ul style="list-style-type: none"> - The teacher asks simple questions: <i>What are you wearing?</i> <p>3. Role Reversal</p> <ul style="list-style-type: none"> - The teacher asks the students to utter the name of the clothes with its colour. - The teacher asks the students to give commands to the other using the puppet and pictures. 	<p>commands.</p> <ul style="list-style-type: none"> - The students answer the teacher's question: <i>I am wearing</i> ... <p>Role reversal</p> <ul style="list-style-type: none"> - The students pronounce the name of the clothes and its colour. - The students volunteer themselves to give commands to the other. 	
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							<p>4. Reading and writing</p> <ul style="list-style-type: none"> - The teacher asks the students to play "<i>whisper race</i>" game. - The teacher distributes a sheet of paper in which the students should identify the clothes and write its name. 	<p>Reading and writing</p> <ul style="list-style-type: none"> - The students play the "<i>whisper race</i>" game. - The students identify and write the name of the clothes. 	
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Cycle 2

Standard Competence: 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas

Basic Competency	Indicators	Learning Material					Learning Activities Based on TPR		Learning Resources and Media
		Topic	Vocabulary	Exchanges	Pronunciation	Grammar	Teaching	Learning	
5.1 <i>Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan</i>	<ul style="list-style-type: none"> • Students are able to identify fruits and vegetables • Students are able to do the instructions given by the teacher 	Fruits and vegetables	<ul style="list-style-type: none"> • Verbs: Eat, take, give, put, • Fruits: Jackfruit, mango, papaya, rambutan, mangosteen, watermelon, strawberry, banana, avocado, pineapple. • Vegetables: eggplant, 	<ul style="list-style-type: none"> • Instructions: - Eat the mango, please. - Eat the banana, please. - Eat the strawberry, please. - Eat the corn, please. - Eat the cucumber, please. - Take the jackfruit, 	/i:t ðə 'mæŋ.gəʊ pli:z/ /i:t ðə ' bə'na:nə pli:z/ /i:t ðə 'strə:.bəri pli:z/ /i:t ðə kɔ:n pli:z/ /i:t ðə 'kju:.kʌm.bər pli:z/ / teik ðə dzæk fru:t pli:z/ teik ðə pə'pai.ə pli:z/ / teik ðə 'eg.plɑ:nt	<ul style="list-style-type: none"> • Instructions: verb + pronoun + noun • Question sentences: Question word + verb + O ? • Simple present tense: S + verb + O + Adverb 	1. Review - The teacher shows pictures of fruits and vegetables. - The teacher asks the students to imitate her saying the words. - The teacher gives examples of movements and says the corresponding words.	Review - The students pay attention to the pictures. - The students imitate the teacher. - The students listen to the teacher and pay attention to the	1.Sets pictures of fruits and vegetables 2.Puppets

		bean, cabbage, corn, cucumber, potato, broccoli, carrot, spinach.	<p>please.</p> <p>- Take the papaya, please.</p> <p>- Take the eggplant, please.</p> <p>- Take the bean, please.</p> <p>- Take the cabbage, please.</p> <p>- Give the rambutan to miss Astri, please.</p> <p>- Give the mangosteen to me, please.</p> <p>- Give the watermelon to your friends please.</p>	<p>pli:z/ / teik ðə bi:n</p> <p>pli:z/ / teik ðə</p> <p>'kæb.ɪdʒ pli:z/ / gɪv ðə rʌmbʊ tʌn tʊ mɪs əstri</p> <p>pli:z/ / gɪv ðə</p> <p>'mæŋ.gəʊsti:n tʊ mi: pli:z/ / gɪv ðə</p> <p>'wɔ:.tə,mel.ən tʊ jɔ: r frend</p> <p>pli:z/ / gɪv ðə</p> <p>pə'teɪ.təʊ tʊ æs.kə pli:z/ / gɪv ðə</p> <p>tə'mɑ:.təʊ tʊ umar pli:z/ /pʊt ðə</p> <p>,æv.ə.kɑ:.dəʊ ʊn ðə 'teɪ.bl, pli:z/ /pʊt ðə</p> <p>'pɑ:m,æp.l ʊn</p>		<p>- The teacher gives the students commands such: “Eat the mango, please” and “Take the jackfruit, please”.</p> <p>2. New commands</p> <p>- The teacher uses puppets to illustrate the commands.</p> <p>- The teacher models new instructions (give and put).</p> <p>- The teacher gives new commands to</p>	<p>movements.</p> <p>- The students respond to the teacher’s commands physically.</p> <p>New commands</p> <p>- The students pay attention to the puppets.</p> <p>- The students pay attention to the new instructions given.</p> <p>- The students respond</p>	
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			<ul style="list-style-type: none"> - Give the potato to Azka, please. - Give the tomato to Umar, please. - Put the avocado on the table, please. - Put the pineapple on the table, please. - Put the broccoli on the table, please. - Put the carrot on the table, please. 	<p>ðə 'teɪ.bl, pli:z/</p> <p>/pʊt ðə 'brʊk. ə l.i ɒn ðə 'teɪ.bl, pli:z/</p> <p>/pʊt ðə 'kær.ət ɒn ðə 'teɪ.bl, pli:z/</p> <p>/pʊt ðə 'spɪn.ɪtʃ ɒn ðə 'teɪ.bl, pli:z/</p> <p>/jes mə:m /</p> <p>/jes sɜ: ' /</p> <p>/θæŋk ju: /</p> <p>/wʊt ɑ: r ju: i:tɪŋ /</p> <p>/wʊt ɑ: r ju: teɪkɪŋ /</p> <p>/wʊt ɑ: r ju: grɪvɪŋ /</p> <p>/wʊt ɑ: r ju: pʊtɪŋ /</p> <p>/ aɪ æm i:tɪŋ.../</p> <p>/ aɪ æm teɪkɪŋ.../</p> <p>/ aɪ æm grɪvɪŋ.../</p> <p>/ aɪ æm</p>		<p>the students.</p> <ul style="list-style-type: none"> - The teacher asks simple questions <p>3. Role Reversal</p> <ul style="list-style-type: none"> - The teacher asks the students to play the puppet for giving instruction and responding to it. <p>4. Reading and writing</p> <ul style="list-style-type: none"> - The teacher shares the written form about fruits 	<p>physically to the teacher's commands.</p> <ul style="list-style-type: none"> - The students answer the teacher's questions <p>Role Reversal</p> <ul style="list-style-type: none"> - The students try to give commands and respond to it by using puppets in front of the class. <p>Reading and writing</p> <ul style="list-style-type: none"> - The students pay attention 	
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			<p>- Put the spinach on the table, please.</p> <p>Response:</p> <p>- Yes, ma'am.</p> <p>- Yes, Sir.</p> <p>- Thank you.</p> <p>Example:</p> <p>T: <i>Take the jackfruit, please.</i></p> <p>S: <i>Yes, maam.</i></p> <p>• Asking and giving information about parts of the house:</p> <p>Asking:</p> <p>- What are</p>	potri.../		<p>and vegetables on the blackboard.</p> <p>- The teacher writes a letter of the kinds of fruits and vegetables.</p> <p>- The teacher asks the students to guess and spell the words.</p> <p>- The teacher asks the students to copy them.</p>	<p>how to write the words about fruits and vegetables correctly.</p> <p>- The students pay attention to the teacher writes.</p> <p>- The students guess and spell the words.</p> <p>- The students copy them in their notebooks.</p>	
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				you eating? - What are you taking? - What are you giving? - What are you putting? Answering: - I am eating - I am taking - I am giving - I am putting					
<ul style="list-style-type: none"> • Students are able to identify profession and 	Profes sion and public places	<ul style="list-style-type: none"> • Professio ns: Doctor, nurse, dentist, teacher, 	<ul style="list-style-type: none"> • Instructio ns: - Go to the hospital, please. - Go to the 	/ gəʊtʊ ðə 'hɒs.pɪ.təl , pli:z / / gəʊtʊ ðə sku:l, pli:z / / gəʊtʊ ðə	<ul style="list-style-type: none"> • Instructio ns: verb + pronoun + noun • Question sentences 	1. Review - The teacher shows pictures of public places to the	Review - The students pay attention to the pictures.	1. Set s pictures of fruits and vegetabl	

	<p>public places</p> <ul style="list-style-type: none"> • Students are able to do the instructions given by the teacher 		<p>waiter/waitress, seller, postman, librarian</p> <ul style="list-style-type: none"> • Public places <p>Hospital, school, restaurant, market, post office, library</p>	<p>school, please.</p> <ul style="list-style-type: none"> - Go to the restaurant, please. - Go to the market, please. - Go to the post office, please. - Go to the library, please. - Point to the doctor, please. - Point to the nurse, please. - Point to the dentist, please. - Point to the 	<p>'res.trɒnt , pli:z / / gəʊtʊ ðə 'mɑ:.kɪt, pli:z / / gəʊtʊ ðə pəʊst 'ɒf.ɪs , pli:z / / gəʊtʊ ðə 'laɪ.brər.i , pli:z / / pɔɪnt tʊ ðə 'dɒk.tər , pli:z / / / pɔɪnt tʊ ðə nɜ:s, pli:z / / pɔɪnt tʊ ðə 'den.tɪst , pli:z / / / pɔɪnt tʊ ðə 'ti:tʃər, pli:z / / pɔɪnt tʊ ðə 'weɪ.trəs, pli:z / / / pɔɪnt tʊ ðə 'sel.ər, pli:z / / pɔɪnt tʊ ðə laɪ'breəri.ən,</p>	<p>: Question word + verb + O ?</p> <ul style="list-style-type: none"> • Simple present tense: S + verb + O + Adverb 	<p>students.</p> <ul style="list-style-type: none"> - The teacher asks the students to imitate her saying the words. - The teacher gives examples of movements and says the corresponding words. - The teacher gives the students commands such: “Go to the market please, please”. <p>2. New commands</p> <ul style="list-style-type: none"> - The teacher models new instructions . 	<ul style="list-style-type: none"> - The students imitate the teacher. - The students listen to the teacher and pay attention to the movements. The students respond to the teacher’s commands physically. <p>New commands</p> <ul style="list-style-type: none"> - The students pay attention to 	<p>es</p> <p>2. Pu ppets</p>
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				<p>teacher, please. - Point to the waitress, please. - Point to the seller, please. - Point to the librarian, please. - Greet the doctor, please. - Greet the nurse, please. - Greet the nurse, please. - Greet the dentist, please. - Greet the teacher,</p>	<p>pli:z/ / gri:t ðə 'dɒk.tər , pli:z / / gri:t ðə nɜ:s, pli:z/ / gri:t ðə 'den.tɪst , pli:z / / gri:t ðə 'ti:tʃər, pli:z / / gri:t ðə 'weɪ.trəs, pli:z / / gri:t ðə 'sel.ər, pli:z / / gri:t ðə 'sel.ər, pli:z / / gri:t ðə laɪ 'breə.ri.ən, pli:z/ /jes mɑ:m / /jes sɜ: r / /θæŋk ju: / /wɒt ɪz jɔ: r prə'feɪ.ən / / weər du ju:</p>		<p>- The teacher gives new commands to the students. - The teacher asks simple questions: “What is your profession? and “Where do you work?”</p> <p>3. Role Reversal</p> <p>- The teacher asks the students to play the puppet for giving instruction</p>	<p>the new instructions given. - The students respond physically to the teacher’s commands. - The students answer the teacher’s questions: <i>I am a or I work in</i> Role Reversal - The students try to give commands and respond to it by using</p>	
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			<p>please.</p> <p>- Greet the waitress, please.</p> <p>- Greet the seller, please.</p> <p>- Greet the librarian, please.</p> <p>Response:</p> <p>- Yes, maam.</p> <p>- Yes, Sir.</p> <p>- Thank you.</p> <p>Example:</p> <p>T: <i>Go to the hospital, please.</i></p> <p>S: <i>Yes, maam.</i></p> <p>• Asking and giving</p>	<p>wɜ:k /</p> <p>/ aɪ æm ə/ən</p> <p>.../</p> <p>/ aɪ wɜ:k ɪn/</p>		<p>and responding to it.</p> <p>4. Reading and writing</p> <p>- The teacher asks the students to mention the kinds of professions and public places.</p> <p>- The teacher asks the students to spell the words of professions and public places.</p> <p>- The teacher dictates some uncomplete sentences about</p>	<p>puppets in front of the class.</p> <p>Reading and writing</p> <p>- The students mention the kinds of professions and public places.</p> <p>- The students spell the words of professions and public places.</p> <p>- The students listen to the teacher and</p>	
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				<p>informati on about parts of body and face:</p> <p>Asking:</p> <ul style="list-style-type: none"> - What is your profession ? - Where do you work? <p>Answering:</p> <ul style="list-style-type: none"> - I am a/an - I work in 			<p>professions and where they work.</p>	<p>complete the sentences they heard.</p>	
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APPENDIX B

LESSON PLANS

LESSON PLAN 1

Name of School : SD Negeri Sidoarum
Subject : English
Grade/Semester : IV / 2
Theme : Part of the house and room
Skill : Listening
Time Allocation : 2 x 35 minutes

Standard Competence

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.

Basic Competence

5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.

Indicators

- Students are able to identify parts of the house and room.
- Students are able to do the instructions given by the teacher.

A. Learning Objective

In the end of the lesson, students are expected to be able to respond physically to the instructions about parts of the house and room.

B. Materials

1. Exchanges

Instructions	Responses	
	Physically	Orally
Look at the living room, please.	Direct the eyes to the picture of the living room.	- Yes, ma'am. - Yes, sir.
Point to the dining room, please.	Direct the finger to the picture of the dining room.	- Thank you.

Point to the floor, please.	Direct the finger to the picture of the floor.	
Point to the roof, please.	Direct the finger to the picture of the roof.	
Go to the bedroom, please.	Move to the picture of bedroom.	
Leave the kitchen, please.	Go away from the picture of kitchen.	
Clean the bathroom, please.	Act to brush or removing something.	
Touch the garage, please.	Put the hand on the picture of garage.	
Walk to the garden, please.	Move to the picture of garden.	
Open the door, please.	Move the door to a position that is not closed.	
Close the window, please.	Change the window from being open to not being open.	
Shut the window, please.	Change the window from being open to not being open.	

Asking and Giving Information	
Question	Answer
Where are you?	I am in the

2. Grammar

- Instructions= verb + noun
- Wh-question = Question word + to be (is/am/are) + O ?
- Simple present tense= S + to be (is/am/are) + O + Adverb

3. Vocabulary

living room (n)	look (v)
dining room (n)	point (v)
bedroom (n)	go (v)
bathroom (n)	leave (v)
kitchen (n)	clean (v)
garage (n)	touch (v)
garden (n)	walk (v)
roof (n)	open (v)
floor (n)	close (v)
door (n)	shut (v)
window (n)	

4. Pronunciation

Instructions	Pronunciation	Responses	Pronunciation
Look at the living room, please.	/ lʊk ət ðə 'lɪv.ɪŋ ru:m , pli:z /	- Yes, ma'am.	/jes mɑ:m /
Point to the dining room, please.	/ pɔɪnt tʊ ðə 'daɪnɪŋ ru:m , pli:z /	- Yes, sir.	/jes sɜ:ˈr /
Point to the floor, please.	/ pɔɪnt tʊ ðə flo:ˈr , pli:z /	- Thank you.	/θæŋk ju: /
Point to the roof, please.	/ pɔɪnt tʊ ðə ru:f , pli:z /		
Go to the bedroom, please.	/ gəʊ tʊ ðə 'bed.rʊm , pli:z /		
Leave the kitchen, please.	/ li:v ðə 'kɪtʃ.ən , pli:z /		
Clean the bathroom, please.	/ kli:n ðə 'bɑ:θ.rʊm , pli:z /		

Touch the garage, please.	/ tʌtʃ ðə 'gær.ɑ:z, pli:z/		
Walk to the garden, please.	/wɔ:k tʊ ðə 'lɪv.ɪŋ ru:m , pli:z /		
Open the door, please.	/'əʊ.p ə n ðə dɔ: , pli:z/		
Close the window, please.	/ kləʊz ðə 'wɪn.dəʊ , pli:z/		
Shut the window, please.	/ ʃʌt ðə 'wɪn.dəʊ , pli:z/		

Asking and Giving Information			
Question	Pronunciation	Answer	Pronunciation
Where are you?	/weə r ɑ: r ju: /	I am in the	/ aɪ æm ɪn ðə .../

C. Teaching Technique

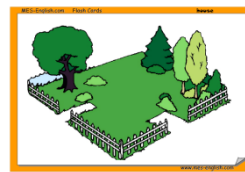
Total Physical Response (TPR)

D. Learning Media and Resources

1. Pictures



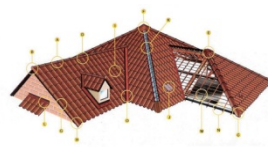
living room



garden



dining room



roof



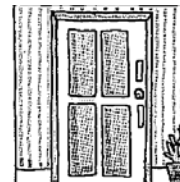
bedroom



floor



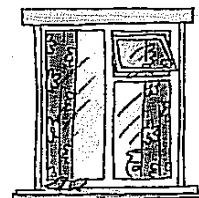
bathroom



door



kitchen



window



garage



car



towel



sofa

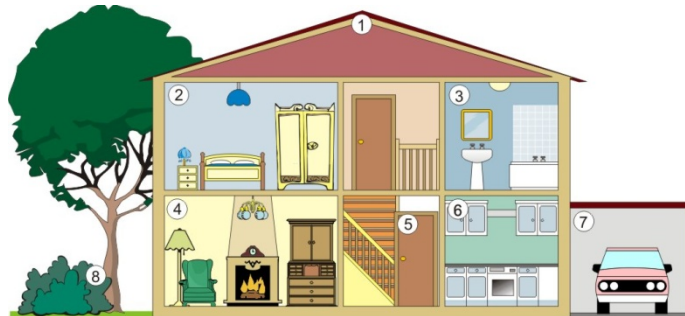
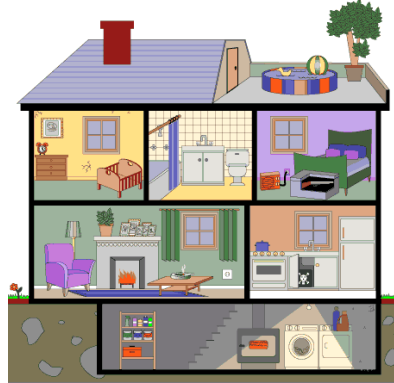


knife



soap

2. Poster



E. Learning Activities

a. Pre activities

- Teacher greets students
Good morning children.
- Teacher asks about the students' condition
How are you today?
- Teacher asks the students' attendance
Who is absent today?

b. Main activities

	Teaching	Learning
Review	- The teacher shows the pictures of parts of the house to the	- The students pay attention to the pictures

	<p>students.</p> <ul style="list-style-type: none"> - The teacher says the corresponding words with the pictures, then asks the students to imitate her. - The teacher sticks the pictures on the board or wall around the classroom. - The teacher points to the pictures and says the corresponding words. - The teacher gives example of physical movements and says the corresponding instruction. - The teacher gives the students a fast-moving warm-up with commands. 	<p>shown by the teacher</p> <ul style="list-style-type: none"> - The students imitate the teacher. - The students pay attention to the pictures which are stucked. - The students pay attention and imitate the teacher. - The students listen to the instructions and pay attention to the teacher's movement. - The students make physical movements based on the commands given by the teacher.
New Commands	<ul style="list-style-type: none"> - The teacher sticks on the board a poster of a house. - The teacher models new verbs: <i>touch, leave, stay, clean, and shut.</i> - The teacher asks the students to respond to the more complex instructions. - The teacher shows the pictures of a list of vocabulary (<i>towel, sofa, knife, bed, and soap</i>) and 	<ul style="list-style-type: none"> - The students pay attention to the poster. - The students listen and pay attention to new instructions. - The students respond to the instructions given by the teacher. - The students listen to the teacher and pay attention to the pictures shown.

	<p>says the corresponding words.</p> <ul style="list-style-type: none"> - The teacher asks simple questions <p>T: <i>Where is the towel?</i></p> <p>S: [pointing to the towel]</p>	<ul style="list-style-type: none"> - The students answer the teacher's question by physical responses.
Role Reversal	<ul style="list-style-type: none"> - The teacher asks the students to mention the instructions that have been already learnt. - The teacher drills the students with the instructions while acting them out. - The teacher asks the students to volunteer themselves giving commands to others. 	<ul style="list-style-type: none"> - The students mention the instructions together with the teacher. - The students act out the instructions and pronounce the words. - The students who are ready volunteer themselves to give instructions to the others.
Reading and Writing	<ul style="list-style-type: none"> - The teacher shares the written form of parts of the house. - The teacher asks the students to copy each of the vocabulary. - The teacher shares the written form of new verbs and asks the students to act them out. - The teacher asks the students to complete the words written on the blackboard. 	<ul style="list-style-type: none"> - The students pay attention to the teacher's writing. - The students write them down on their book. - The students act out the new instructions. - The students complete the words on the blackboard.

c. Closing

- Teacher, together with students, summarizes the materials
What we have learnt today, class?
- Teacher asks students to ask the material that is not clear yet

Any questions about the lesson? Is it clear?

- Teacher closes the lesson after greeting the students

It is enough for today. See you next week.

F. Sources

- a. Internet

www.mes-english.com

www.englishexercises.org

- b. Relevant book

- Departemen Pendidikan Nasional. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta.
- Molinsky, Steven J. and Bill Bliss. 1994. *Word by Word Picture Dictionary*. New York: Prentice-Hall, Inc.

G. Assessment

Technique : written
 Form : writing tasks
 Instrument : worksheet

Yogyakarta, February 2013

English Teacher

Researcher

Kristina Dewi, S.Pd.
 NUPTK. 0247 7556 5730 0013

Astri Sugiarti
 NIM. 08202241057

LESSON PLAN 2

Name of School : SD Negeri Sidoarum
Subject : English
Grade/Semester : IV / 2
Theme : Body and face
Skill : Listening
Time Allocation : 2 x 35 minutes

Standard Competence

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.

Basic Competence

5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.

Indicators

- Students are able to identify parts of the body and face.
- Students are able to do the instructions given by the teacher.

A. Learning Objective

In the end of the lesson, students are expected to be able to respond physically to the instructions about parts of the body and face

B. Materials

1. Exchanges

Instructions	Responses	
	Physically	Orally
Touch your head, please.	Put the hand to the head.	- Yes, ma'am. - Yes, sir.
Touch her fingers, please.	Put the hand to her finger.	- Thank you.

Touch your right ear, please.	Put the hand to the right ear.	
Touch your nose, please.	Put the hand to her finger.	
Point to your feet, please.	Direct the finger to the feet.	
Point to his right leg, please.	Direct the finger to the right leg.	
Point to her left knee, please.	Direct the finger to her left knee.	
Look at your hands, please.	Direct the eyes to the hands.	
Look at your toe, please.	Direct the eyes to the toe.	
Look at somebody's face, please.	Direct the eyes to somebody's face.	
Look at his neck, please.	Direct the eyes to his neck.	
Look at my eyes, please.	Direct the eyes to the teacher's eyes.	
Look at my mouth, please.	Direct the eyes to the teacher's mouth.	
Hold your left arm, please.	Hold the arm using hand of another side	
Hold her shoulder, please.	Hold her shoulder using hand of another side.	
Comb your hair, please.	Act to tidy the hair	

	using hands.	
Brush your teeth, please.	Act to brush the teeth using hands.	

Asking and Giving Information	
Question	Answer
What is this?	This is
What is that?	That is
What are these?	These are
What are those?	Those are

2. Grammar

- Instructions= verb + noun
- Wh-question = Question word + to be (is/am/are) + O ?
- Simple present tense= S + to be (is/am/are) + O + Adverb

3. Vocabulary

head (n)	nose (n)
face (n)	mouth (n)
shoulder (n)	tooth (n)
neck (n)	left (n)
arm (n)	right (n)
hand (n)	this (pron)
finger (n)	that (pron)
leg (n)	these (pron)
knee (n)	those (pron)
foot (n)	touch(v)
toe (n)	point (v)
hair (n)	look (v)
eye (n)	hold (v)
ear (n)	comb (v)

4. Pronunciation

Instructions	Pronunciation	Responses	Pronunciation
Touch your head, please.	/ tʌtʃ jɔ:ˈhed, pli:z/	- Yes, ma'am.	/jes mɑ:m /
Touch her fingers, please.	/ tʌtʃ hɜ:ˈfɪŋ.gəˈr, pli:z/	- Yes, sir.	/jes sɜ:ˈr /
Touch your right ear, please.	/ tʌtʃ jɔ:ˈraɪt ɪəˈr, pli:z/	- Thank you.	/θæŋk ju: /
Touch your nose, please.	/ tʌtʃ jɔ:ˈnəʊz, pli:z/		
Point to your feet, please.	/pɔɪnt tɔ jɔ:ˈfi:t, pli:z/		
Point to his right leg, please.	/pɔɪnt tɔ hɪz raɪt leg, pli:z/		
Point to her left knee, please.	/pɔɪnt tɔ hɜ:ˈleft ni:, pli:z/		
Look at your hands, please.	/ lʊk ət jɔ:ˈhændz, pli:z /		
Look at your toe, please.	/ lʊk ət jɔ:ˈtəʊ, pli:z/		
Look at somebody's face, please.	/ lʊk ət ˈsʌm.bəˈdɪz feɪs, pli:z/		
Look at his neck, please.	/ lʊk ət hɪz nek, pli:z/		
Look at my eyes, please.	/ lʊk ət maɪ aɪz, pli:z/		
Look at my	/lʊk ət maɪ maʊθ,		

mouth, please.	pli:z/		
Hold your left arm, please.	/ həʊld jɔ:ː left ɑ:m, pli:z/		
Hold her shoulder, please.	/ həʊld hɜ:ː ˈʃəʊl.dəː, pli:z/		
Comb your hair, please.	/ kəʊm jɔ:ː heəː, pli:z/		
Brush your teeth, please.	/ brʌʃ jɔ:ː ti:θ, pli:z/		

Asking and Giving Information			
Question	Pronunciation	Answer	Pronunciation
What is this?	/wɒt ɪz ðɪs /	This is	/ ðɪs ɪz ... /
What is that?	/wɒt ɪz ðæt /	That is	/ ðæt ɪz ... /
What are these?	/wɒt ɑ:ː ði:z /	These are	/ ði:z ɑ:ː /
What are those?	/wɒt ɑ:ː ðəʊz /	Those are	/ ðəʊz ɑ:ː /

C. Teaching Technique

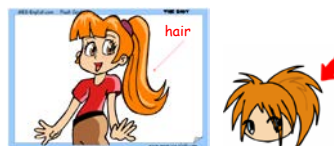
Total Physical Response (TPR)

D. Learning Media and Resources

1. Pictures



head



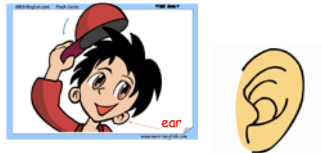
hair



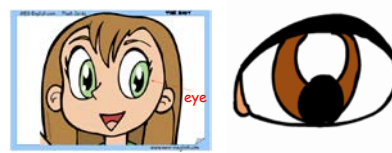
face



nose



ear



eye



mouth



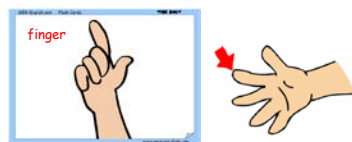
teeth



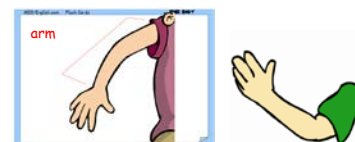
neck



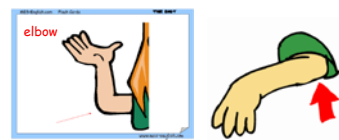
hand



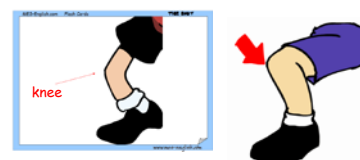
finger



arm



elbow



knee



shoulder



back



foot

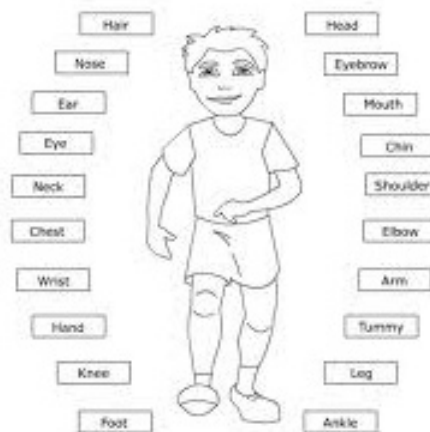


Toe



leg

2. A poster



3. Simon Says game

Procedure:

- a. The teacher and all the students stand up. The teacher stand up in front of the class so that they all can see her.
- b. Call out a command such as *Simon says: touch your nose.*
- c. The students must do what the teacher says.
- d. Call out a second command, for example, *Touch your hair*, this time leaving out *Simonn says*. If the students do the action they are out.

- e. The last students left in the game becomes the new caller.

E. Learning Activities

a. Pre activities

- Teacher greets students

Good morning children.

- Teacher asks about the student's condition

How are you today?

- Teacher asks the students' attendance

Who is absent today?

b. Main activities

	Teaching	Learning
Review	<ul style="list-style-type: none"> - The teacher shows some pictures about body parts. - The teacher makes physical movements of <i>touch</i>, <i>point to</i>, and <i>look at</i>. - The teacher asks the students to touch their body parts and say its name. - The teacher gives the students instructions: "<i>Touch your head</i>", and so on. 	<ul style="list-style-type: none"> - The students pay attention to the pictures shown. - The students pay attention to the teacher's movements. - The students touch their body and pronounce its name. - The students respond to the teacher's commands by making movements.
New Commands	<ul style="list-style-type: none"> - The teacher pastes on the board a poster with a draw of a person. - The teacher asks the students to write the names of the body parts in the corresponding position of the poster's draw. 	<ul style="list-style-type: none"> - The students pay attention to the poster. - The students write the cards of parts of body names to the poster.

	<ul style="list-style-type: none"> - The teacher models new instructions (<i>hold, comb, and brush</i>) and pronounce the corresponding words. - The teacher asks simple questions: <i>What is this?</i> 	<ul style="list-style-type: none"> - The students listen to the new instructions and pay attention to the teacher's movements. - The students answer by pointing and say the corresponding words: <i>This is my left hand.</i>
Role Reversal	<ul style="list-style-type: none"> - The teacher checks the students' understanding by asking them to utter the commands while they are acting them out. - The teacher drills the students how to pronounce the words correctly. - The teacher challenges the students to volunteer giving commands to the other. Firstly, the teacher calls out one student, then gives him/her a command. After that, the teacher asks the students to give command to the other. - The teacher asks the students to play <i>Simon says</i> game. 	<ul style="list-style-type: none"> - The students act out the instruction and pronounce them. - The students practice how to pronounce the words correctly. - The students respond to the teacher's instruction, then he/she gives another instruction to another students. - The students play <i>Simon says</i> game.
Reading and Writing	<ul style="list-style-type: none"> - The teacher writes in body parts on the blackboard and read them aloud. 	<ul style="list-style-type: none"> - The students pay attention to the teacher's writing and listen to what the teacher says.

	<ul style="list-style-type: none"> - The teacher asks the students to pronounce the words and to act them out. - The teacher distributes sheets of paper in which the students should identify the parts of the body. 	<ul style="list-style-type: none"> - The students act out the instructions while pronouncing the words. - The students identify parts of the body.
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▪ **Closing**

- Teacher, together with students, summarizes the materials
What we have learnt today, class?
- Teacher asks students to ask the material that is not clear yet
Any questions about the lesson? Is it clear?
- Teacher closes the lesson after greeting the students
It is enough for today. See you next week.

F. Sources

a. Internet

www.mes-english.com

www.englishexercises.org

b. Relevant book

Departemen Pendidikan Nasional. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta.

Lewis, Gordon and Gunther Bedson. 2008. *Games for Children*. New York: Oxford University Press.

G. Assessment

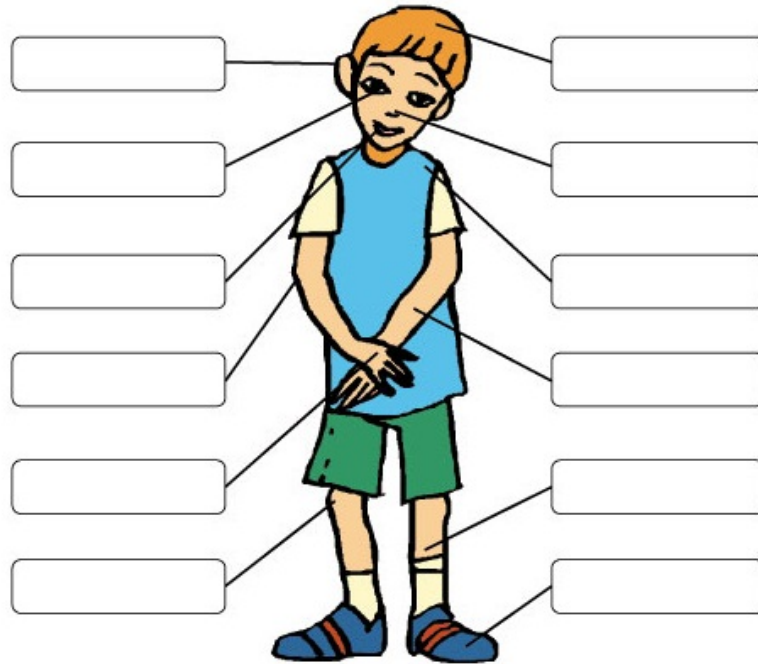
Technique : written

Form : written tasks

Instrument : worksheet

Write the name of body parts below.

Tuliskan nama bagian-bagian tubuh berikut ini.



English Teacher

Kristina Dewi, S.Pd.
NUPTK. 0247 7556 5730 0013

Yogyakarta, February 2013

Researcher

Astri Sugiarti
NIM. 08202241057

LESSON PLAN 3

Name of School : SD Negeri Sidoarum
Subject : English
Grade/Semester : IV / 2
Theme : Colour and clothes
Skill : Listening
Time Allocation : 2 x 35 minutes

Standard Competence

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.

Basic Competence

5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.

Indicators

- Students are able to identify colours and clothes.
- Students are able to do the instructions given by the teacher.

A. Learning Objective

In the end of the lesson, students are expected to be able to respond physically to the instructions about colours and clothes.

B. Materials

1. Exchanges

Instructions	Responses	
	Physically	Orally
Point to the blue card, please.	Direct the finger to the blue card.	- Yes, ma'am. - Yes, sir.
Point to the yellow shirt, please.	Direct the finger to the picture of a yellow skirt.	- Thank you.

Point to her red skirt, please.	Direct the finger to the picture of a red skirt.
Point to his short, please.	Direct the finger to the picture of a short.
Look at your black shoes, please.	Direct the eyes to the black shoes.
Look at your white socks, please.	Direct the eyes to the white socks.
Look at the purple T-shirt, please.	Direct the eyes to the picture of a purple t-shirt.
Hold your belt, please.	Hold the belt using hand.
Hold the brown sweater, please.	Hold the picture of a brown sweater using hand.
Hold the jeans, please.	Hold the picture of jeans using hand.
Take the brown tie, please.	Move the picture of a brown tie to another place.
Take the purple dress, please.	Move the picture of a purple dress to another place.
Take the blue pajamas, please.	Move the picture of blue pajamas to another place.
Put the glasses on the table, please.	Move the picture of glasses on the table.
Put on your gloves, please.	Move the picture of gloves on the table.
Put on your coat, please.	Act to cover the body by taking the picture of coat.
Give the orange hat to me, please.	Offer the picture of an orange hat to the teacher.
Give the pink cap to him,	Offer the picture of a pink

please.	cap to him.	
Give the green trousers to me, please.	Offer the picture of green trousers to the teacher.	

Asking and Giving Information	
Question	Answer
What are you wearing?	I am wearing

2. Grammar

- Instructions= verb + noun
- Wh-question = Question word + to be (is/am/are) + S + V-ing?
- Simple present tense= S + to be (is/am/are) +V-ing + O

3. Vocabulary

red (n)	trousers (n)
green (n)	jeans (n)
orange (n)	pajamas (n)
purple (n)	a coat (n)
brown (n)	a belt (n)
yellow (n)	gloves (n)
pink (n)	socks (n)
white (n)	shoes (n)
black (n)	sweater (n)
blue (n)	glasses (n)
a t-shirt (n)	look (v)
a hat (n)	point (v)
a cap (n)	hold (v)
a skirt (n)	take (v)
a tie (n)	put (v)
a shirt (n)	put on (ph v)
a dress (n)	give (v)
a short (n)	

4. Pronunciation

Instructions	Pronunciation	Responses	Pronunciation
Point to the blue colour, please.	/pɔɪnt tʊ ðə blu: 'kʌl.ə ^r , pli:z /	- Yes, ma'am.	/jes mɑ:m /
Point to the yellow shirt, please.	/pɔɪnt tʊ ðə 'jel.əʊ ʃɜ:t, pli:z /	- Yes, sir. - Thank you.	/jes sɜ: ^r / /θæŋk ju: /
Point to her red skirt, please.	/pɔɪnt tʊ hɜ: ^r red skɜ:t, pli:z /		
Point to his short, please.	/pɔɪnt tʊ hɪz ʃɔ:t, pli:z /		
Look at your black shoes, please.	/ lʊk ət jɔ: ^r blæk ʃu:z, pli:z /		
Look at your white socks, please.	/ lʊk ət jɔ: ^r waɪt sɒks, pli:z /		
Look at the purple T-shirt, please.	/ lʊk ət ðə 'pɜ:pl 'ti:ʃɜ:t, pli:z /		
Hold your belt, please.	/ həʊld jɔ: ^r belt, pli:z /		
Hold the brown sweater, please.	/ həʊld ðə braʊn 'swet.ə ^r , pli:z /		
Hold the jeans, please.	/ həʊld ðə dʒi:nz , pli:z /		
Take the brown tie, please.	/ teɪk ðə braʊn taɪ, pli:z /		
Take the purple dress, please.	/ teɪk ðə 'pɜ:pl dres, pli:z /		

Take the blue pajamas, please.	/ teɪk ðə blu: pɑ:dʒɑ:.məz , pli:z/		
Put the glasses on the table, please.	/pʊt ðə glɑ:sɪz ɒn ðə 'teɪ.bəl, pli:z/		
Put on your gloves, please.	/pʊt ɒn jɔ:ˈr glʌvz, pli:z/		
Put on your coat, please.	/pʊt ɒn jɔ:ˈr kəʊt, pli:z/		
Give the orange hat to me, please.	/ gɪv ðə 'ɒr.ɪndʒ hæʔ tʊ mi: , pli:z/		
Give the pink cap to him, please.	/ gɪv ðə pɪŋk kæp tʊ hɪm, pli:z/		
Give the green trousers to me, please.	/ gɪv ðə gri:n 'traʊ.zəz tʊ mi: , pli:z/		

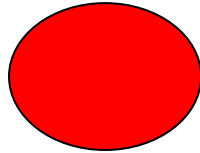
Asking and Giving Information			
Question	Pronunciation	Answer	Pronunciation
What are you wearing?	/wɒt ɑ: r ju: 'weə.rɪŋ /	I am wearing ...	/aɪ æm weərɪŋ .../

C. Teaching Technique

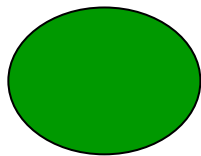
Total Physical Response (TPR)

D. Learning Media and Resources

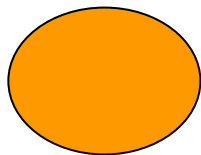
1. Pictures



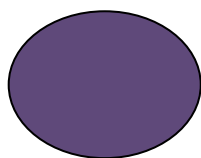
red



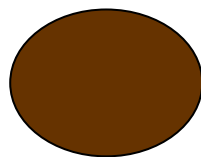
green



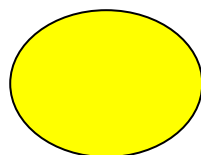
orange



purple



brown



yellow



a skirt



a tie



a shirt



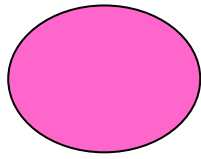
a dress



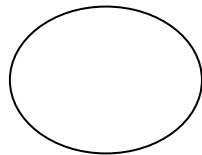
a short



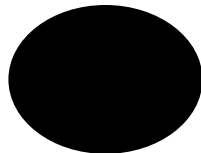
Trousers



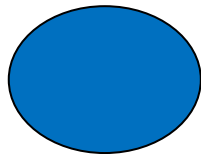
pink



white



black



blue



a t-shirt



glasses



Jeans



Pajamas



a sweater



a coat



Socks



Shoes



a hat



a belt

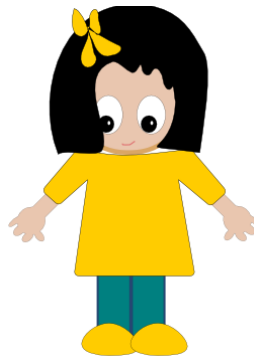


a cap



Gloves

2. A big puppet



3. Whisper race game

Media : 4 sets of picture cards and instructions

Procedure : a) Spilt the class into four teams. Put one set of cards beside the wall at one end of the room.

b) Put one set of cards in front of each line of players. The cards must be in the same order.

c) Call *Go!* and the race begins. The first child from each teams turns turns over the top card, for example an instruction “take the purple dress”. He or she whispers *take the purple dress*. The second child then whispers to the next child.

d) This continues until the last child in the line has heard the instruction. That child goes to the front and tries to take the purple dress card from the set of cards before the other teams reach it.

e) The game continues until all the cards have been used. The team with the most cards wins.

E. Learning Activities

a. Pre activities

- Teacher greets students
Good morning children.
- Teacher asks about the student's condition
How are you today?
- Teacher asks the students' attendance
Who is absent today?

b. Main activities

	Teaching	Learning
Review	<ul style="list-style-type: none"> - The teacher points to her clothes and says the corresponding words: <i>I am wearing a blue shirt.</i> - The teacher asks the students to imitate her saying the words. - The teacher shows some pictures about clothes. - The teacher asks the students to touch their own clothes and say its name according to the 	<ul style="list-style-type: none"> - The students listen to the teacher and pay attention to the movements. - The students imitate the teacher saying the words. - The students pay attention to the pictures. - The students touch their clothes and pronounce its name according to the pictures.

	<p>pictures shown.</p> <ul style="list-style-type: none"> - The teacher gives the students commands such as: “Hold your shirt.”, “Point to the yellow shirt”, etc. 	<ul style="list-style-type: none"> - The students respond to the teacher’s commands physically.
New Commands	<ul style="list-style-type: none"> - The teacher shows and introduces the big puppet to the students. - The teacher models new instructions (<i>put on, put off, and take</i>). - The teacher gives the new commands to the students. - The teacher asks simple questions: <i>What are you wearing?</i> 	<ul style="list-style-type: none"> - The students pay attention to the puppet. - The students listen to the teacher and pay attention to the movements. - The students respond physically to the teacher’s commands. - The students answer the teacher’s question: <i>I am wearing ...</i>
Role Reversal	<ul style="list-style-type: none"> - The teacher asks the students to utter the name of the clothes with its colours. - The teacher asks the students to give commands to the other using the puppet and pictures. 	<ul style="list-style-type: none"> - The students pronounce the name of the clothes and its colour. - The students volunteer themselves to give commands to the other.
Reading and Writing	<ul style="list-style-type: none"> - The teacher asks the students to play “<i>whisper race</i>” game. - The teacher distributes a sheet of paper in which the students should identify the clothes and write its name. 	<ul style="list-style-type: none"> - The students play the “<i>whisper race</i>” game. - The students identify and write the name of the clothes.

c. Closing

- Teacher, together with students, summarizes the materials
What we have learnt today, class?
- Teacher asks students to ask the material that is not clear yet
Any questions about the lesson? Is it clear?
- Teacher closes the lesson after greeting the students
It is enough for today. See you next week.

F. Sources

a. Internet

www.mes-english.com

b. Relevant book

- Departemen Pendidikan Nasional. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta.
- Lewis, Gordon and Gunther Bedson. 2008. *Games for Children*. New York: Oxford University Press.


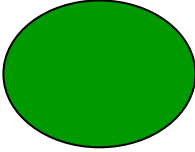

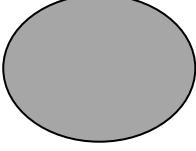
G. Assessment

Technique	: written
Form	: written tasks
Instrument	: worksheet

Listen and match the pictures with the right colours.

Dengarkan dan pasangkan gambar di bawah ini dengan warna yang sesuai.

No.	CLOTHES	COLOURS
1		
2		
3		
4		
5		
6		
7		
8		

9		
10		

English Teacher

Kristina Dewi, S.Pd.
NUPTK. 0247 7556 5730 0013

Yogyakarta, February 2013

Researcher

Astri Sugiarti
NIM. 08202241057

LESSON PLAN 4

Name of School : SD Negeri Sidoarum
Subject : English
Grade/Semester : IV / 2
Theme : Fruits and Vegetables
Skill : Listening
Time Allocation : 2 x 35 minutes

Standard Competence

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.

Basic Competence

5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.

Indicators

- Students are able to identify fruits and vegetables.
- Students are able to do the instructions given by the teacher.

A. Learning Objective

In the end of the lesson, students are expected to be able to respond physically to the instructions about fruits and vegetables.

B. Materials

1. Exchanges

Instructions	Responses	
	Physically	Orally
Eat the mango, please.	Act to put or take mango into the mouth.	- Yes, ma'am. - Yes, sir.
Eat the banana, please.	Act to put or take banana into the mouth.	- Thank you.

Eat the strawberry, please.	Act to put or take strawberry into the mouth.	
Eat the corn, please.	Act to put or take corn into the mouth.	
Eat the cucumber, please.	Act to put or take cucumber into the mouth.	
Take the jackfruit, please.	Move the picture of jackfruit to another place.	
Take the papaya, please.	Move the picture of papaya to another place.	
Take the eggplant, please.	Move the picture of eggplant to another place.	
Take the bean, please.	Move the picture of bean to another place.	
Take the cabbage, please.	Move the picture of cabbage to another place.	
Give the rambutan to miss Astri, please.	Offer the picture of rambutans to miss Astri.	
Give the mangosteen to me, please.	Offer the picture of mangosteen to miss Astri.	
Give the watermelon to your friends please.	Offer the picture of watermelon to a friend.	
Give the potato to Azka, please.	Offer the picture of potato to Azka.	
Give the tomato to Umar, please.	Offer the picture of tomato to Umar.	
Put the avocado on the table, please.	Move the picture of an avocado on the table.	
Put the pineapple on the table, please.	Move the picture of a pineapple on the table.	

Put the broccoli on the table, please.	Move the picture of broccoli on the table.	
Put the carrot on the table, please.	Move the picture of carrots on the table.	
Put the spinach on the table, please.	Move the picture of spinach on the table.	

Asking and Giving Information	
Question	Answer
What are you eating? / What do you eat?	I am eating
What are you taking?	I am taking
What are you giving?	I am giving
What are you putting?	I am putting

2. Grammar

- Instructions = verb + noun
- Wh-question = Question word + to be (is/am/are) + S + V-ing?
- Simple present tense= S + to be (is/am/are) +V-ing + O

3. Vocabulary

Eat (v)	Avocado (n)
Take (v)	Pineapple (n)
Give (v)	Eggplant (n)
Put (v)	Bean (n)
Jackfruit (n)	Cabbage (n)
Mango (n)	Corn (n)
Papaya (n)	Cucumber (n)
Rambutan (n)	Potato (n)
Mangosteen (n)	Tomato (n)
Watermelon (n)	Broccoli (n)
Strawberry (n)	Carrot (n)
Banana (n)	Spinach (n)

4. Pronunciation

Instructions	Pronunciation	Responses	Pronunciation
Eat the mango, please.	/i:t ðə 'mæŋ.gəʊ pli:z/	- Yes, ma'am.	/jes mə:m /
Eat the banana, please.	/i:t ðə ' bə'nɑ:nə pli:z/	- Yes, sir.	/jes sɜ: 'r /
Eat the strawberry, please.	/i:t ðə 'strɔ:.bəri pli:z/	- Thank you.	/θæŋk ju: /
Eat the corn, please.	/i:t ðə kɔ:n pli:z/		
Eat the cucumber, please.	/i:t ðə 'kju:.kʌm.bər pli:z/		
Take the jackfruit, please.	/ teɪk ðə dʒæk fru:t pli:z/		
Take the papaya, please.	/ teɪk ðə pə'paɪ.ə pli:z/		
Take the eggplant, please.	/ teɪk ðə 'eg.plɑ:nt pli:z/		
Take the bean, please.	/ teɪk ðə bi:n pli:z/		
Take the cabbage, please.	/ teɪk ðə 'kæb.ɪdʒ pli:z/		
Give the rambutan to miss Astri, please.	/ gɪv ðə rʌmbʊ tʌn tə mɪs əstri pli:z/		

Give the mangosteen to me, please.	/ gɪv ðə 'mæŋ.gəʊsti:n tʊ mi: pli:z/		
Give the watermelon to your friends please.	/ gɪv ðə 'wɔ:.tə,mel.ən tʊ jɔ: r frend pli:z/		
Give the potato to Azka, please.	/ gɪv ðə pə'teɪ.təʊ tʊ æs.kə pli:z/		
Give the tomato to Umar, please.	/ gɪv ðə tə'mɑ:.təʊ tʊ umar pli:z/		
Put the avocado on the table, please.	/pʊt ðə 'æv.ə.kɑ:.dəʊ ɒn ðə 'teɪ.bl, pli:z/		
Put the pineapple on the table, please.	/pʊt ðə 'paɪn,æp.l ɒn ðə 'teɪ.bl, pli:z/		
Put the broccoli on the table, please.	/pʊt ðə 'brɒk. ə l.i ɒn ðə 'teɪ.bl, pli:z/		
Put the carrot on the table, please.	/pʊt ðə 'kær.ət ɒn ðə 'teɪ.bl, pli:z/		
Put the spinach on the table, please.	/pʊt ðə 'spɪn.ɪtʃ ɒn ðə 'teɪ.bl, pli:z/		

Asking and Giving Information			
Question	Pronunciation	Answer	Pronunciation

What are you eating?	/wɒt a: r ju: i:tɪŋ /	I am eating	/aɪ æm i:tɪŋ.../
What are you taking?	/wɒt a: r ju: teɪkɪŋ /	I am taking	/aɪ æm teɪkɪŋ.../
What are you giving?	/wɒt a: r ju: gɪvɪŋ /	I am giving	/aɪ æm gɪvɪŋ.../
What are you putting?	/wɒt a: r ju: pʊtɪŋ /	I am putting	/aɪ æm pʊtɪŋ.../

C. Teaching Technique

Total Physical Response (TPR)

D. Learning Media and Resources

1. Pictures



Jackfruit



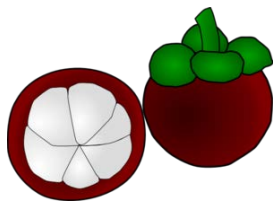
Mango



Papaya



Rambutan



Mangosteen



Watermelon



Strawberry



Banana



Avocado



Pineapple



Eggplant



Bean



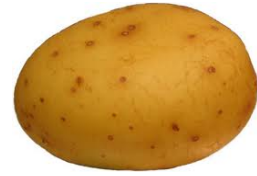
Cabbage



Corn



Cucumber



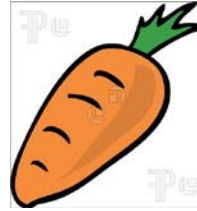
Potato



Tomato



Broccoli

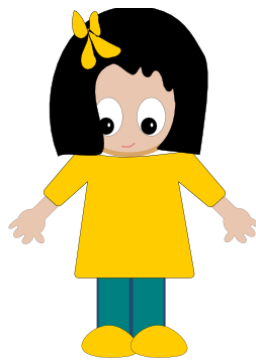


Carrot



Spinach

2. Puppets



E. Learning Activities

a. Pre activities

- Teacher greets students
Good morning children.
- Teacher asks about the student's condition
How are you today?
- Teacher asks the students' attendance
Is everybody here?

b. Main activities

	Teaching	Learning
Review	- The teacher shows pictures of	- The students pay

	<p>fruits and vegetables.</p> <ul style="list-style-type: none"> - The teacher asks the students to imitate her saying the words. - The teacher gives examples of movements and says the corresponding words. - The teacher gives the students commands such: “Eat the mango, please” and “Give the jackfruit, please”. 	<p>attention to the pictures.</p> <ul style="list-style-type: none"> - The students imitate the teacher. - The students listen to the teacher and pay attention to the movements. - The students respond to the teacher’s commands physically.
New Commands	<ul style="list-style-type: none"> - The teacher uses puppets to illustrate the commands. - The teacher models new instructions (take and put). - The teacher gives new commands to the students. - The teacher asks simple questions: What are you eating? Etc. 	<ul style="list-style-type: none"> - The students pay attention to the puppets. - The students pay attention to the new instructions given. - The students respond physically to the teacher’s commands. - The students answer the teacher’s questions: <i>I am wearing ...etc.</i>
Role Reversal	<ul style="list-style-type: none"> - The teacher asks the students to play the puppet for giving instruction and responding to it. 	<ul style="list-style-type: none"> - The students try to give commands and respond to it by using puppets in front of the class.
Reading and Writing	<ul style="list-style-type: none"> - The teacher shares the written form about fruits and vegetables on the blackboard. 	<ul style="list-style-type: none"> - The students pay attention how to write the words about fruits and vegetables correctly.

	<ul style="list-style-type: none"> - The teacher writes a letter of the kinds of fruits and vegetables. - The teacher asks the students to guess and spell the words. - The teacher asks the students to copy them. 	<ul style="list-style-type: none"> - The students pay attention to the teacher writes. - The students guess and spell the words. - The students copy them in their notebooks.
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c. Closing

- Teacher, together with students, summarizes the materials
What we have learnt today, class?
- Teacher asks students to ask the material that is not clear yet
Any questions about the lesson? Is it clear?
- Teacher closes the lesson after greeting the students
It is enough for today. See you next week.

F. Sources

a. Internet

www.mes-english.com

b. Relevant book

- Departemen Pendidikan Nasional. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta.

G. Assessment

Technique : written
Form : written tasks
Instrument : worksheet

Yogyakarta, April 2013

English Teacher

Researcher

Kristina Dewi, S.Pd.
NUPTK. 0247 7556 5730 0013

Astri Sugiarti
NIM. 08202241057

LESSON PLAN 5

Name of School : SD Negeri Sidoarum
Subject : English
Grade/Semester : IV / 2
Theme : Public Places and Profession
Skill : Listening
Time Allocation : 2 x 35 minutes

Standard Competence

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.

Basic Competence

5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.

Indicators

- Students are able to identify public places and profession.
- Students are able to do the instructions given by the teacher.

A. Learning Objective

In the end of the lesson, students are expected to be able to respond physically to the instructions about public places and profession.

B. Materials

1. Exchanges

Instructions	Responses	
	Physically	Orally
Go to the hospital, please.	Move to the picture of hospital.	- Yes, ma'am. - Yes, sir.
Go to the school, please.	Move to the picture of school.	- Thank you.

Go to the restaurant, please.	Move to the picture of restaurant.	
Go to the market, please.	Move to the picture of market.	
Go to the post office, please.	Move to the picture of post office.	
Go to the library, please.	Move to the picture of library.	
Point to the doctor, please.	Direct the finger to the picture of a doctor.	
Point to the nurse, please.	Direct the finger to the picture of a nurse.	
Point to the dentist, please.	Direct the finger to the picture of a dentist.	
Point to the teacher, please.	Direct the finger to the picture of a teacher.	
Point to the waitress, please.	Direct the finger to the picture of a waitress.	
Point to the seller, please.	Direct the finger to the picture of a seller.	
Point to the librarian, please.	Direct the finger to the picture of a librarian.	
Greet to the doctor, please.	Say hello to the doctor.	
Greet to the nurse, please.	Say hello to the nurse.	
Greet to the dentist, please.	Say hello to the dentist.	
Greet to the teacher, please.	Say hello to the teacher.	
Greet to the waitress, please.	Say hello to the waitress.	
Greet to the seller, please.	Say hello to the seller.	
Greet to the librarian, please.	Say hello to the librarian.	

Asking and Giving Information	
Question	Answer
What is your profession?	I am a/an
Where do you work?	I work in

2. Grammar

- Instructions = verb + noun
- Wh-question = Question word + to be (is/am/are) + S + V-ing?
- Simple present tense = S + to be (is/am/are) + V-ing + O

3. Vocabulary

Hospital (n)	Teacher (n)
School (n)	Waiter/waitress (n)
Restaurant (n)	Seller (n)
Market (n)	Postman (n)
Post office (n)	Librarian (n)
Library (n)	Point (v)
Doctor (n)	Go (v)
Nurse (n)	Greet (v)
Dentist (n)	

4. Pronunciation

Instructions	Pronunciation	Responses	Pronunciation
Go to the hospital, please.	/ gəʊtʊ ðə 'hɒs.pɪ.təl , pli:z /	- Yes, ma'am.	/jes mɑ:m /
Go to the school, please.	/ gəʊtʊ ðə sku:l, pli:z /	- Yes, sir.	/jes sɜ:ˈ /
Go to the restaurant, please.	/ gəʊtʊ ðə 'res.trɒnt , pli:z /	- Thank you.	/θæŋk ju: /
Go to the market, please.	/ gəʊtʊ ðə 'mɑ:kɪt, pli:z /		
Go to the post	/ gəʊtʊ ðə pəʊst		

office, please.	'ɒf.ɪs , pli:z /		
Go to the library, please.	/ gəʊtʊ ðə 'laɪ.brər.i , pli:z /		
Point to the doctor, please.	/ pɔɪnt tʊ ðə 'dɒk.tər , pli:z /		
Point to the nurse, please.	/ pɔɪnt tʊ ðə nɜ:s, pli:z /		
Point to the dentist, please.	/ pɔɪnt tʊ ðə 'den.tɪst , pli:z /		
Point to the teacher, please.	/ pɔɪnt tʊ ðə 'ti:tʃər, pli:z /		
Point to the waitress, please.	/ pɔɪnt tʊ ðə 'weɪ.trəs, pli:z /		
Point to the seller, please.	/ pɔɪnt tʊ ðə 'sel.ər, pli:z /		
Point to the librarian, please.	/ pɔɪnt tʊ ðə laɪ'brɛəri.ən, pli:z/		
Greet the doctor, please.	/ grɪ:t ðə 'dɒk.tər , pli:z /		
Greet the nurse, please.	/ grɪ:t ðə nɜ:s, pli:z/		
Greet the dentist, please.	/ grɪ:t ðə 'den.tɪst , pli:z /		
Greet the teacher, please.	/ grɪ:t ðə 'ti:tʃər, pli:z /		
Greet the waitress, please.	/ grɪ:t ðə 'weɪ.trəs, pli:z /		
Greet the seller, please.	/ grɪ:t ðə 'sel.ər, pli:z /		
Greet the librarian, please.	/ grɪ:t ðə laɪ'brɛəri.ən, pli:z/		

Asking and Giving Information			
Question	Pronunciation	Answer	Pronunciation
What is your profession?	/wɒt ɪz jɔ: r prə'feʃ.ən /	I am a/an	/ aɪ æm ə/ən .../
Where do you	/ weər du ju: wɜ:k /	I work in	/ aɪ wɜ:k ɪn/

work?			
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C. Teaching Technique

Total Physical Response (TPR)

D. Learning Media and Resources

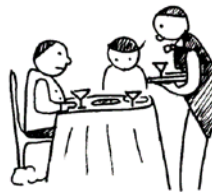
1. Pictures



hospital



school



restaurant



market



ClipartOf.com/1151135

Post office



library



doctor



nurse



dentist



teacher



waiter



waitress



postman



cook



librarian

2. Puppets



E. Learning Activities

a. Pre activities

- Teacher greets students
Good morning children.
- Teacher asks about the student's condition
How are you today?
- Teacher asks the students' attendance
Is everybody here?

b. Main activities

	Teaching	Learning
Review	<ul style="list-style-type: none"> - The teacher shows pictures of public places to the students. - The teacher asks the students to imitate her saying the words. 	<ul style="list-style-type: none"> - The students pay attention to the pictures. - The students imitate the teacher.

	<ul style="list-style-type: none"> - The teacher gives examples of movements and says the corresponding words. - The teacher gives the students commands such: “Go to the market please, please”. 	<ul style="list-style-type: none"> - The students listen to the teacher and pay attention to the movements. - The students respond to the teacher’s commands physically.
New Commands	<ul style="list-style-type: none"> - The teacher models new instructions . - The teacher gives new commands to the students. - The teacher asks simple questions: “What is your profession? and “Where do you work?” 	<ul style="list-style-type: none"> - The students pay attention to the new instructions given. - The students respond physically to the teacher’s commands. - The students answer the teacher’s questions: <i>I am a or I work in</i>
Role Reversal	<ul style="list-style-type: none"> - The teacher asks the students to play the puppet for giving instruction and responding to it. 	<ul style="list-style-type: none"> - The students try to give commands and respond to it by using puppets in front of the class.
Reading and Writing	<ul style="list-style-type: none"> - The teacher asks the students to mention the kinds of professions and public places. - The teacher asks the students to spell the words of professions and public places. - The teacher dictates some uncomplete sentences about professions and where they 	<ul style="list-style-type: none"> - The students mention the kinds of professions and public places. - The students spell the words of professions and public places. - The students listen to the teacher and complete the sentences

	work.	they heard.
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c. Closing

- Teacher, together with students, summarizes the materials
What we have learnt today, class?
- Teacher asks students to ask the material that is not clear yet
Any questions about the lesson? Is it clear?
- Teacher closes the lesson after greeting the students
It is enough for today. See you next week.

F. Sources

a. Internet

www.mes-english.com

b. Relevant book

- Departemen Pendidikan Nasional. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta.

G. Assessment

Technique : written
Form : written tasks
Instrument : worksheet

Yogyakarta, April 2013

English Teacher

Researcher

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Astri Sugiarti
NIM. 08202241057

APPENDIX C

INSTRUMENTS

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : _____ Class : _____
 Time : _____ Observer : _____

NO	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Greets the students.			
2	Asks the students' condition.			
3	Checks the students' attendance.			
4	Explains the goal of the lesson.			
	B. Whilst-teaching			
	Review			
5	Introduces the topic.			
6	Introduces new words.			
7	Introduces language function and the instructions.			
8	Gives the models of the instructions.			
9	Gives commands/instructions			
10	Uses media to deliver materials.			
11	Deliver the materials clearly.			
	New Commands			
12	Introduces new instructions.			
13	Asks simple questions to check students' understanding			
14	Corrects the students' mistakes.			
	Role Reversal			
15	Drills the spoken form			

16	Gives opportunities to practice.			
17	Corrects the students' mistake.			
18	Monitors the students' production.			
	Reading and Writing			
19	Shares the written form.			
20	Gives opportunities to write.			
	C. Post-teaching			
21	Summarizes the lesson.			
22	Reflects the teaching and learning.			
23	Gives reward and motivation.			
24	Says goodbye.			

NO	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Respond to the greeting.			
2	Pay attention on the explanation			
	B. Whilst-teaching			
	Review			
3	Know the topic.			
4	Know the new words.			
5	Know the language functions and instructions.			
6	Respond the instructions.			

	New Commands			
7	Know the new instructions.			
8	Respond to the questions.			
9	Ask questions when they do not understand.			
	Role Reversal			
10	Practise to give instructions.			
11	Take turn to give instructions.			
12	Respond to the intructions given by friend.			
13	Correct their pronunciation.			
	Reading and Writing			
14	Know the written form			
15	Are able to write the language used.			
	C. Post-teaching			
16	Understand the lesson.			
17	Say good bye.			

INTERVIEW GUIDELINE

A. Before implementation

1. For the English teacher
 - a. *Bagaimanakah pembelajaran bahasa Inggris kelas 4 di sekolah ini?*
 - b. *Bagaimana penyampaian materi dan penggunaan media dalam pembelajaran bahasa Inggris?*
 - c. *Teknik pengajaran apa yang biasanya digunakan?*
 - d. *Media apa yang biasanya digunakan? (tape, LKS, buku paket, atau media yang dikembangkan sendiri, dll)*
 - e. *Bagaimana potensi kemampuan siswa kelas 4 di sekolah ini?*
 - f. *Bagaimana kemampuan pemahaman bahasa Inggris siswa kelas 4? Pada listening skill bagaimana?*
 - g. *Apakah ada kendala dalam proses pembelajaran bahasa Inggris? Jika ada, kendala apakah itu? Pada skill apa? Mengapa?*
 - h. *Solusi apa yang diharapkan untuk mengatasi kendala tersebut?*
 - i. *Pada pembelajaran listening apakah ada kendala? Jika ada, kendala seperti apa? Mengapa ?*
 - j. *Bagaimana mengatasi solusi tersebut?*

2. For the students
 - a. *Apakah Adik suka pelajaran/belajar Bahasa Inggris? Mengapa?*
 - b. *Menurut Adik, apakah belajar bahasa Inggris mudah/susah? Mengapa?*
 - c. *Bagaimanakah pembelajaran bahasa Inggris hari ini? Apakah ada kesulitan? Jika ada, kendala apakah itu? Mengapa?*
 - d. *Kegiatan seperti apa yang Adik sukai ketika belajar Bahasa Inggris?*

B. After Implementation

1. For the English teacher
 - a. *Bagaimanakah penerapan "action" yang telah dilakukan?*
 - b. *Bagaimanakah penerapan "TPR" untuk membantu siswa dalam mendengarkan ujaran bahasa Inggris?*

- c. *Bagaimana kemampuan siswa dalam mendengarkan ujaran bahasa Inggris? Apakah mengalami peningkatan?*


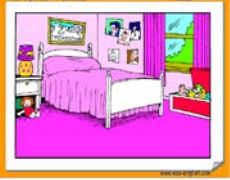
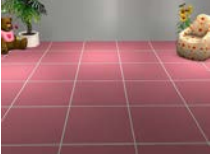
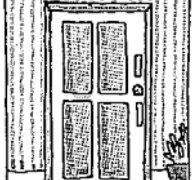








2. For the students





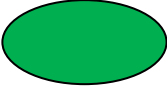
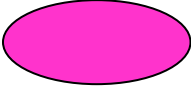


- a. *Apakah Adik suka belajar "listening" dengan kegiatan "TPR"?*
- b. *Apakah Adik merasa terbantu dengan penerapan kegiatan "TPR" untuk latihan "listening"?*

STUDENTS' LISTENING TEST

Listen and put a tick (✓) to the right picture.







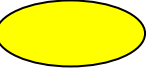

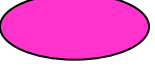



Dengarkan dan beri tanda centang pada gambar yang sesuai.

No.	A	B
1		
	(.....)	(.....)
2		
	(.....)	(.....)
3		
	(.....)	(.....)
4		
	(.....)	(.....)
5		
	(.....)	(.....)
6		
	(.....)	(.....)

7		
	(.....)	(.....)
8		
	(.....)	(.....)
9		
	(.....)	(.....)
10		
	(.....)	(.....)

Listen to and match the clothes with right colours.

Dengarkan dan cocokkan gambar pakaian dengan warna yang tepat.

No.	Colours	clothes
1		
2		
3		
4		
5		
6		

APPENDIX D

FIELD NOTES

FIELD NOTE 1 (CLASSROOM OBSERVATION)

Day : Tuesday
 Date : October 16th, 2012
 Time : 7.10 – 8.15 a.m.
 Place : IV Classroom

When the teacher went to the classroom, at 07.10 am, the students were not ready yet. Some students were noisy. Noticing that the teacher went with the researcher, the students were quite in their seats. Then, the teacher sat in her seat and the researcher sat at the back row of the students' seat. The teacher greeted the students, "*Good morning.*" The students answered, "*Good morning, Mrs. Dewi.*" "*Who is absent today?*" the students answered "*No.*" "*No?*", asked the teacher. The students repeated the answer, "*No one is absent.*" The students were familiar enough with the lesson opening. Then, the teacher told the students that the researcher would accompany them to learn that day.

The teacher asked the students in Indonesian about the previous material. The students answered, "*Colour*", all together. They were asked to mention the kinds of colours in Indonesian and they answered in English fluently. After that, the teacher asked the students to sing the "*colour*" song together. At 07.15 the teacher started to explain the material to remind them about the previous lesson. She wrote some phrases on the blackboard, for example "*blue book*" and "*two green books.*" The students paid much attention on what the teacher wrote and explained.

After explaining the previous material, the teacher asked the students in Indonesian whether they had homework or not. The students answered in Indonesian, "*Ada. Halaman 39 Bu.*" The teacher asked the students to check the homework in LKS together and asked them to exchange their works in pairs. The students who had not done their homework were asked to finish it outside the class. The teacher read the answers in Indonesian. Some students kept silent while the others were busy with themselves. The teacher asked the students to spell the answers, "*Spell it*", the students spelled the words that the teacher asked in Indonesian. Even when the teacher said "*the last number*", the students did not understand so that the teacher needed to repeat it in Indonesian.

Still using LKS, the teacher then drove the students to do the next exercise. She said, "*Nah, sekarang kerjakan exercise selanjutnya ya, dibaca dulu itu instruksinya apa.*" When the students were doing the exercise, the teacher walked around the class to check if there were any students who did not understand. After a while the teacher asked, "*Have you finished?*" No students answered it. Then, the teacher said in Indonesian, "*Sudah selesai apa belum?*" and the students answered "*belum.*" At 07.32 the teacher asked the students to check the answers by calling them by row, "*Ayo dicocokkan mulai dari baris ini.*" The students wrote their answers on the blackboard, then the teacher corrected when there were some mistakes. After checking one number, the teacher asked "*siapa yang betul?*" The students whose answers were true raised their hands.

"*Dilanjut exercise selanjutnya, yaitu teka-teki silang*", said the teacher. The teacher, then, explained the rule of the crossword and gave them example

how to fill in. The students filled in the crossword while the teacher copied the crossword on the blackboard. Ten minutes doing the crossword, the teacher asked the students to check the answers together by filling in the crossword written on the blackboard. The students who were not writing on the blackboard were noisy so that the teacher hissed them to settle down. Some of them also leaned their chin on the table because they felt bored. When checking the answers, the teacher guided the students, "*Terus number two sampai nomor terakhir.*" "*Finish ya, siapa yang betul semua?*", said the teacher after the crossword were all finished. After that, the teacher drilled again the material of colours by saying kinds of colours in Indonesian, while the students mentioned them in English. Then, the teacher and the students sang the "colour" song together again.

The lesson was continued by doing exercise in LKS again. "*Untuk latihan yang lain yaitu dengarkan dan jawab*", said the teacher. The students listened to the teacher's instruction while they were preparing themselves for doing the exercise. The teacher read the questions based on the pictures in the book, "*What colour is it?*" The students answered it by saying "*colour orange*" etc. After the students answered the question, the teacher explained a sentence: "*Roby has (an) orange*". From the sentence, the teacher explained the rule of using article "a" or "an".

Again, the teacher asked the students to do another exercise. To help the students, the teacher explained, "*Ingat, kalo ada soal menyusun kata seperti ini, pertama baca dulu, terus tulis, terus coret*". The students paid attention to the teacher's explanation and imitated the instructions the teacher said. At 08.06, the teacher and the students checked the answers together. The students had become autonomous about whose turn to write on the blackboard. After checking the answers, the teacher asked, "*Siapa yang betul semuanya?*", some students said "*saya*" all together while they were raising their hands. The teacher continued the question: "*salah berapa nggih?*", but each student gave different answers in Indonesian.

In the end of the lesson, the teacher summarized the material by saying "*Ya sudah, itu semua tentang warna. Ada yang belum paham?*" The students remained silent. Then the teacher asked to sing the "colour" song together again. "*Oke, ada pertanyaan tidak?*" The students were silent again. "*No questions, LKS dikumpulkan ya*", said the teacher finally. "*See you next week*", said the teacher while leaving the classroom. It was only a few students who responded "*See you.*"

FIELD NOTE 2 (MEETING 1)

Day : Tuesday
Date : March 26th, 2013
Time : 7.00 – 8.15 a.m.
Place : IV Classroom

The researcher and the English teacher went to the class at 07.00 a.m. Before the researcher did the teaching, the teacher took some time for distributing

the result of mid semester test to the students. The researcher opened the lesson at 07.10 by greeting the students “*Good morning, class*”. Some of the students answered “*Good morning Mrs. Astri*” but some of them answered “*Good morning Miss Astri*”. Since the students made mistake on calling the researcher’s name, the researcher corrected it by explaining the difference between Mrs and Miss. Then the researcher asked the students to repeat the greeting. The researcher continued to ask the students’ condition “*How are you today?*” and they answer it by saying “*I am fine*” correctly and fluently. However, when the researcher asked “*Who is absent today?*”, they were silent and took a look each other. The researcher repeat the question until there was one students answered “*Oh, nggak ada Miss*”, then the other followed. Finally the researcher explained the expressions used in checking the attendance before and how to answer it. She asked the question once again, and the students answered “*No one*”.

After that, the researcher reviewed the previous lesson. The researcher checked it by asking them what had been learned before. The students answerd enthusiastically by mentioning some related words such as animal, horse, *hewan*, and so on. The atmosphere became a little bit noisy. Then, the researcher tried to recall the material from pre test by asking the students to guess what we were going to learn through the pictures shown. The researcher showed some pictures of parts of the house and the students had been able to guess it. The researcher check the students’ understanding about the topic by asking them “*What is it?*”. The students seemed have been familiar with the topic so that they were able to answer the questions. Then, the researcher tried to check them by saying “*This one is*” and the students were asked to continued the utterances by mentioning the parts of the house. While showing the pictures, the researcher asked the students to repeat after her. Having corrected the pronunciation from the researcher, they were good in pronouncing the words. Nevertheless, the most difficult to be differentiated was the pronunciation between bathroom and bedroom. To help them differentiate, the researcher drilled more how to pronounce “*bathroom*” and “*bedroom*” correctly, so that the were able to distinguish the sounds.

At 07.30 the researcher was going to show a picture of parts of the house. She asked a volunteer to help her stick the pictures. There were seven pictures sticked on the wall around the classroom. Then, the researcher asked what pictures they are. The students mentioned the pictures according to what the researcher pointed. They were good at recognizing the parts of the house, so that the researcher was able to give example of instructions. She asked the students to pay attention on what she was doing. They were going to introduce the verb *look*, *point*, and *go*. The researcher made physical movements while she mentioned the instructions, for example direct the eyes for *look at*, direct the finger for *point to*, and move to the picture for *go to*. The researcher showed the instruction and movement one by one. Firstly, she used the instruction look at and its example of movement several time. After that, she showed the movement of point to but the students became confused between these two instructions. When they were asked “*Apa yang Miss Astri lakukan? Look at atau point to?*”, they all remained silent.

So, the researcher gave the example again and asked the students about the difference of what she was doing to respond. As the result, the researcher made a movement and asked them “*Kalau Miss Astri melakukan ini, namanya apa?*”, then they answered correctly. Since the students showed their understanding, they were asked to make movements as the researcher did, but no students wanted to do. Finally, the researcher was going to introduce new instructions “open “ and “close”, but for these ones they felt easier to understand.

To make the lesson clearer, the researcher asked the students to do the instructions themselves. The researcher said the instructions, then the students responded by making movements all together. To check the individual understanding, the researcher called out one by one the students and asked them to respond to the instruction. At first, the students were just asked to respond physically, but then the researcher introduced them how to respond instructions verbally by saying “Yes, miss” or “Yes, sir”, but they often forgot. They just responded without saying anything.

The researcher continued the lesson by sticking a poster of a house. She asked the students “What is it?”. The students answered that it was a picture of house, but they did not pronounce correctly so that the researcher drilled them how to pronounce it correctly. At 07.40 the researcher asked the students about parts of the house in the poster and what things usually there. The students showed that they were familiar with the name of things in the house. To check it, the researcher showed some pictures about things in the house. While showing the pictures of a towel, car, soap, knife, and sofa, the researcher asked them to repeat after her. The researcher gave verbal reward by saying *good* and *excellent* for some words, except one word *knife*. They felt it was difficult because the pronunciation was very different from the written form.

After some time, the atmosphere became a little bit noisy. It came from the students who sat in the corner. Then, the researcher called out the students and asked them to respond to the instruction. The researcher gave instruction “*Shut the door, please*”. The students walked to the door, but he did not close the door. Seeing that, the researcher asked the whole class if it was true or false instruction. The students answered “wrong” all together. Then, the researcher asked one of the students to help him respond to the instruction correctly. One student then said, “*Seharusnya menutup pintu.*” The students who given the instruction closed the door and then the researcher gave feedback of his behavior.

Had been familiar in responding to the instructions, the researcher was going to make them were able to give instructions. To help them determine what instructions that they were going to say, the researcher wrote the examples on the backboard:

- Look at, please.
- Point to, please.
- Go to, please.
- Close, please.

- Open, please.

The researcher drilled how to pronounce the instructions correctly. The researcher was going to check the individual pronunciation by peer correction first. The students were asked to get practice giving and responding to the instructions in front of the class, but they all declined it. They were asked to practice in their own seat with their partner. A *Whisper Race* game was actually going to be played in the end of the stage, but it was cancelled because of the time limitation. The time was spent too much in making them understand the review and new command stage.

After that, the researcher was going further to the written form. The researcher gave clues about what the things are and wrote the parts of the house and rooms on the blackboard. She read them aloud and asked the students to repeat after her. They were quite good in pronouncing some of the words. Then, the students copied them correctly in their note books.

After that, the researcher gave worksheet to the students. She explained how to do it first. Finished, the researcher and the students checked the work together. The researcher asked, "*Have you finished?*" and the students answered, "*Belum.*" Finally, the time was up. The researcher closed the lesson by saying "*See you. Goodbye*". The students answered it "*Goodbye*".

FIELD NOTE 3 (MEETING 2)

Day : Tuesday
Date : April 2nd, 2013
Time : 10.00 – 11.00 a.m.
Place : IV Classroom

That day, April 2nd 2013, the lesson of class four started from 10.00 a.m. This was because the school was holding such an examination for class six. The researcher, together with the collaborator, went to the class at 10.00 a.m. The English teacher could not attend because she became a committee in another school. Firstly, the researcher asked the students to have a prayer. The researcher opened the lesson by greeting the students and asking their condition. Then, she continued by asking attendance "*Is everybody here?*", but the students gave no answer. The researcher replaced the question by "*Who is absent today?*". The students answered "*No...*". The researcher repeated the students' answer "*No..??*", then the students said that there were two students absent by saying "*No one absent.*" The question "*Is everybody here?*" was repeated again, and finally the students could understand and answer it correctly. Before started the lesson, the researcher introduced the collaborator to the students.

At 10.06 the researcher opened the lesson by reviewing the previous lesson about house and room. The researcher stated that that day they were going to learn about body. Firstly, the researcher showed pictures about parts of body and face. After that, the researcher introduced parts of body by making movements and saying the corresponding words. As the beginning, the researcher

used the verbs *touch*, *point*, and *look* to give instructions. The students were also explained which was the *right* and *left* ones. The researcher drilled the students several times to make it clear. These are the example of the instructions:

Touch your head, please.

Point to his right leg, please.

Look at his neck, please.

The students were asked to imitate the pronunciation. It seemed that it was easy for the students to learn about *parts of body*. Then, the researcher gave instructions and asked the students to respond to them. They were good in doing those instructions so that the activity ran smoothly. However, some students sometimes forgot to give verbal responses to show their politeness.

Around 10.20, the researcher gave the students new instructions using the verbs *comb*, and *brush*. The researcher showed the movements first, then asked the students to imitate the pronunciation and to respond to the instructions. To check the students' understanding, the researcher asked them, "*what is it?*" while showing the pictures. The lesson was continued by playing *Simon Says* game. The students were so enthusiastic to do the game. To challenge them, the researcher asked some of them to be the instructor of the game in front of the class, but there were only two students who had high self-confidence to do. The others just enjoyed the game as the players. The game went on around 15 minutes, until 10.40.

Being fluent in oral practice, the students were showed the written form of parts of body. The researcher asked the students to dictate parts of body while she wrote them on the blackboard. Then the students and the researcher read them aloud all together. As the last activity, the researcher gave each student a picture of body. Then, they were asked to name the parts of body by writing down the answers on the blank boxes. But, because the time was lesser than usual, the researcher gave it as homework. As the closing, the researcher gave a brief summary about the lesson and said "Goodbye" to the students. There were just few students who answered "Bye" because they were busy completing the homework.

FIELD NOTE 4 (MEETING 3)

Day : Tuesday
 Date : April 9th, 2013
 Time : 7.00 – 8.10 a.m.
 Place : IV Classroom

The researcher and the English teacher came to the class at 07.00 a.m. Before started the lesson, the students and the researcher had a prayer together. The researcher opened the lesson by greeting the students "good moring" and the students answered "good morning, miss Astri". The researcher continued by asking their condition "How are you today?". The students answered "We are fine". The researcher asked who students is absent that day by asking "Is

everybody here?” and “Who?”. The students answered “No”, then said that there is a student, Irvan, who did not go to school for some weeks.

The researcher started the lesson by reviewing the previous lesson about body. Before had a new material, the researcher and the students check the homework about body together. After that, the students submitted their works to the researcher. The researcher said that they were going to learn about clothes. As the initial activity, the researcher showed the students some instructions together with its movements. The students were asked to repeat the pronunciation. Giving the students new vocabularies, the researcher showed some pictures about clothes to the students and they were asked to imitate how to pronounce the words correctly. Then, the researcher gave the students the same instructions like before she did. The students were asked to respond the instructions until the time showed that it was 07.30 a.m.

For the next session, the researcher used puppets of person as the teaching aids. The researcher models some new instructions to the students with the puppets. The researcher introduced new instructions such as:

Put on the shirt, please.

Put off the trousers, please.

Take the glassess, please.

The researcher gave the instructions and the students were asked to respond to them physically. Since the students kept silent while responding to the instructions, the researcher reminded the students that they need to say something to respond to the instructions to show their politeness. Then, the researcher wrote on the blackboard:

Yes miss.

Yes ma'am.

Yes sir.

The teacher repeted the instructions if the students did not give verbal responses. To check their understanding, the researcher asked a question “*What are you wearing?*” to the students. Firstly, they did not get the question. The researcher explained what the meaning is, and after that the students were able to answer the questions.

The next step was the chance for the students to play their roles. They were asked to practise the instructions with their classmates. To motivate them, the researcher used puppets of persons and the clothes. At first, there was no student who wanted to practise in front of the class. They were so interested, but they just felt shy. Then, the researcher called out one by one to ask them to perform and the result was that there were ten students who did it. The lesson was continued by conducting a *whisper race* game. It was slightly difficult to organize the class for playing a game. However, the students got a lot of fun and oral practices.

After that, it was 07.55, the researcher wrote the name of clothes on the blackboard. The students were asked to pay more attention, to read them aloud, and to write them down on their book. The last, the researcher gave the students homework which was to identify the clothes.

Because the time was nearly up, around 08.10, the researcher gave a brief summary about the lesson. The researcher closed the lesson by saying goodbye, then left the classroom together with the English teacher.

FIELD NOTE 5 (MEETING 4)

Day : Tuesday

Date : April 16th, 2013

Time : 7.00 – 8.10 a.m.

Place : IV Classroom

The researcher and the teacher came to the class at 07.00 a.m. The students had had a prayer so that the researcher continued greeting “*good morning*” and the students answered “*good morning*” all together. The researcher asked condition “*how are you today?*”, some students answered “*I am fine*” and some “*we are fine*”, then one of them asked to repeat once more , and checking attendance. “*how are you today?*”, some students answered “*I am fine*” and some “*we are fine*”, then one of them asked to repeat once more by saying “*we are fine*”. Again, there was a students who did not attend to school for weeks.

The researcher started the lesson by reviewing the previous material and homework. The researcher gave feedback and correction to the homework they did and explanation to make them more clear. Finished reviewing the homework, the researcher began to explain a new lesson about fruits and vegetables. Firstly, the researcher explained the goal of the lesson that day. Then, the researcher continued by showing pictures of fruits and vegetables and the students imitated the pronunciation. Some of the students were familiar with the new vocabulary but some of them not. To check the initial understanding, the researcher show the pictures one by one and the students were asked to guess the name of fruits and vegetables shown in pictures. The researcher gave examples of movements using verbs *eat* and *give*. The researcher repeated the movements several times. After the students seemed that they understood the movements, the researcher gave the students instructions. It was done until the students could respond the instruction physically.

The time showed 07.30, the researcher was going to use puppets to illustrate the practice of giving instructions and responding. Firstly, the researcher used the two puppets; one for giving instruction, the other one to give respond. In this step, the instructions used the verb *take* and *put*. Then, the researcher began to give the students instructions until they were familiar to give respond physically and verbally. If the students forgot to say the verbal response, the researcher repeat the instructions until they were aware of what they missed. To check their understanding, the researcher delivered a question “*What are you eating?*” which had been given examples how to answer it.

At 07.40 the students were asked to practice how to give instructions and responses. Before that, the researcher drilled them to pronounce every single word correctly. After the students were good enough at pronouncing the words, the researcher asked them to practice in front of the class. Amazingly, that day almost all of students had high desire to perform. Try not to make them disappointed, the researcher gave all of them chances to show their performance. Actually, this activity takes some time, but it did not take much matters. There were some students made chaos because they were too enthusiastic, but after a punishment was applied they all could be managed well.

At 08.00, all students finished giving their performance, so it was the time that the researcher was going to focus on the written form. The researcher wrote *FRUITS AND VEGETABLES* on the blackboard with capital letters. Then, the researcher together with the students spelled how to write the words correctly. The students were asked to copy them.

At 08.10, the researcher asked the students about the lesson and gave a little review. The researcher asked, "What have we learned today?" Although they gave different answer each students, they could mentioned what the lesson is. The researcher asked again, "What are you feeling now?" Since the students remained silent, the researcher repeated the question in Indonesian. Then, they could answer, "Senang." "In English, please", asked the researcher. "Happy Miss. Besok dikasih hadiah ya kalau dapat banyak poin." After that, the researcher closed the lesson by saying goodbye. The researcher and the teacher left the classroom together.

FIELD NOTE 6 (MEETING 5)

Day : Tuesday
 Date : April 30th, 2013
 Time : 7.00 – 8.15 a.m.
 Place : IV Classroom

The researcher and the collaborator came to the class at 07.00 a.m. The English teacher was late at that day. The students had had a prayer before the researcher came so that the researcher opened the lesson by greeting, asking condition, and checking the attendance. The students had been familiar with those opening questions. The students' condition and attendance were asked by saying, "*How are you today?*", and "*Is everybody here?*" They answered the questions appropriately, "*We are fine.*", "*Irvan is absent.*" Then, the researcher reviewed the previous lesson before giving a new material.

That day, the researcher was going to conduct a teaching about "professions and public places". Started from 07.07, the researcher showed some pictures of public places. Fortunately, the students had familiar with those. Then, the researcher stuck the pictures on the blackboard and showed some movements. After that, it was not difficult to ask the students doing the same movements. Then, the researcher asked, "*What do you want to be in the future? A doctor or a*

policeman or a teacher?” The students gave various answers of professions. The researcher continued by showing puppets of professions. The students were so interested in the puppets. The researcher introduced one by one puppet and the students paid much attention on it. The researcher gave illustration about giving and responding to instructions using puppets. The students were so enthusiastic that the researcher tried to check their understanding by asking “What is her/his profession?” and “Where do you work?”. To make it clearer, the researcher write the questions on the blackboard. Then, the researcher called out some students and delivered those questions.

In the new command stage, more complex instructions were given to the students. The instructions used in the previous stage were still used, but they were accompanied by questions before. The students were asked as the researcher showed a puppet, “What is your profession?” The students did not understand at once. Examples of questioning and answering were given until they understood. Another question, then, was delivered to them, “Where do you work?” Here, the question words *What* and *Where* were stress to help the students catch the questions easier. When these two questions could be understood, the students were given an instruction, “Go to the place you work, please.” Without a lot of explanation and examples, the students could gave a correct response to the instruction.

After that, around 07.35, the researcher asked the students to play role of giving and responding to the instruction. Some students went to the front of the class in pairs, then they acted to give and respond to the instruction each other using puppets. They did good job on this activity and they semed not shy anymore. Even, some students asked something as a gift to those who got the most points.

Had been fluent in oral practice, the lesson continued to the written form at 07.55. The researcher tried to show the written form by asking the students first to mention what professions are they got that day. The students mentioned the words and the researcher wrote them on the blackboard by spelling the letter together with the students. Then, the researcher dictated uncomplete sentences such as *A nurse works in ...*, *A teacher works in ...* etc. The students were asked to complete to sentences by writing the place of work. The researcher showed the correct writing on the blackboard. She asked the students to paid much attention to the right writing and correct them if they made mistakes.

Because the time was up, the researcher ended the lesson by summarized the lesson. The students were able to mention what they had learnt that day. Bofore leaving the class the researcher gave rewards to the students who got good points in the teaching and learning process because it would be the last meeting. The next Tuesday would be the National Examination and preparation to the second semester tests. The researcher closed the lesson by saying “See you next time. Goodbye and thank you”. The students answeres “Goodbye” sadly.

APPENDIX E
INTERVIEW
TRANSCRIPTS

INTERVIEW 1 (CLASS OBSERVATION)

Day : Tuesday

Date : October, 20th 2013

Time : 09.00 – 09.15

Place : III Classroom

R : Researcher T : English Teacher

R : Selamat siang, Bu Dewi.

T : Selamat siang.

R : Saya bisa minta waktunya sebentar untuk tanya-tanya ya Bu?

T : Ya.

R : Bu, kalau pembelajaran bahasa Inggris di sekolah ini bagaimana ya Bu?

T : Maksudnya?

R : Misalnya diajarkan dari kelas berapa dan bagaimana kurikulumnya.

T : Oh gitu, materinya kan disesuaikan dengan kurikulum. Itu masih menggunakan GBPP '94, terus nanti kalau untuk yang di LKS kan kami hanya menggunakan. Anak-anak kan hanya menggunakan LKS saja, jadi selain dari materi GBPP ditambah materi dari LKS itu, kan ada yang beda materinya, ya untuk tambahan materi.

R : Terus kalau ada isu tentang penghapusan bahasa Inggris di sekolah dasar, apakah belum ada surat keputusan ya Bu?

T : Belum ada. Saya pernah tanya ke sekolah lain dengan kepala sekolah itu, untuk penghapusan bahasa Inggris itu kan disesuaikan dengan kebijakan setiap daerah, misalnya kalau kota kan mungkin sudah berlaku. Tapi kalau di Sleman itu belum ada sama sekali. Jadi, sampai sekarang masih tetap eksis pembelajarannya di SD.

R : Ya. Kalau tentang penyampaian materi sendiri apakah sering menggunakan media? Seperti apa ya Bu?

T : Nah, misalnya kalo saya misalnya sering menggunakan *flash cards*, sama bukunya saya *drill*. Jadinya, misalnya kita belajar kosa kata, saya *drill* nanti biar anak itu paham arti, paling nggak arti serta ucapannya. Ucapan bahasa Inggris sama artinya dalam bahasa Indonesia, dari bahasa Inggris ke Indonesia.

R : Agar siswa dapat cepat paham ya Bu?

T : Iya, terutama penggunaan kosa kata itu.

R : Selain flash cards, media apa lagi yang biasa digunakan Bu?

T : Ya itu sama buku saja.

R : Lalu bagaimana dengan kemampuan dari kelas 4 tentang bahasa Inggris? Apakah pemahamannya sudah bagus atau bagaimana Bu?

T : Nah, selama ini saya kalau mengajar kan bahasanya *nggak* hanya satu bahasa. Satu bahasa otomatis *nggak* bisa, nek menggunakan bahasa Inggris *tok*. Jadi, kadang saya Inggris-nya dulu, terus di-Indonesia-kan, kadang pakai bahasa Jawa juga.

R : Jadi untuk membantu siswa ya Bu? Yang penting mereka terbiasa.

T : Iya, lihat situasi anak.

R : Lalu, kendala apa yang ditemui dalam mengajar?

- T : Ya kendalanya setiap anak kan kemampuannya kan beda-beda, jadi kalau yang pintar otomatis ya kalau dikasih tugas cepat, cepat bisa kalo dikasih tugas juga cepat nyantel dan hasilnya juga lebih bagus dibanding anak yang kurang.
- R : Lalu kalau untuk mengatasi masalah seperti itu biasanya bagaimana Bu?
- T : Yang mana?
- R : Yang kemampuannya anak-anak kan beda-beda di kelas.
- T : Nanti kan *tak* sesuaikan dengan KKM hasilnya itu. Kalau anak sudah sesuai KKM ya sudah, tapi kalau anak hasilnya nanti belum sesuai KKM nanti saya ulangi lagi untuk anak itu. Jadi bisa dilihat dari hasilnya. Setiap penilaian kan *tak* usahakan sesuai KKM, nanti *ndak* repot kan nanti kalau di belakang kita ulangnya.
- R : Apakah Ibu kalau mengajar ada *part-part*-nya, hari ini *ngajar reading, listening* atau ke *integrated skills* Bu? Jadi ya siswanya biar terbiasa hari itu bisa membaca juga menulis dan ada pengucapannya juga?
- T : Ya *memang* kalau sebelum kita belajar itu kan saya ini dulu, kadang saya memancing anak untuk biar berpikir itu menggunakan *e*, saya menyebutkan hanya beberapa kosa kata, kemudian dia nanti saya tanya kira-kira nanti kita mau belajar apa topiknya hari ini? Nanti saya sesuaikan dengan LKS-nya juga. Kalau di LKS nanti kan ada tulisan *skill*-nya. Oh, nanti kita mau *writing* dulu, misalnya *writing* kan macamnya ini. Kemudian karena di sini ada teks ini nanti kalau ada teks ini kan lihat bacaannya. Oh *reading*, berarti kita mau membaca. Kayak gitu, semacam itu. Jadi dalam satu topik itu bisa mencakup empat *skills*. Jadi *nggak* hanya satu *skill*, kalau satu *skill* itu kayaknya aku kurang ini, kurang apa ya.. untuk keterampilan anak untuk memahami itu malah susah kalau hanya satu. Kalau dari beberapa *skill* kan anak jadi.. oh *nek writing*-nya gini, *listening*-nya ini. Karena kan mau memfokuskan terutama penggunaan kosa kata itu *to*?
- R : Kalau untuk mengajarkan *listening*-nya, kegiatan apa yang biasanya dilakukan dalam kelas Bu?
- T : E..ya dari yang di LKS itu kan udah ada kegiatannya ya. Paling aku ajari cara pengucapannya, karena *listening* itu kan hubungannya sama *speaking* ya.
- R : Ya mungkin sekian Bu yang ingin saya tanyakan. Terimakasih ya bu Dewi.
- T : Sama-sama.

INTERVIEW 2 (CLASS OBSERVATION)

Day : Tuesday

Date : October, 23rd 2013

Time : 10.45- 11.00

Place : IV Classroom

R : Researcher S1: Asti S2: Vindra S3: Lia Ss: students

R : Halo, Adik-adik. Apa kabar?

Ss : Baik.

- R : Ini kelas berapa ya?
 Ss : Empat.
 R : Miss mau minta waktunya buat tanya-tanya sedikit ya?
 Ss : Ya
 R : Miss mau tanya, e, adik-adik pada suka pelajaran bahasa Inggris nggak?
 S1 : Suka.
 R : Kalau Vindra dan Lia?
 S2 & S3 : Suka Miss.
 R : Suka ya...sukanya kenapa?
 Ss : Gampang Bu.
 R : Gampang ya..berati nggak ada kesulitan?
 Ss : Nggak.
 R : Terus hari ini belajar apa bahasa *Inggris*-nya?
 S1 : Animal.
 S4 : Hewan.
 R : Animal ya, hewan, e.. menurut kalian tadi gimana pelajarannya? Suka nggak?
 S1 : Biasa aja. Bosen miss.
 S4 : Males Miss. Ngerjain LKS terus.
 R : Ada gambar atau alat apa yang digunakan untuk belajar nggak?
 S3 : Seringnya tiap hari pakai LKS, ngerjain, sama nyanyi kadang-kadang.
 R : Kalau bu guru tanya atau nyuruh pakai bahasa Inggris pada mudeng nggak?
 S2&S3 : Kadang mudeng kadang juga nggak.
 R : Terus kalau belajar bahasa Inggris sukanya yang bagaimana?
 S2 & S3 : Yang ada nyanyinya Bu.
 R : Oh, suka nyanyi ya..
 terus kalau mau belajar bahasa Inggris kira-kira pengennya yang kaya apa?
 S1 & S4 : Mainan Bu.
 R : Oh begitu...ya pokoknya bahasa Inggris itu gampang ya? Yaudah dulu ya, terima kasih ya Adik-adik.
 Ss : Sama-sama Bu.

INTERVIEW 3 (MEETING 1)

Day : Tuesday
 Date : March, 26th 2013
 Time : 10.45- 11.00
 Place : Library

R : Researcher T: English Teacher

- R : Selamat siang Bu Dewi.
 T : Selamat siang.
 R : Siang ini saya mau minta waktunya untuk wawancara sebentar untuk merefleksikan pertemuan hari ini ya Bu.
 T : Ya.

- R : Pertama, menurut Ibu bagaimana penerapan action pertama di pertemuan pertama hari ini Bu?
- T : Sudah bagus. Anak-anak juga sudah respon. Tapi, tadi untuk yang kegiatan pertama itu kayaknya untuk contohnya kurang ya? Cuma, kan di situ kan yang pertama itu kan ada pengenalan kata-kata baru juga ada to? Nah, itu kan njenengan belum ini, belum memberi contoh. Misalnya, kata yang baru apa, dan saya malah menemukannya di session kedua karena ada apa itu tadi, point point to ya, look at. Yang pertama nggak ada. Itu sudah biasa dipelajari. Jadi, mereka mendengarkan kata-kata itu, sudah biasa dipelajari, terus disuruh melingkari. Kemudian untuk instruksi pengerjaan soal itu juga belum mengena. Kan tadi Cuma melingkari, melingkari kaya gitu tok to? Terus jadi kan harus pakai contoh dulu. Tulis di papan atau karena tadi mendengarkan harusnya: contoh misalnya di situ ada book sama ruler. Terus nanti saya mau mengucapkan book. Yang kamu pilih yang mana? Yang kamu kamu centang yang mana? Ya, kurang jelas instruksinya.
- R : Oh ya Bu. Kira-kira perbaikan apa saja yang diperlukan untuk pertemuan selanjutny Bu?
- T : Apa ya tadi.. ya itu. Misalnya kalau memberi instruksi anak disuruh exercise ya, latihan, contohnya harus jelas dulu. Misalnya siswanya belum belum jelas, diulangi lagi, jadinya anak nanti paham. Kalau misalnya menggunakan kata-kata kerja yang mau dipakai, ya paling tidak kata kerja itu harus mereka paham dulu. Misalnya look at artinya apa, kan mereka tahu.
- R : Apakah input listening yang diberikan hari ini sudah cukup Bu?
- T : Yang exercise-exercise tadi ya.. sudah cukup sih, sudah cukup.
- R : Kira-kira hari ini apakah siswa sudah dapat merespon instruksi sudah benar?
- T : Hmm..kayaknya agak kurang ya.. Ya tadi kan kalau menurut saya kan urutannya itu instruksinya diperjelas dulu. Tadi kan untuk yang kedua itu sudah agak mengena. Masalahnya kan pada yang pertama. Yang kedua mengena, soalnya kamu sendiri langsung misalnya langsung point at apa gitu. Misalnya open apa. Seperti itu.
- R : Lalu kalau masalah atau kendala yang perlu diatasi, misalnya aktifitasnya tadi gitu ya, kira-kira aktifitasnya bagaimana Bu?
- T : Aktifitasnya ya sudah bikin suasana kelas hidup to? Hanya saja mungkin perlu untuk anak-anak yang kurang memperhatikan itu kadang ramai. Nah mungkin itu ramai, ramainya karena tidak tahu atau karena dia itu seperti itu? Nah itu kan perlu dipelajari, jadi memahami karakter anak. Jadi ada penanganan tersendiri, misalnya anak yang seperti itu, nggak nggatekke itu, apa langsung dikasih pertanyaan biar dia itu memperhatikan gitu.
- R : Bagaimana dengan manajemen kelasnya ya Bu? Lalu kalau alokasi waktunya sendiri?
- T : Nek tadi melihat latihannya begitu, kalau menurutku dua jam itu ya kurang ya, karena satu jamnya kan hanya 35 menit to? Dan dua jam itu

- kurang dan tadi di akhir kan evaluasi ya.. itu kan juga banyak to? Mau pakai cerita juga to? Kayaknya nek tadi pakai cerita, padahal kan tadi nggak cerita, itu masuk ndak nanti? Tadi di aktifitasnya kan tidak ada. Cuma mendengarkan kata-kata. Untuk mendengarkan perintah, intinya hanya kata sama frasa to?
- R : Lalu kalau penggunaan bahasa Inggrisnya sendiri di dalam kelas, sudah cukup atau masih harus ditingkatkan, atau bagaimana ya Bu?
- T : Anu ya.. itu background dari anak juga. Nanti kalau kita hanya menggunakan satu bahasa, nanti anak juga nggak mengena. Jadi perlu menggunakan dua bahasa. Dan kalau sering digunakan, nanti anak-anak juga akan paham.
- R : Kalau di pertemuan selanjutnya penggunaan bahasa Inggrisnya ditingkatkan, kira-kira bisa nggak ya Bu?
- T : Ya dicoba saja, nanti dilihat aja hasilnya. Kalau misalnya gurunya sering memakai itu, anak tu maksud nggak yang mau di-ini. Kemungkinan kalau anak yang tahu dan pintar, dia paham. Kalau dia nggak tahu paling tanya-tanya “opo to Buk kui?”. Mesti kayak gitu.
- R : Oh ya, soalnya kalau full menggunakan bahasa Inggris, anak malah tidak mendengarkan ya Bu?
- T : Iya. Soalnya anak nggak dong.
- R : Mungkin cukup sekian dulu Bu untuk merefleksi pertemuan hari ini. Terima kasih Bu Dewi.
- T : Ya. Sama-sama.

INTERVIEW 4 (MEETING 1)

Day : Tuesday

Date : March 26th, 2013

Time : 10.45 – 10.55

Place : IV Classroom

**R : Researcher Ss: Students S1: Ayu S2: Vindra S3:
Anggi**

- R : Halo adik-adik.
- Ss : Halo Miss.
- R : Gimana tadi pelajarannya?
- S1 : Bingung miss.
- S2 : Iya Miss nggak mudeng.
- R : Oh, masih bingung ya. Bingungnya dimana tadi?
- S3 : Bingung suruh ngapain. Miss Cuma jalan-jalan gitu.
- R : Tapi akhirnya tau kan apa yang miss lakuin tadi?
- Ss : Iya..
- S2 : Tapi kalau ditanya apa disuruh jalan-jalan gitu, nggak mudeng miss.
- R : Oh gitu. Tadi kan miss udah kasih contoh, kenapa nggak mau maju? Kan bisa miss ajarin biar lebih jelas.
- S3 : Malu miss. Lha nggak dong.

- R : Kalo permainannya tadi gimana?
 S3 : Besok lagi Miss. Tadi Cuma sebentar tok e..
 S1 : Iya Miss. Tadi belum selesai e..
 R : Tadi waktunya terbatas. Besok lagi ya...
 Ss : ya....
 R : Makasih ya adik-adik..
 Ss : Ya....

INTERVIEW 5 (MEETING 2)

Day : Tuesday
 Date : April 9th, 2013
 Time : 11.48 – 11.53
 Place : Collaborator's house

R : Researcher **C: Collaborator (Vinindita Citrayasa)**

- R : Selamat siang Miss Dita?
 C : Selamat siang.
 R : Miss Dita saya mau minta waktunya sebentar untuk interview sebentar mengenai pertemuan di action dua kemarin.
 C : OK.
 R : Miss Dita, bagaimana pengajaran yang saya terapkan kemarin pada pertemuan kedua itu? Apakah sudah baik atukah masih ada kekurangan?
 C : Kalau misalnya di penjelasannya, dari awal ya, saya rasa anak-anaknya bisa menangkap dengan jelas. Instruksinya juga cukup jelas. Dan kegiatan yang mba Astri kemarin..ini, lakukan, e..misalnya dengan permainan, dengan gambar, terus dengan penjelasan, saya rasa sudah cukup membuat muridnya jelas. Tetapi mungkin yang saya perhatikan kemarin adalah bagaimana cara mengatur kelasnya saja. Karena memang, ya muridnya memang banyak, dan itu anak kecil gitu kan dan mereka pasti banyak yang ribut. Dan saya tahu itu pasti berat banget. Tetapi mungkin suaranya lebih keras lagi. sebelumnya sarapannya yang banyak jadinya punya tenaga. Hhmm... mungkin kurang tegas sedikit. Ya tahu memang itu bukan murid aslinya mba Astri dan mba Astri sedang mengadakan penelitian. Tapi mungkin lebih sedikit dipertegas, mungkin dengan cara yang nggak galak, tapi dengan cara yang tegas. Apalagi untuk sisi e.. laki-lakinya, karena kan laki-lakinya kan dominasi banget, dan sementara ceweknya yang pendiam gitu. Dan tapi kayaknya mungkin kalau misalnya diatur duduknya... akan menambah waktu yang lama ya? Karena waktunya sangat terbatas ya..
 R : Kalau begitu apakah aktifitas yang dilaksanakan sudah cukup menyenangkan untuk siswa?
 C : Kalau saya melihat dari sisi siswanya... Jadi kemarin saya jalan, saya mencoba dari belakang, kalau sebenarnya mereka itu tu memperhatikan semua, bahkan yang diujung-ujung itu, paling ada yang sibuk sendiri.

- Jadi, kaya yang gambar sendiri tapi itu hanya satu atau dua, tetapi sementara yang lainnya e...memperhatikan itu. Tetapi mungkin mereka yang berlebihan dalam merespon sesuatu, ya...yang namanya anak-anak. Tetapi ya cukup menarik perhatian mereka kan.
- R : Lalu tentang media, apakah media yang digunakan sudah cukup baik?
- C : E...kalau boleh jujur, mungkin kurang besar ya, kurang besar gambarnya.
- R : Oh ya...
- C : Kadang-kadang, mungkin yang pasti saya rasa dari belakang, ya mereka cumaaa, apa ya...cuma melihat karena terlalu kecil kan ya. Ukurannya A4 kalau nggak salah ya waktu itu. Jadi mungkin...sayangnya nggak ada LCD juga sih..rada sayang juga si sebenarnya. Tapi kalau saya rasa si cukup. Tapi misalnya lebih besar lagi, *better* gitu lho.
- R : OK. Lalu bagaimana dengan input listening, bahasa Inggris yang digunakan di dalam kelas itu? Apakah sudah cukup?
- C : Hmm...saya rasa sudah seimbang deh. Jadi saya lihatnya dari respon anak-anak. Jadi kalau anak-anaknya...oh kelihatannya mereka mengerti, terus mengikuti dengan baik. Itu berarti sudah cukup.
- R : Terima kasih mba Dita karena semua pertanyaan saya sudah terjawab. Jadi cukup sekian. Selamat siang.
- C : Ya, sama-sama.

INTERVIEW 6 (MEETING 2)

Day : Tuesday

Date : April 2nd, 2013

Time : 11.00 – 10.15

Place : IV Classroom

R : Researcher Ss: Students S1: Anggi S2: Nadila S3: Ade
S4: Linda S5: Dhea S6: Renata S7: Asti S8: Fitri
S9: Lia S10: Vindra S11: Putri

- R : Hellow. Good morning everyone.
- Ss : Good Morning Miss Astri.
- R : Miss mau minta waktunya sebentar ya buat tanya-tanya.
- Ss : Ya.
- R : Hari ini kalian udah belajar apa aja ni bahasa Inggrisnya?
- Ss : Body.
- R : Ya..Body. Susah nggak tadi?
- Ss : Nggak.
- R : Nggak susah ya.. Miss tadi neranginnya jelas nggak?
- Ss : Jelas.
- S6 : Saking jelasnya.
- R : Kalau belajar bahasa Inggris itu suka ada susahny nggak?
- S1&S2&S3 : Nggak.

- R : Kalau Miss ngomong pakai bahasa Inggris, pada tahu maksudnya nggak?
- S1 : Insya Allah reti.
- R : Kalau Bu Dewi biasanya pakai bahasa Inggris juga nggak?
- S2 : Nggak.
- S6 : Iya.
- S10 : Kadang.
- R : Oh.. tahu nggak kadang Bu Dewi itu ngomong apa?
- S6 : Kadang-kadang ada yang tahu, kadang-kadang ada yang nggak.
- R : Berarti bahasa Inggris tu mudah ya?
- Ss : Iya...
- R : Nggak ada susahnyanya sama sekali?
- Ss : Nggak.
- R : Kalau suruh ngomong?
- Ss : Susah.
- S9 : Susah.
- R : Kalau suruh ngerjain?
- Ss : Nggak.
- R : Berarti kalau lagi belajar mudah, suruh ngerjain mudah, berarti kemarin mid-nya dapetnya bagus-bagus ya?
- Ss : Bagus...
- R : Sepuluh-sepuluh berarti?
- S5 : Nggak.
- W : Lho, katanya mudah.
- S2 : Yo melbu KKM, Buke.
- S7 : Sembilan-sembilan.
- R : Oh, bagus ya.. Kamu berapa?
- S4 : Sembilan-lapan.
- S3 : Tujuh-tujuh.
- S5 : Aku pitu-telu.
- S8 : Tujuh Sembilan.
- R : Terus biasanya kalau belajar bahasa Inggris di kelas sama Bu Dewi gimana?
- Ss : [diam]
- R : Ada lagunya?
- Ss : Ada...
- R : Ada permainannya?
- Ss : Ada.
- R : Terus apa lagi?
- Ss : Ra reti.
- R : Pakai buku kan? Itu susah nggak bukunya?
- Ss : Nggak.
- R : Penak ya?
- Ss : Penak.
- R : Kalau hari ini sama Miss Astri seneng nggak?
- Ss : Seneng.

- R : Senengnya kenapa?
 Ss : Seru.
 R : Seru? Serunya gimana?
 S11&S12 : Ada permainannya.
 R : Yang lain?
 Ss : Sama Bu.
 R : Oh, sama. Sukanya ada permainannya.. terus apa lagi?
 Ss : [diam]
 R : Minggu depan ada yang mau request nggak?
 Ss : Yang penting ada permainannya Miss.
 R : Oh, yang penting ada permainannya gitu?
 Ss : Ya...
 R : Kalau soal-soal yang Miss Astri kasih susah nggak?
 Ss : Nggak.
 R : Penak ya?
 Ss : Penak.
 R : OK. Pada pengen bisa ngomong bahasa Inggris lancar nggak?
 Ss : Pengen.
 R : Berati besok latihan ngomong bahasa Inggris ya.
 Ss : Ya.
 R : Tadi kenapa pada nggak mau maju?
 Ss : Malu..
 R : Malu? Kan ada Miss Astri di depan. Ditemenin kan?
 S8 : Ntar kalau salah diketawain. Kalo sama cowok-cowok ntar kan diketawain.
 R : Oh, malu ntar sama cowok-cowok diketawain? Kan ntar sama Miss Astri suruh diam. Tadi Azka berani, besok berani ya?
 Ss : Ya...
 R : OK. Besok main lagi ya..
 Ss : Ya..
 R : OK. Makasih ya adik-adik.

INTERVIEW 7 (MEETING 3)

Day : Tuesday
 Date : April 9th, 2013
 Time : 10.00 – 10.14
 Place : Library

R : Researcher

T: English Teacher

- R : Selamat siang Bu Dewi.
 T : Selamat siang.
 R : Ibu, saya ingin bertanya, bagaimana dengan pelajaran hari ini Bu?
 T : E.. menurutku lebih runtut dibanding yang sebelumnya dan anak-anak juga pemahamannya lebih ini, karena pengantarnya juga lebih jelas.

- Dan mengerjakan latihan soalnya juga kayaknya tadi sudah bisa jalan sendiri.
- R : Oh, ya.. lalu apakah instruksi yang diberikan hari ini sudah cukup jelas Bu?
- T : Instruksi untuk anak maksudnya? Iya sudah.
- R : Lalu bagaimana dengan metodenya? Apakah TPR ini sudah cukup membantu siswa dalam mendengarkan ujaran bahasa Inggris Bu?
- T : Fokusnya ke listening ya? Iya membantu karena menggunakan bahasa yang simple dan kata-kata yang sudah biasa mereka dengarkan.
- R : Apakah ada peningkatan dalam proses pembelajaran di dalam kelas Bu?
- T : Kalau menurut saya sih iya, karena setelah mendengarkan instruksi, kemudian anak itu bisa langsung tanggap dan bisa menjalankan apa yang sesuai dengan instruksi gurunya.
- R : Lalu bagaimana dengan media yang digunakan dalam cycle pertama ini Bu? Selama tiga pertemuan ini?
- T : Instrumen ya? Instrumennya bagus, bisa menarik anak-anak. Sangat membantu yang namanya instrumen itu.
- R : Dalam penerapan ketiga action pada cycle pertama ini, masalah apa yang masih muncul dan perlu diatasi pada cycle selanjutnya Bu?
- T : Lha ini.. untuk tadi kan tidak ada ini.. itu semacam reward ya, kalau reward itu kan harus yang jelas, reward verbal atau reward yang lain. Saya tadi juga agak ini..kalau reward verbal kan .. apa, sanjungan ya. Tapi kalau konkret berarti kan harus ada benda. Anak kan kayaknya belum bisa termotivasi lagi karena belum jelasnya reward yang diberikan untuk anak. Nah, jadi anak bisa ini, terus langsung disanjung “oh, good”, “right”... atau “bravo” siapa. Nah gitu kan jelas, anak jadi bangga.
- R : Jadi besok masalahnya yang perlu diatasi ini ya Bu, rewardnya harus jelas untuk memotivasi anak lagi.
- T : Iya.
- R : Kira-kira ada permasalahan lain lagi yang masih muncul nggak Bu?
- T : Enggak kayaknya, ya Cuma itu aja. Pengantarnya udah jelas, anak juga udah bisa interaksi, anak langsung merespon instruksi guru, dan ada kaitannya dengan pertemuan sebelumnya. Jadi, anak sudah ada pemahaman untuk instruksi kayak suruh nunjuk, suruh point itu apa.
- R : Kalau begitu cukup sekian untuk hari ini Bu. Terima kasih.
- T : Ya, sama-sama.

INTERVIEW 8 (MEETING 3)

Day : Tuesday

Date : April 9th, 2013

Time : 11.00 – 11.05

Place : I Classroom

R : Researcher Ss: Students S1: Azka S2: Wisnu S3: Umar

- R : Halo, selamat siang.
 Ss : Selamat siang.
 R : Miss mau tanya-tanya bentar ya. E...pelajaran Miss kan udah tiga kali, kalian seneng nggak selama pelajaran tiga kali ini?
 S1 : Lumayan.
 R : Kalian seneng nggak pelajaran bahasa Inggris?
 S1 : Seneng banget.
 R : Susah nggak sih pelajaran bahasa Inggris itu?
 S1 : Gampang.
 S2 : Nggak gampang.
 R : Nggak gampangnya kenapa?
 S2 : e...apa ya?
 R : Kalau artinya ngerti nggak?
 S2 : Nggak Bu.
 R : Jadi, sudak karena nggak tau artinya?
 S2 : Iya Bu.
 R : Oh.. ya.. Terus Miss kan dari kemarin ngajarnya pakai ini ya..yang misalnya “touch your head”, “point to”.. Kalian suka nggak kalau diajar seperti itu?
 S1 : Lumayan.
 S2 : Sama. Lumayan.
 R : Terus kalian mudeng nggak kalau Miss ngajar memakai yang kaya gitu?
 S1 : Mudeng.
 R : Umar?
 S2 : Nggak.
 R : Jadi masih bingung sama yang Miss ajarin ya? Kalau Wisnu?
 S3 : Mudeng.
 R : OK. Berati besok Miss jelasin lagi ya. Terimakasih ya..

INTERVIEW 9 (MEETING 4)

Day : Tuesday

Date : April 16th, 2013

Time : 09.00 – 09.05

Place : Library

R : Researcher T: English Teacher

- R : Selamat pagi Bu...
 T : Selamat pagi.
 R : Saya mau minta waktunya untuk wawancara mengenai pertemuan hari ini ya Bu.
 T : Ya.
 R : Pertemuan hari ini bagaimana Bu?
 T : Hmm..tadi tentang fruits and vegetables ya... Ya sudah baik. Interaksi dengan anak juga udah keliatan ya.. Siswa udah maksud dengan

- instruksi yang diberikan guru. Kalau disuruh ngasih instruksi itu anak masih perlu banyak di-drill ya kayaknya...
- R : Oh iya Bu. Untuk awalnya saya fokuskan yang penting siswa bisa respon dulu, setelah itu baru saya kasih latihan untuk memberi instruksi. Dan memang perlu banyak latihan sih.. Bagaimana dengan media ajar yang saya gunakan Bu?
- T : Media ya... tadi pakai gambar ya? Sudah baik sih. Anak jadi lebih tertarik. Dan keliatan sekali ya, tadi itu banyak banget yang mau maju ke depan kelas. Daripada sebelumnya, paling Cuma itu-itu saja yang mau. Tapi tadi peningkatan banget, hampir satu kelas pengen maju semua. Bagus itu.
- R : Oh begitu ya Bu. Kalau aktifitas kelasnya bagaimana ya Bu?
- T : Sudah bagus sih. Pertama..masih dikaitkan dengan materi sebelumnya ya. Terus... anak diberi contoh dan mereka melakukan instruksi itu dengan langsung ya. Jadi bisa lebih mengena untuk mereka gitu. Terus mereka juga diajari ngomong yang betul seperti apa. Nah paling latihan bentuk tulisannya saja besok lebih ditambah bisa anak bisa apa...bisa tahu bentuk ini..e... pengucapannya seperti apa, dan tulisannya kaya apa. Karena kadang kan beda jauh. Itu saja sih. Sudah runtut aktifitasnya.
- R : Jadi kan di cycle 2 ini diterapkan reward and punishment juga untuk mengatasi siswa yang ribut terus dan untuk memotivasi anak begitu ya bu. Menurut Ibu penerapan hari ini bagaimana ya bu?
- T : e.. Ya tadi aku dah denger kaya “right”, “good”, sama “excellent” ya.. ya sudah cukup baik. Dan ini ya, ada penerapan sistem poin ya kayaknya. Bagus itu. Anak kalo dikasih motivasi kaya gitu pasti jadi aktif. Meskipun awalnya aktif karena pengen dapet hadiah atau apa,, tapi sudah cukup membuat anak fokus dan bisa terkontrol. Dan ada peraturan juga kalau yang ribut dan mengganggu teman nanti dikeluarkan dari kelas ya.. Ya gak papa, kadang memang anak perlu dikasih sikap tegas begitu.. ya sudah bagus.
- R : Baik Bu. Mungkin cukup untuk wawancara hari ini. Terima kasih Bu Dewi.
- T : Ya, sama-sama.

INTERVIEW 10 (MEETING 4)

Day : Tuesday

Date : April 16th, 2013

Time : 11.00 – 11.05

Place : IV Classroom

R : Researcher Ss: Students S1: Juan S2: Umar S3: Yusuf

R : Selamat pagi adik-adik.

Ss : Pagiiii...

R : Miss ganggu seberntar ya, nggak papa kan?

- Ss : Iya, nggak papa Miss.
R : OK. Makasih ya. Miss cuma mau wawancara sebentar aja kok. Tadi udah belajar apa bahasa Inggrisnya?
Ss : Buah Miss. Sama sayuran.
R : Bahasa Inggrisnya apa hayooo....?
S1 & S2: Fruits and vegetables.
R : Oh iya, masih inget ya... baguuuss... Tadi pada memperhatikan nggak waktu pelajaran?
Ss : Iyaa...
R : Nah susah dipahami nggak materinya?
Ss : Nggaaakk...
R : Berarti mudah ya tadi?
Ss : Iya...
R : Mudahnya kenapa tu?
S2 & S3: Nggak tahu Miss.
R : Oh, nggak tahu... penjelasannya jelas nggak tadi?
S1 : Jelas miss.
R : Kalo miss pakai puppet tadi buat kasih contoh, lebih jelas nggak?
S : Iya miss, kan jadi tau siapa yang tanya siapa yang jawab.
R : Oh gitu.. terus seneng nggak tadi?
Ss : Seneng..
R : Seneng kenapa?
S3 : Lucu Miss. Masa suruh pura-pura makan.. seruu..
R : Oh, jadi karena seru ya? Tadi bagus lho, dah pada mau maju ke depan semua.
S1 : Kan ada yang nggak maju Miss.
R : Iya, tapi kan banyak yang maju kan daripada kemarin-kemarin? Kira-kira kenapa tu, tadi pada pengen maju?
S1 : Seru Miss.
S3 : Lucu.
S5 : Pada maju semua Miss. Jadi pengen maju juga.
S6 : Biar besok dapet hadiah Miss..
R : Ooohh... karena pengen hadiahnya juga ya?
S1 & S3: Iya Miss...
R : Ya bagus deh kalian dah mau pada maju. Sekarang jadi Pede kan ya, nggak malu-malu lagi. Tapi paham nggak apa yang diajarin tadi?
Ss : Pahaamm..
R : Bingung nggak sih?
S2 : Awalnya sih bingung. Miss Astri Cuma 'go to' sama 'look at' gitu... tapi lama-lama ya dong Miss.
R : Oh gitu... OK deh.. Makasih ya adik-adik.
Ss : Yaa...

INTERVIEW 11 (MEETING 5)

Day : Tuesday

Date : April 30th, 2013

Time : 09.00 – 09.05

Place : Library

R : Researcher T: English Teacher

R : Selamat pagi Bu Dewi.

T : Selamat pagi.

R : Ya, pagi ini saya ingin wawancara mengenai e... dari akhir pertemuan ini ya Bu.

T : OK.

R : Kalau menurut Ibu, pertemuan hari ini bagaimana ya Bu?

T : E... menurutku lebih... apa ya... lebih hidup ya, dalam artian anak-anaknya lebih e... apa namanya, lebih aktif juga dari sebelum-sebelumnya. Jadi karena mungkin sudah beberapa kali diberi jadinya dia kan sering dengar dan respon apa yang diinstruksikan guru. Anak sudah bisa langsung respon gitu.

R : Berarti kalau dari anaknnya sendiri, sudah ada peningkatan ya Bu?

T : Iya ada. Kelihatan sekali.

R : Kalau penjelasanny apakah ada peningkatan juga bu?

T : Hmm..iya ada. Sudah lebih jelas dan runtut dari pemberrian kosa kata baru, contoh instruksi, dan tugas-tugasnya ya..

R : Lalu mengenai action yang saya gunakan ini, kan saya menggunakan metode TPR ya Bu. Metode TPR yang saya gunakan selama e... action beberapa pertemuan ini, kira-kira apakah cukup membantu dalam meningkatkan aktifitas di kelas ya Bu?

T : Iya, membantu sekali. Ya itu tadi, suasana kelas jadi lebih hidup dan e... anak juga bisa belajar langsung lewat instruksi-instruksi yang diberikan.

R : Oh ya, lalu kalau... ini kan pertemuan kedua di cycle kedua. Kalau misalnya, kan sudah ada peningkatan ya Bu ya, kalau dijadikan pertemuan terakhir kira-kira bagaimana Bu?

T : Iya nggak papa, nggak masalah. Yang penting sudah ada peningkatan melalui action yang dilakukan dan lagian kan minggu depan sudah Ujian Nasional... dan setelah itu nanti aku cuman pembahasan soal saja untuk menghadapi TKM. Jadi waktunya memang ya terbatas sekali.

R : Oh ya begitu Bu... Mungkin cukup sekian Bu untuk wawancara hari ini. Terima kasih Bu Dewi.

T : Ya, sama-sama.

INTERVIEW 12 (MEETING 5)

Day : Tuesday

Date : April 30th, 2013

Time : 08.30 – 08.35

Place : IV Classroom

**R : Researcher Ss: Students S1: Vindra S2: Risa S3: Renata
S4: Asti S5: Rivaldi S6: Saepul**

R : Halo, selamat siang adik-adik.
Ss : Siaaanng...
R : Gimana nih kabarnya?
Ss : Baiiiikk...
R : OK, Miss mau tanya-tanya sebentar ya.. Hari bahasa Inggrisnya belajar apa?
Ss : Profesi Miss.
R : Oh iya profesi ya... Pertama, yang ini namanya siapa nih?
S1 : Vindra.
R : OK, Vindra. Suka bahasa Inggris nggak?
S1 : Suka.
R : Kalau selama Miss mengajar di sini, suka bahasa Inggris nggak?
S1 : Suka.
R : E...membantu Vindra buat belajar nggak?
S1 : Iya.
R : Iya, OK. Berarti jadi mudah pahamnya ya waktu Miss ngajar?
S1 : Iya Miss.
R : Terus kan sekarang dah pada mau maju neh? Kok waktu awal-awal belum mau belajar di depan kelas?
S1 : Takut Miss. Malu juga.
R : Malu kenapa?
S1 : Kalau salah ntar diketawain sama anak-anak cowok.
R : Oh, tapi sekarang dah mau maju kan dan nggak diketawain?
S1 : Iya miss.
R : Tadi mau maju kan? Berarti udah nggak malu lagi?
S1 : Nggak miss. Kan biar dapet poin.
R : OK. Terus siapa nih?
S2 : Risa.
R : Risa suka bahasa Inggris?
S2 : Suka.
R : Kalau misal yang suruh nunjuk-nunjuk itu, atau jalan.. itu Risa suka nggak?
S2 : Suka.
R : E...jadi lebih paham nggak kalau misalnya yang suruh..apa namanya, yang suruh maju ke depan gitu?
S2 : Iya.
R : Tadi ikut latihan pakai puppet di depan kelas nggak?
S2 : Iya.
R : Dulu waktu awal kok belum mau maju kenapa?
S2 : Malu.
R : Sekarang masih malu nggak?
S2 : Heee.. nggak lagi.
R : Kenapa tu nggak malu lagi?

- S2 : Kan pada maju semua, jadi nggak malu.
 R : OK. Siapa lagi?
 S3 : Saya Miss.
 R : OK. Renata ya?
 S3 : Betul Miss.
 R : Renata, kalau misalnya yang suruh nunjuk, suruh tanya, suruh maju ke depan gitu misalnya, Renata suka nggak?
 S3 : Suka.
 R : E...jadi membantu Renata buat belajar bahasa Inggris nggak?
 S3 : Iya.
 R : Iya? OK. Siapa lagi nih?
 S4 : Asti.
 R : Asti, suka nggak kalau Miss Astri ngajar yang suruh maju ke depan?
 S4 : Suka.
 R : Sukaa... Asti pernah atau sering maju nggak?
 S4 : Sering.
 R : Bingung nggak kalau Miss Astri ngasih instruksi?
 S4 : Iya, kadang bingung.
 R : Oh, kadang bingung?
 S4 : Iya.
 R : Tapi suka nggak?
 S4 : Suka.
 R : Asti mudeng nggak waktu di akhir?
 S4 : Iya mudeng.
 R : Paham nggak kalau Miss Astri ngajar?
 S4 : Iya.
 R : Malu nggak kalau disuruh maju atau ditanya?
 S4 : Pertamanya malu miss. Lama-lama nggak.
 R : OK. Thank you. Coba sekarang ini, namanya siapa?
 S5 : Rivaldi.
 R : Rivaldi suka bahasa Inggris nggak?
 S5 : Suka.
 R : Kalau Miss Astri ngajar yang pakai point to, look at gitu, Rivaldi mudeng nggak?
 S5 : Mudeng.
 R : Mudah nggak kalau belajar pakai kaya gitu?
 S5 : Mudah.
 R : OK. Thank you Rivaldi.
 Sekarang Saepul deh, Saepul. Saepul suka bahasa Inggris nggak?
 S6 : Suka.
 R : Kalau Miss Astri ngajar pakai look at, point to, Saepul suka nggak?
 S6 : Suka.
 R : Kaya gitu bikin mudah belajar bahasa Inggris nggak... kalau belajar pakai point to, look at gitu?
 S6 : Mudah.
 R : Berarti sekarang mudeng bahasa Inggris ya?

S6 : Iya.
R : OK. Thank you ya semuanya...

INTERVIEW 13 (MEETING 5)

Day : Tuesday
Date : April 30th, 2013
Time : 08.35 – 08.47
Place : IV Classroom

R : Researcher Ss: Students S1: Azka S2: Umar S3: Afi

R : Hello.
Ss : Hello..
R : Tadi dapat hadiah ya? Seneng nggak?
Ss : Seneengg...
R : Bangga nggak sih kalo bisa dapat hadiah kaya gini?
S1 : Bangga banget Miss.
S2 : Ya bangga juga Miss.
S3 : Sama Miss.
R : Tau nggak kenapa bisa dapat hadiah?
S1 : Karena dapat poin banyak.
S2 : Nilainya bagus.
S3 : Sering maju ya miss.
R : Ya semuanya betul. Azka dapat hadiah karena selalu aktif waktu pelajaran, memperhatikan dan nggak ribut di kelas; Umar karena selama pelajaran ada peningkatan. Dulu Umar pemalu sekali, tapi lama-lama jadi PD dan kalau ditanya atau diberi instruksi Umar udah nggak takut-takut lagi. Kalo Afi karena selama ini dapat nilai hampir selalu yang tertinggi. Jadi semuanya dah pada hebat-hebat ya. Sebelumnya tau nggak kalau mau dapat hadiah?
S1 : Nggak tau Miss. Soalnya yang lain juga banyak yang mau maju.
S2&S3 : Nggak tau Miss.
R : Nggak tau mau dapet, tapi ternyata kalian bisa kan?
Ss : Iya Miss..
R : Apa sebelumnya pada mau aktif, mau maju, karena ingin dapat hadiah ya?
S3 : Nggak tahu.
S2 : Yang lain pada maju, jadi ikut-ikut aja.
R : Oh gitu, kalau yang lain bisa Umar juga jadi termotivasi juga ya.. kalo Azka?
S1 : Ya seneng aja kalo bisa jawab miss. Apalagi kalau dapet poin. Kan siapa tau bisa nambah nilai.. hehee
R : Oh begitu. OK. Tetap semangat belajar ya..
Ss : Iya Miss.
R : Oiya, kalau sama media yang Miss gunakan, pada seneng nggak? Kaya gambar sama puppet-nya itu?

- S1 : Ya seneng. Lucu sih. Tapi nggak boleh diminta sih..
R : Kan besok masih bisa dipakai buat ngajar lagi. Menurut Ifa gimana?
S3 : Ya seneng juga Miss.
R : Bikin lebih mudah paham nggak?
S3 : Iya pas dikasih contoh.
R : OK. Makasih ya adik-adik.

APPENDIX F
SCORES ON PRE-TEST
AND POST-TEST

STUDENTS' SCORE ON THE PRE-TEST AND THE POST-TEST OF LISTENING COMPREHENSION

NO	NAME	Pre	Post
1	Ratna Budi Setiawan	40	87
2	Irfan Nurrohman	53	-
3	Muhammad Shaipul	67	93
4	Kevan Paskah Kanestri	63	73
5	Rizki Rahmat H.	67	100
6	Ilham Aldika Putra	60	93
7	Bonaren Turajuan M.	60	87
8	Asti Yuliani	63	87
9	Risa Faquisa	67	80
10	Arya Titis Saputra	60	93
11	Wildan Nur Alif	63	100
12	Revinda Alan Saputra	60	93
13	Ferdian Wisnu Saputra	60	100
14	Alvin Ardaniawan	63	73
15	Ahwaldi Noverisky S.	67	87
16	Ardhana Dwi N.	-	100
17	Fitriana Nur Afifah	80	100
18	Natalinda Dora Kristi	63	100
19	Fahri Yadi	60	100
20	Yusuf Nur Afriyanto	67	93
21	Nadila Rossyana	57	93
22	Putri Suryaningrum	60	80
23	Anggrailia Edwina D.	60	100
24	Patrik	60	100
25	Anggi F.M.	60	80
26	Renata Khusnul Yovanda	57	100
27	Umar Fajar Abdullah	57	93
28	Nur Aisyah Sekar Wening Ayuni Tyas	63	100
29	Rivaldi Arya Maheswara	53	93
30	Andreas Okan Agastya	77	93
31	M. Azka Y.E.	73	100
32	M. Naufal B.	63	87
33	Dhea Ulhaq	80	100
34	-		
35	Aldian Reva Falentino	60	53
36	Vindra Nuru Yunia Sari	67	93
37	Fariz Aditiya Firmansyah	53	80
38	Ade Ayu Wulandari	53	100
	SUM	2236	3284
	MEAN	62.11	91.2

**STUDENTS' SCORE ON PRE AND POST TEST OF LISTENING
COMPREHENSION**

NO	NAME	Pre		Post
1	Ratna Budi Setiawan	40	40	87
2	Irfan Nurrohman	53	53	-
3	Muhammad Shaipul	73	67	93
4	Kevan Paskah Kanestri	67	63	73
5	Rizki Rahmat H.	73	67	100
6	Ilham Aldika Putra	100	60	93
7	Bonaren Turajuan M.	73	60	87
8	Asti Yuliani	87	63	87
9	Risa Faquisa	93	67	80
10	Arya Titis Saputra	80	60	93
11	Wildan Nur Alif	87	63	100
12	Revinda Alan Saputra	60	60	93
13	Ferdian Wisnu Saputra	60	60	100
14	Alvin Ardaniawan	67	63	73
15	Ahwaldi Noverisky S.	73	67	87
16	Ardhana Dwi N.	-	-	100
17	Fitriana Nur Afifah	100	80	100
18	Natalinda Dora Kristi	87	63	100
19	Fahri Yadi	100	60	100
20	Yusuf Nur Afriyanto	73	67	93
21	Nadila Rosyana	93	57	93
22	Putri Suryaningrum	100	60	80
23	Anggrailia Edwina D.	100	60	100
24	Patrik	80	60	100
25	Anggi F.M.	100	60	80
26	Renata Khusnul Yovanda	93	57	100
27	Umar Fajar Abdullah	93	57	93
28	Nur Aisyah Sekar Wening Ayuni Tyas	87	63	100
29	Rivaldi Arya Maheswara	87	53	93
30	Andreas Okan Agastya	93	77	93
31	M. Azka Y.E.	87	73	100
32	M. Naufal B.	87	63	87
33	Dhea Ulhaq	100	80	100
34				
35	Aldian Reva Falentino	60	60	53
36	Vindra Nuru Yunia Sari	93	67	93
37	Fariz Aditiya Firmansyah	67	53	80
38	Ade Ayu Wulandari	87	53	100

			2236	3284	
			62.11	91.2	
			2546		
			70.72		
		SUM	307,00	273	326,00
		AVERAGE	122,80	109,20	130,4

APPENDIX G

ATTENDANCE LIST

ATTENDANCE LIST CLASS 4 OF SD NEGERI SIDOARUM

N O	NAME	DATE						
		Pre	I	II	III	IV	V	Post
1	Ratna Budi Setiawan	√	√	√	√	√	√	√
2	Irfan Nurrohman	√	√	–	–	–	–	–
3	Muhammad Shaipul	√	√	√	√	√	√	√
4	Kevan Paskah Kanestri	√	√	√	√	√	√	√
5	Rizki Rahmat H.	√	√	√	√	√	√	√
6	Ilham Aldika Putra	√	√	√	√	√	√	√
7	Bonaren Turajuan M.	√	√	√	√	√	√	√
8	Asti Yuliani	√	√	√	√	√	√	√
9	Risa Faquisa	√	√	√	√	√	√	√
10	Arya Titis Ssaputra	√	√	√	–	√	√	√
11	Wildan Nur Alif	√	√	√	√	√	√	√
12	Revinda Alan Saputra	√	√	√	√	√	√	√
13	Ferdian Wisnu Saputra	√	√	√	√	√	√	√
14	Alvin Ardaniawan	√	√	√	√	√	√	√
15	Ahwaldi Noverisky S.	√	√	√	√	√	√	√
16	Ardhana Dwi N.	–	√	√	√	√	√	√
17	Fitriana Nur Afifah	√	√	√	√	√	√	√
18	Natalinda Dora Kristi	√	√	√	√	√	√	√
19	Fahri Yadi	√	√	√	√	√	√	√
20	Yusuf Nur Afriyanto	√	√	√	√	√	√	√
21	Nadila Rossyana	√	√	√	√	√	√	√
22	Putri Suryaningrum	√	√	√	√	√	√	√
23	Anggrailia Edwina D.	√	√	√	√	√	√	√
24	Patrik	√	√	√	√	√	√	√
25	Anggi F.M.	√	√	√	√	√	√	√

26	Renata Khusnul Yovanda	√	√	√	√	√	√	√
27	Umar Fajar Abdullah	√	√	√	√	√	√	√
28	Nur Aisyah Sekar Wening Ayuni Tyas	√	√	√	√	√	√	√
29	Rivaldi Arya Maheswara	√	√	√	√	√	√	√
30	Andreas Okan Agastya	√	√	√	√	√	√	√
31	M. Azka Y.E.	√	√	√	√	√	√	√
32	M. Naufal B.	√	√	√	√	√	√	√
33	Dhea Ulhaq	√	√	√	√	√	√	√
34	-							
35	Aldian Reva Falentino	√	√	√	√	√	√	√
36	Vindra Nuru Yunia Sari	√	√	√	√	√	√	√
37	Fariz Aditiya Firmansyah	√	√	√	√	√	√	√
38	Ade Ayu Wulandari	√	√	√	√	√	√	√

APPENDIX H

OBSERVATION CHECKLIST

ON THE TEACHING AND

LEARNING PROCESS

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : Tuesday, March 26th 2013 Class : 4
Time : 07.00 – 08.10 Observer : Kristina Dewi, S.Pd.

NO	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Greets the students.	√		
2	Asks the students' condition.	√		
3	Checks the students' attendance.	√		
4	Explains the goal of the lesson.			
	B. Whilst-teaching			
	Review			
5	Introduces the topic.	√		
6	Introduces new words.		√	Before the students do the exercise, teacher does not give the example of the new words
7	Introduces language function and the instructions.			It's not clearly explanation.
8	Gives the models of the instructions.	√		
9	Gives commands/instructions	√		
10	Uses media to deliver materials.	√		
11	Deliver the materials clearly.	√		
	New Commands			
12	Introduces new instructions.	√		It is clear instruction.
13	Asks simple questions to check students' understanding	√		

14	Corrects the students' mistakes.	√		
	Role Reversal			
15	Drills the spoken form	√		
16	Gives opportunities to practice.	√		Students try to give names of pictures.
17	Corrects the students' mistake.	√		
18	Monitors the students' production.			
	Reading and Writing			
19	Shares the written form.	√		
20	Gives opportunities to write.	√		
	C. Post-teaching			
21	Summarizes the lesson.		√	
22	Reflects the teaching and learning.			
23	Gives reward and motivation.	√		Using verbal motivation 'good' and 'right'.
24	Says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Respond to the greeting.	√		
2	Pay attention on the explanation	√		
	B. Whilst-teaching			
	Review			
3	Know the topic.	√		

4	Know the new words.	√		
5	Know the language functions and instructions.	√		
6	Respond to the instructions.	√		
	New Commands			
7	Know the new instructions.	√		
8	Respond to the questions.	√		
9	Ask questions when they do not understand.	√		
	Role Reversal			
10	Practise to give instructions.	√		
11	Take turn to give instructions.	√		
12	Respond to the instructions given by friend.	√		
13	Correct their pronunciation.	√		
	Reading and Writing			
14	Know the written form	√		
15	Are able to write the language used.	√		
	C. Post-teaching			
16	Understand the lesson.	√		
17	Say good bye.	√		

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : Tuesday, April 2nd 2013 Class : 4
 Time : 10.00 – 11.00 Observer : Vinindita Citrayasa

NO	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Greets the students.	√		
2	Asks the students' condition.	√		
3	Checks the students' attendance.	√		
4	Explains the goal of the lesson.	√		
	B. Whilst-teaching			
	Review			
5	Introduces the topic.	√		
6	Introduces new words.	√		
7	Introduces language function and the instructions.	√		
8	Gives the models of the instructions.	√		
9	Gives commands/instructions	√		
10	Uses media to deliver materials.	√		
11	Deliver the materials clearly.	√		
	New Commands			
12	Introduces new instructions.	√		
13	Asks simple questions to check students' understanding	√		
14	Corrects the students' mistakes.	√		
	Role Reversal			
15	Drills the spoken form	√		

16	Gives opportunities to practice.	√		
17	Corrects the students' mistake.	√		
18	Monitors the students' production.	√		
Reading and Writing				
19	Shares the written form.	√		
20	Gives opportunities to write.	√		
C. Post-teaching				
21	Summarizes the lesson.	√		
22	Reflects the teaching and learning.	√		
23	Gives reward and motivation.	√		
24	Says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
A. Pre-teaching				
1	Respond to the greeting.	√		
2	Pay attention on the explanation	√		
B. Whilst-teaching				
Review				
3	Know the topic.	√		
4	Know the new words.	√		
5	Know the language funtions and instructions.	√		
6	Respond the instructions.	√		

	New Commands			
7	Know the new instructions.	√		
8	Respond to the questions.	√		
9	Ask questions when they do not understand.	√		
	Role Reversal			
10	Practise to give instructions.	√		
11	Take turn to give instructions.	√		
12	Respond to the intructions given by friend.	√		
13	Correct their pronunciation.	√		
	Reading and Writing			
14	Know the written form	√		
15	Are able to write the language used.	√		
	C. Post-teaching			
16	Understand the lesson.	√		
17	Say good bye.	√		

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : Tuesday, April 9th 2013

Class : 4

Time : 07.00 – 08.10

Observer : Kristina Dewi, S.Pd.

NO	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Greets the students.	√		
2	Asks the students' condition.	√		
3	Checks the students' attendance.	√		
4	Explains the goal of the lesson.	√		
	B. Whilst-teaching			
	Review			
5	Introduces the topic.	√		
6	Introduces new words.	√		
7	Introduces language function and the instructions.	√		
8	Gives the models of the instructions.	√		
9	Gives commands/instructions	√		
10	Uses media to deliver materials.	√		
11	Deliver the materials clearly.	√		
	New Commands			
12	Introduces new instructions.	√		
13	Asks simple questions to check students' understanding	√		
14	Corrects the students' mistakes.	√		
	Role Reversal			
15	Drills the spoken form	√		

16	Gives opportunities to practice.	√		
17	Corrects the students' mistake.	√		
18	Monitors the students' production.			
	Reading and Writing			
19	Shares the written form.	√		
20	Gives opportunities to write.	√		
	C. Post-teaching			
21	Summarizes the lesson.		√	
22	Reflects the teaching and learning.			
23	Gives reward and motivation.			
24	Says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Respond to the greeting.	√		
2	Pay attention on the explanation	√		
	B. Whilst-teaching			
	Review			
3	Know the topic.	√		
4	Know the new words.	√		
5	Know the language functions and instructions.	√		
6	Respond the instructions.	√		

	New Commands			
7	Know the new instructions.	√		
8	Respond to the questions.	√		
9	Ask questions when they do not understand.	√		
	Role Reversal			
10	Practise to give instructions.	√		
11	Take turn to give instructions.	√		
12	Respond to the intructions given by friend.	√		
13	Correct their pronunciation.	√		
	Reading and Writing			
14	Know the written form	√		
15	Are able to write the language used.	√		
	C. Post-teaching			
16	Understand the lesson.	√		
17	Say good bye.	√		

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : Tuesday, April 16th 2013 Class : 4
 Time : 07.00 – 08.10 Observer : Kristina Dewi, S.Pd.

NO	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Greets the students.	√		
2	Asks the students' condition.	√		
3	Checks the students' attendance.	√		
4	Explains the goal of the lesson.	√		
	B. Whilst-teaching			
	Review			
5	Introduces the topic.	√		Write on the blackboard.
6	Introduces new words.	√		
7	Introduces language function and the instructions.	√		Eat the, please.
8	Gives the models of the instructions.	√		
9	Gives commands/instructions	√		
10	Uses media to deliver materials.	√		
11	Deliver the materials clearly.	√		
	New Commands			
12	Introduces new instructions.	√		Give and put.
13	Asks simple questions to check students' understanding		√	
14	Corrects the students' mistakes.	√		
	Role Reversal			
15	Drills the spoken form	√		Repeat after me.

16	Gives opportunities to practice.	√		Practise with friends.
17	Corrects the students' mistake.	√		
18	Monitors the students' production.	√		
Reading and Writing				
19	Shares the written form.	√		
20	Gives opportunities to write.	√		
C. Post-teaching				
21	Summarizes the lesson.	√		
22	Reflects the teaching and learning.	√		
23	Gives reward and motivation.	√		
24	Says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
A. Pre-teaching				
1	Respond to the greeting.	√		
2	Pay attention on the explanation	√		
B. Whilst-teaching				
Review				
3	Know the topic.	√		
4	Know the new words.	√		
5	Know the language funtions and instructions.	√		
6	Respond the instructions.	√		

	New Commands			
7	Know the new instructions.	√		
8	Respond to the questions.	√		
9	Ask questions when they do not understand.	√		
	Role Reversal			
10	Practise to give instructions.	√		
11	Take turn to give instructions.	√		
12	Respond to the intructions given by friend.	√		
13	Correct their pronunciation.	√		
	Reading and Writing			
14	Know the written form	√		
15	Are able to write the language used.	√		
	C. Post-teaching			
16	Understand the lesson.	√		
17	Say good bye.	√		

OBSERVATION CHECKLIST
Teaching and Learning Activities

Date : Tuesday, April 30th 2013 Class : 4
 Time : 07.00 – 08.10 Observer : Kristina Dewi, S.Pd.

NO	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Greets the students.	√		
2	Asks the students' condition.	√		
3	Checks the students' attendance.	√		
4	Explains the goal of the lesson.	√		
	B. Whilst-teaching			
	Review			
5	Introduces the topic.	√		Using pictures
6	Introduces new words.	√		
7	Introduces language function and the instructions.	√		Who wants to be a waitress?
8	Gives the models of the instructions.	√		
9	Gives commands/instructions	√		Asking the question with professions showing the places.
10	Uses media to deliver materials.	√		
11	Deliver the materials clearly.	√		
	New Commands			
12	Introduces new instructions.	√		What is your profession?
13	Asks simple questions to check students' understanding	√		
14	Corrects the students' mistakes.	√		It's about the students

				pronunciation.
	Role Reversal			
15	Drills the spoken form	√		Pronounce the names of professions together.
16	Gives opportunities to practice.	√		
17	Corrects the students' mistake.	√		
18	Monitors the students' production.			
	Reading and Writing			
19	Shares the written form.	√		
20	Gives opportunities to write.	√		
	C. Post-teaching			
21	Summarizes the lesson.	√		
22	Reflects the teaching and learning.	√		
23	Gives reward and motivation.	√		Verbal and things.
24	Says goodbye.	√		

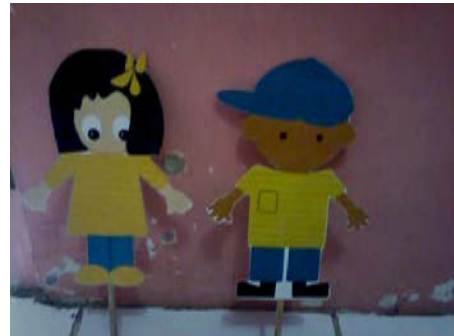
NO	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching			
1	Respond to the greeting.	√		
2	Pay attention on the explanation	√		
	B. Whilst-teaching			
	Review			
3	Know the topic.	√		
4	Know the new words.	√		

5	Know the language functions and instructions.	√		
6	Respond to the instructions.	√		
	New Commands			
7	Know the new instructions.	√		
8	Respond to the questions.	√		
9	Ask questions when they do not understand.	√		
	Role Reversal			
10	Practise to give instructions.	√		
11	Take turn to give instructions.	√		
12	Respond to the instructions given by friend.	√		
13	Correct their pronunciation.	√		
	Reading and Writing			
14	Know the written form	√		Spelling the words
15	Are able to write the language used.	√		Listening and answering the names of places.
	C. Post-teaching			
16	Understand the lesson.	√		
17	Say good bye.	√		

APPENDIX I

MEDIA

3. PUPPETS



APPENDIX J

PHOTOGRAPHS



The researcher shows a picture of parts of body to the students.



The researcher gives an example of movements.



The students become the new instructors in *Simon Says* game.



The students respond to the commands given.



Two students give commands to the other students.



The students practise giving commands in front of the class.



The student finds a picture of fruits as her response to the command given.



The researcher uses a puppet to introduce material of professions.



The student moves by using puppet and picture as her response to the command given.



The students were given an example of giving commands.



The students practise giving commands and response to each other.



The researcher gives appreciation to the student.

APPENDIX K

LETTERS