

**IMPROVING THE TEACHING AND LEARNING PROCESS
OF LISTENING SKILLS IN A BIG CLASS THROUGH
TOTAL PHYSICAL RESPONSE IN GRADE 4 OF SD N JOMBLANG 2
IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

Presented as fulfillment of the requirements to attain

A Sarjana Pendidikan degree in English Education



By

Oktaviana Wijayanti

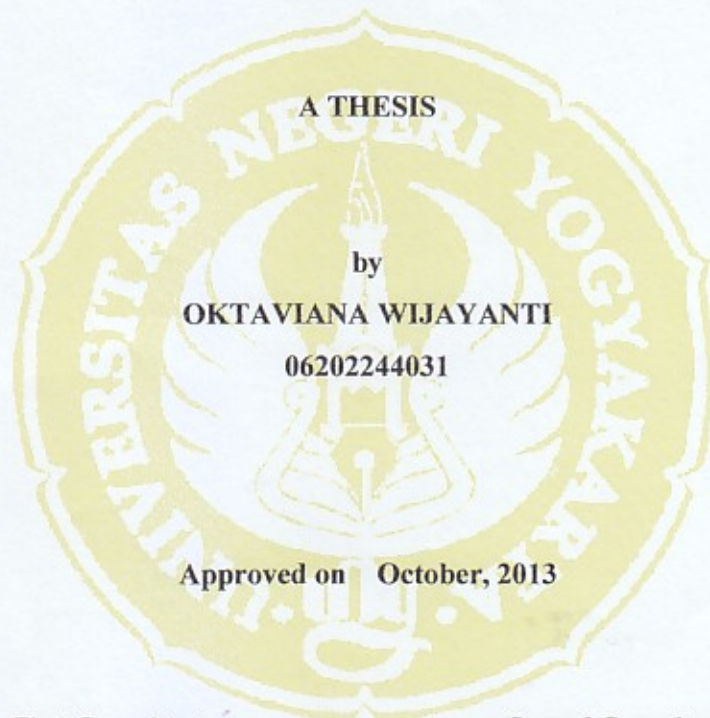
06202244031

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

2013

APPROVAL

**IMPROVING THE TEACHING AND LEARNING PROCESS
OF LISTENING SKILLS IN A BIG CLASS THROUGH
TOTAL PHYSICAL RESPONSE IN GRADE 4 OF SD N JOMBLANG 2
IN THE ACADEMIC YEAR OF 2012/2013**



First Consultant,

Second Consultant,

Dra. Nury Supriyanti, M.A
NIP. 19570829 198812 2 001

Lusi Nurhavati M.Appl Ling.
NIP. 19790205 200312 2 001

RATIFICATION

IMPROVING THE TEACHING AND LEARNING PROCESS OF LISTENING SKILLS IN A BIG CLASS THROUGH TOTAL PHYSICAL RESPONSE IN GRADE 4 OF SD N JOMBLANG 2 IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

By:

Oktaviana Wijayanti
06202244031

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on October 2013 and declared to have fulfilled the
Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners

Chairperson : Dra. Jamilah, M.Pd
Secretary : Lusi Nurhayati M.Appl.Ling.
First Examiner : Dr. Agus Widyantoro, M.Pd.
Second Examiner : Dra. Nury Supriyanti, M.A.

Yogyakarta, October 2013
Faculty of Languages and Arts
Yogyakarta State University
Dean,



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

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Oktaviana Wijayanti

NIM : 06202244031

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Skripsi : *Improving The Teaching and Learning Process of Listening Skills in A Big Class Through Total Physical Response of Grade 4 SD N Jomblang 2 in The Academic Year of 2012/2013.*

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

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

Yogyakarta, October 2013

Penulis

Oktaviana Wijayanti

DEDICATION

I dedicate my thesis to:

My dearest father and mother

Marna S.Pd and Suprapti

My beloved husband

I Gusti Bagus Mahendra Destiyanto S.Pd

Thank you for all the continuous prayers, support,
and endless love.

MOTTOS

Never let your memories be greater than your dreams ☺

(Dough Ivester)

Life is a song – sing it

Life is a game – play it

Life is a challenge – meet it

Life is a dream – realize it

Life is a sacrifice – offer it

Life is a love – enjoy it

(Sai Baba)

When you fall down, Just try again

(westlife)

ACKNOWLEDGEMENTS

Alhamdulillah Rabbil 'aalamiin, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this thesis. So, first of all, I would like to dedicate my sincerest gratitude to Him.

Then, my sincerest appreciation and gratitude go to Nury Supriyanti, M.A., my first consultant, who has been patient in guiding me and abundantly helpful in offering invaluable assistance, advice, and guidance for my thesis. I would also like to express my highest gratitude to Lusi Nurhayati M.Appl.Ling., my second consultant, who is so helpful and patient for spending a lot of time concerning my thesis. Thanks are also given to the lecturers of the English Education Department.

I would also like to dedicate my gratitude to all members of SD N Jomblang 2, Berbah, Sleman, Yogyakarta, especially the English teacher and all students in class 4 in the academic year of 2012/2013 who has participated in the data collection of this research.

Moreover, I would like to express gratitude to my beloved family. My beloved father and mother who have supported me and let me do everything, my husband who has loved and cared for me. Thanks for spending time to listen to my problems and always accompanying and supporting me to do everything.

Great thanks are given to all my friends Nurjannah, Yashinta, Faudillah, Ambar, Lutfi, Anggi, and also my friends H class for the friendship and support. I will always remember our wonderful moments.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, October 2013

The writer,

Oktaviana Wijayanti

LIST OF CONTENTS

	Page
APPROVAL	ii
RATIFICATION.....	iii
PERNYATAAN.....	iv
MOTTOS.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF CONTENTS.....	viii
ABSTRACT.....	xiii
CHAPTER I. INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	5
E. Objective of the Research.....	5
F. Significance of the Research.....	6
CHAPTER II.	7
A. Teoritical Framework	7
1. Teaching and Learning English as a Foreign	
Language.....	7
a. English as a Foreign Language.....	7
b. Learning English as a Foreign Language.....	7
2. The Characteristics of Primary School Students.....	8
3. Teaching English To Children.....	12
4. Developing Listening Skills	17
a) Definition of Listening.....	17
b) Teaching Listening in Primary Schools.....	20
c) Techniques of Teaching Listening.....	24
d) Listening Tasks.....	27
e) Assessing Listening.....	31

5. Teaching English in A Big class	35
a) Definition of A Big Class	35
b) Teaching Effectively in a Large Class	37
6. The students' Involvement in English Teaching Learning.....	37
B. Conceptual Framework.....	38
CHAPTER III. RESEARCH METHOD.....	41
A. Type of the Research.....	41
B. Research Design	41
C. The Setting of the Research	42
D. Procedure of the Research	43
1) Planning.....	43
2) Action.....	44
3) Observation.....	44
4) Reflection.....	45
a) Cycle 1.....	45
• Planning	45
• Action and Observation	46
• Reflection	47
b) Cycle 2	47
• Planning	47
• Action and Observation	47
• Reflection	48
E. Instruments and Data Collection Techniques	48
1. Observation	48
2. Interview	49
3. Documentation	50
4. Tests	51
F. Data Analysis	51
1. Assembling the data	52

2. Coding the data	52
3. Comparing the data	52
4. Building interpretations	52
5. Reporting the outcomes	53
G. Validity and Reliability of the Data	53
CHAPTER IV. THE RESEARCH PROCESS, FINDINGS, AND	
INTERPRETATIONS	46
A. The Sharpening of the Problems	46
1. Identifying of the field problems.....	46
2. Determining the research problems.....	57
3. Determining the actions to solve the field problems.....	59
B. The Report of Cycle 1.....	60
1. Planning	60
2. Action, Implementation, and Observation in Cycle 1.....	62
1) Improving students' listening skills in a big class and students' involvement through Total Physical Response.....	63
(a) Meeting I	63
(b) Meeting II	65
(c) Meeting III	67
2) Using classroom English effectively	69
3) Using varied media in the teaching-learning process	72
(1) Using flashcards	72
(2) Using a big picture (a poster)	73
(3) Using handouts	73
4) Using songs to warm up and motivate the students in learning English	74
3. Reflection of Cycle I.....	74
4. Findings of Cycle I	77
C. The Report of Cycle 2	80

1. Planning	80
2. Action, Implementation, and Observation in Cycle 2.....	81
1) Improving students' listening skills and students' involvement through Total Physical Response.....	82
(a) Meeting I	82
(b) Meeting II	83
(c) Meeting III	85
2) Using classroom English effectively	86
3) Using varied media in the teaching-learning process	87
(1) Using flashcards	87
(2) Using a big clock	88
(3) Using clothes	88
(4) Using handouts	88
4) Using songs to warm up and motivate the students in learning English	89
5) Giving appreciation towards the students' work to improve their motivation in learning	89
3. Reflection of Cycle II	90
4. Findings of Cycle II	92
5. General Findings	93
D. Pre-test and Post-test of the Students' Listening Skills	97
CHAPTER V. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	99
A. Conclusions.....	99
B. Implications.....	102
C. Suggestions.....	104
REFERENCES.....	107
APPENDICES.....	
A. APPENDIX 1 (FIELD NOTES)	109
B. APPENDIX 2 (INTERVIEW TRANSCRIPTS)	118

C. LESSON PLANS.....	127
D. COURSE GRIDS.....	159
E. SONGS LYRIC.....	174
F. LISTENING TEST SCORES.....	179
G. LISTENING TESTS.....	180
H. OBSERVATION CHECKLISTS.....	186
I. PHOTOGRAPHS.....	188

**IMPROVING THE TEACHING AND LEARNING PROCESS
OF LISTENING SKILLS IN A BIG CLASS
THROUGH TOTAL PHYSICAL RESPONSE IN GRADE 4
OF SD N JOMBLANG 2 IN THE ACADEMIC YEAR OF 2012/2013**

By
Oktaviana Wijayanti
06202244031

ABSTRACT

The objective of this research is to improve the teaching and learning process of listening skills in a big class through total physical response in grade 4 of SD N Jomblang 2 in the academic year of 2012/2013.

This study was action research study. The members of the research were the students of grade 4, the teacher, the researcher, and the headmaster. The data of this study were qualitative and quantitative. The qualitative data were obtained by conducted observations, conducted interviews, and took photographs. The instruments were observation guides, observation checklists, interview guides, and camera. The qualitative data were in the form of field notes, observation checklists result, interview transcripts, and photographic data. Therefore, the quantitative data were in the form of students' listening test scores in the pre-test and post-test. To deal with the problems, the researcher implemented the actions of using Total Physical Response as the main activities, supported by the use of classroom English, interesting media, songs, and giving appreciation towards the students' work.

The result of the first cycle showed that the implementation of Total Physical Response was successful to improve the students' listening skills. The result of the second cycle showed that the implementation of Total Physical response accompanied by singing activities, using media, classroom English, and giving appreciation toward the students' work, was successful to improve the students' listening skills. The indicators of the success of the implementation were that 1) all students could understand and respond to the teacher's questions and instructions orally or physically, 2) the students were actively engage in the teaching-learning process, 3) the students were more attracted to the media and songs used by the researcher and could speak English confidently, 4) the students were also more familiar with the listening activities and expressions. The findings were supported by the result of means of the students' listening scores which had improved from 6.1 in the pre-test to 8.8 in the post-test.

CHAPTER I

A. BACKGROUND OF THE PROBLEM

Nowadays, English has become a worldwide language and plays an important role in education. In Indonesia, in some schools English is taught from elementary school to introduce it as the first foreign language. According to the curriculum of 2006 teaching English at elementary school aims at making students ready and have self confidence to learn English in higher level.

English has officially been introduced to primary school children in Indonesia since 1994. As the first foreign language, English is regarded as one of the local content subjects for primary students. To achieve successful language learning, the students are required to master four English language skills comprising receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills. The receptive skills intertwine with the productive skills. For example, the success of learning listening as a receptive skill can influence the success of learning speaking as a productive skill.

Listening is the skill that the children acquire first because children often cannot read and write all yet, or not with much confidence (Scott and Ytreberg, 2004: 21). So, when the children start learning a foreign language, it goes mainly through their ears and what the children hear is their main source of the language. Pinter (2006: 45) states that young

beginners who start with plenty of listening practice and opportunities to listen to rich input will naturally lead to other language skills. In other words, starting foreign language learning from listening is very important as it can be the foundation for other skills. Therefore, it is very important to seek what technique is good for teaching listening to the children.

Teaching Listening skills to children in elementary school is different from adults. It is not only because English is foreign language but also because the characteristics of the learners which are different from adults. In teaching listening the teacher should create fun and interesting activities such as having games, singing songs or doing outdoor activities. Moreover, the environment, will, eventually, generate the success of listening skills.

Based on the observation, the researcher found that the size of the class is big, there are 35 students in the class so the class become tight and over-crowded. Overcrowded classroom has more negative effects than positive ones. They were just passive and not interested in teaching and learning process. Some of them were not attentive to the English teaching and Learning process. They were very noisy and busy with their own activities, such as drawing and doing other lessons' assignment. Some shy students or more introvert students usually felt inhibited to freely ask questions when they find difficulties or answer questions when the teacher give questions. Moreover, after the teacher presents the material with listen and repeat activities then the teacher repeated asked them to listen to

her and guess which pictures mean, the students could not answer correctly. In other listening activities, they could not perform well. It showed that students had low listening skills.

Based on the observation, the researcher tried to implement some techniques in listening through total physical response. According to Asher in Linse (2005:30) TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channel. Second, it helps to teach children to follow directions and listen attentively—two important skills for academic success. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners. Therefore, the researcher emphasized the action of this research on how to improve the teaching and learning listening in a big class through total physical response.

B. IDENTIFICATION OF THE PROBLEMS

From the researcher's observation and interview when she was at the school, she found that there were some problems related to the teaching and learning listening. Below is the description of the problems that were found.

The first problem was related to the students' interest. The teacher said that the students did not give positive responses to the lesson. When

the teacher explains the material only few students paid attention, some others ignored the teacher and were busy with their own activities. Moreover when the teacher gave homework, there were many students who did not do the homework.

The second problem was related to the media and materials. There were limited interesting media to explain the material. The media used were course book, blackboard, chalk, and workbook. As a result the students were reluctant joining the teaching and learning process.

The third problem was related to the classroom management. As there are too many students in one class, it was difficult to manage them. To control the students, the teacher needed a lot of energy and hard work. English lesson started after break time, it makes the class became very noisy and stuffy because the students were doing some activities at the break time such as playing football, chasing each others which made them sweaty. It was not easy to make the students obey the rules of the class. Sometimes the teacher had to hit the table with ruler to stop the student's noise. However, it could not solve the problem yet. Within 5 minutes they made noise again.

Regarding to the listening skills, the researcher observed that the students couldn't perform well in listening. For example, when the teacher gave some instruction there were only a few students who follow the teacher instructions correctly.

Because there was no effort to improve the students' motivation in teaching and learning process especially in listening skills at grade IV of SD N Jomblang², the researcher took this problem as a research problem. Then, the researcher implemented some techniques to improve the teaching and learning of listening in a big class through total physical response

C. LIMITATION OF THE PROBLEMS

After having discussion with the school principal, the classroom teacher and the English teacher, the researcher divided the problems into three prominent problems. They are the material, class size, and the classroom management which are used to teach English. Those three problems must be solved in order to increase the students' listening skills in the teaching and learning process.

This study focuses on the implementation of Total Physical Response techniques to improve the teaching and learning process of listening skills in a big class at SD N Jomblang 2.

D. FORMULATION OF THE PROBLEMS

The problem is formulated as follows: How can the Total Physical Response be used to improve the teaching and learning process of listening skills in a big class in grade IV of SD N Jomblang² in the academic year of 2012/2013.

E. OBJECTIVE OF THE RESEARCH

Related to the formulation of the problem, this research is aimed at how can the Total Physical Response be used to improve the teaching and learning of listening skill in a big class in grade IV of SD N Jomblang 2 Yogyakarta in the academic year of 2012/2013.

F. SIGNIFICANCE

This study is expected to be beneficial for:

1. English teachers in SD N Jomblang 2; the finding of this study hopefully becomes a source of information about the ways to improve the teaching and learning quality.
2. Other teachers in SD N Jomblang 2 Berbah; the finding of this study hopefully becomes an evidence that represents students' ability in learning foreign language.
3. Institutions that held the English teaching program; hopefully this study becomes an input in empowering the teachers of English.
4. English education students of Yogyakarta State University; the finding of this study hopefully becomes one of the considerable source or reading material either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes.
5. The researcher herself; this study hopefully increases her awareness of the contribution in teaching and learning processes and gives the experience in doing the research and working with other people as well.

CHAPTER II

A. TEORITICAL FRAMEWORK

1. Teaching and Learning English as a Foreign Language

a. English as a foreign language

Richards (1985:2) assert that in many countries where English functions as an official language, it is usually referred as a second language, English is described as a foreign language. It is usually the first foreign language studied in school or college.

b. Learning English as a foreign language

There are many definitions of learning, Brown (1987:6) defined learning as acquiring or getting of knowledge of subject or skill by study: experience, or instruction. Then the definition is extracted as follows:

- 1) Learning is acquisition or 'getting'
- 2) Learning is retention of information or skill
- 3) Retention implies storage systems memory and cognitive organization
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism
- 5) Learning is relatively permanent, but subject to forgetting
- 6) Learning involves some form of practice, perhaps reinforced practice
- 7) Learning is a change in behavior

Kimbley and Garnezy in Brown (1987:6) state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. In relation to foreign language acquisition and language learning. He suggest that language acquisition and language naturally and it takes place in the informal setting on in the communicative situations. It is a subconscious process and it occurs because there is a real need to use the language. On the other hand, language learning happens when one is thought a language. It takes place in a formal setting. It is about knowing the rules, having conscious knowledge about grammar.

Richards (1987:2) said that English is regarded as a Foreign Language when it does not function as an official language in a country, that is the major language of law government, education, and business. According to him, in many countries where English is not an official language it may still have a significant role. It may be an important school subject and it may be necessary to pass an examination in English to enter a university. This atmosphere is called English as a Foreign Language.

2. Characteristics of The Elementary School Students

According to Hurlock (1994:156), late childhood extends from the age of six years to the time the individual becomes sexually mature. The beginning of late childhood is marked by the child's entrance in to first grade. Meanwhile, Piaget in Hudelson (1994:256) states that children in primary or elementary

school are usually in the concrete operational stage of the cognitive development. They are still hard to understand the abstract things. It means that the children will easily understand the material if the teacher gives examples, or shows pictures, real objects and gestures when he teaches.

Hurlock (1994: 156) describes some different labels usually used by parents, educators and psychologist referring to late childhood, and these labels reflect the important characteristics of the period. Too many parents, late childhood is the time when children are no longer willing to do what they are told to do and when they are more influenced by their peer than by their family members and parents. Also, parents regard late childhood as the sloppy age because they tend to be careless and slovenly about their appearance. Besides, the quarrelsome age is the time when the family fights are common and when the emotional climate of the home is far from pleasant for all family members.

Educators also have various names to late childhood. First is the elementary school age when the child is expected to acquire the rudiment of knowledge and to term certain essential skills, both curricular and extracurricular. Second is critical period in achievement drive, the time when children form the habit of being achievers, underachievers or over achievers (Hurlock 1994: 156)

On the other hand the psychologist regard late childhood as the gang age and plays age. The gang age are referring to the time when children's major concern is acceptance by their age mates and memberships in a gang, especially a

gang with prestige in the age mates. Then, the late childhood is frequently called the play age because there is an overlapping of play activities characteristics of the younger years (Hurlock 1994: 157)

a. Play Interest and Activities in Late Childhood

Hurlock (1994 : 171- 173) describe some play interests and activities in late childhood such as constructive play involving making things just for the fun and singing, exploring anything new and different, games and sports, and amusements such as reading, movies, radio, television, day dreaming or fantasizing.

A prominent difference between children and adults is attention span. Unlike adults' attention span, children's attention span can be shortened when they are involved in activities that they find boring, useless and complicated (Brown, 2001:88). In line with Brown, Harmer (2001:38) states that children's limited attention span makes them easily get bored unless the activities are engaging. However, generally, children are curious about the world around them and enthusiastic for learning (Brewster and Ellis, 2002:27; Harmer, 2001:38)

The other characteristic is that children tend to be self-oriented and like to talk about themselves. According to Brewster and Ellis (2002: 27), children preoccupied with their own world. Furthermore, Harmer (2002:38) explains that children respond well to learning that uses themselves and their own lives as the main topics because they keen to talk about themselves. In other words, they will

be more interested in learning when the topics and activities are closely related to them.

In learning a new language, children cannot rely only on teachers' explanation because children learn indirectly rather than directly. They take information from everything around them and their understanding comes from what they see, hear, touch, and interact with (Harmer, 2001 :38). In line with Harmer, Brewster and Ellis (2002: 40) states that children are excellent observers who can comprehend meaning from body language, intonation gesture and facial expression.

There are three major areas of children's development: emotional, cognitive, and physical (Linse, 2005 :2). A teacher of young learners should take all of these developments into account. Because children develop emotionally, morally, cognitively and physically at different rates, one child may have ability that others do not have. By being aware of what children can and cannot do developmentally, teachers are better able to provide appropriate learning experiences for the learners.

Scott and Ytreberg (1990:1) divide children into two main groups: the five to seven years olds and eight to ten years old. The fourth grade students who are about nine or ten years old belong to the second group. The children belong to the group tend to be different from the children who belong to the first group. They

are relatively mature with an adult side and a childish side. Here is the list of their characteristics proposed by Scott and Ytreberg (1990: 3-4).

- 1) Their basic concepts are formed. They have very decided views of the world.
- 2) They can tell the difference between fact and fiction.
- 3) They ask question all the time.
- 4) They rely on the spoken word as well as the physical world to convey and understand meaning.
- 5) They are able to make some decisions about their own learning.
- 6) They have definite views about what they like and don't like doing.
- 7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 8) They are able to work with others and learns from others.

Since nine to ten year old children are different from younger children, they cannot be treated like younger children. They are still children but they are more mature and they have a language with all the basic elements. The children's characteristics should be taken into account in order to meet their needs and interest.

3. Teaching English To Children

Teaching English to children is different from adults as they have different characteristics. To fit their characteristics, the principles in teaching English to children should be different from the ones that are applied in adults' classes. Some expert suggests the principles of teaching English to children as mentioned bellow :

Brown (2001: 87-90) proposes some principles that can be applied in teaching children. The principles are related to children's intellectual development, attention span, sensory input and authentic meaningful language. These principles can be used to determine techniques and to design activities that are appropriate for children.

1) Intellectual development

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centered on the here and now, and on the functional purpose of language (Brown, 2001:88). It means that presenting abstract notions will not work well for children. Moreover, Brown suggests that in teaching children explaining grammar and stating rules in abstract concept should be avoided. Some grammatical concepts can be introduced especially for the upper level of children by showing them certain patterns. Certain difficult patterns require repetitions but the activities should not burden and bore them.

2) Attention Span

Limited attention span makes the children easily lose their interest in learning unless with engaging activities. According to Brown (2001: 88), short attention span occurs when children have to deal with materials that are boring, useless and too difficult to them. To keep the children's attention, activities should be designed to capture their immediate interest. Brown, (2001:89) add that children's natural curiosity can be used to maintain their attention and focus.

3) Sensory input

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

4) Affective factors

Children's learning can be influenced by affective factors. According to Brown (2001:89) children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language in communication. To minimize this problem, Brown suggests that the teacher to elicit as much oral participation as possible from adults, especially the quite ones.

5) Authentic, meaningful language

Authentic, meaningful language is important for children learning. Brown (2001:90) states that children are focused on the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. To keep their willingness, an overload of language that is neither authentic nor meaningful should be avoided. Language needs to be contextual in order to give meaningful purposes to language. Storylines, real-life conversation familiar situation and characters will create a context in which language can be used to improve children's attention.

Stern in Brown (2000: 50) gives some arguments to recommend a foreign language teaching principles based on the first language acquisition. The points are presented bellow:

- 1) When we learn foreign language, there should be a lot of practice. The children need to repeat things again and again as what they do in first language.
- 2) Language learning is a matter of imitation. A teacher must be a mimic so that children can imitate the teacher well.
- 3) Foreign language learning is started by practicing the separated sounds, then words, then sentence. That is the natural order that is right for language learning.

- 4) The right order in presenting language skills is like what happens in children language development. Listening precedes speaking skill.
- 5) The natural order of the first and second language learning is listening, speaking, reading, and writing.
- 6) It is not necessary to use translation in foreign language learning. When a child learns the first language, he should be able to learn a foreign language in the same way.
- 7) The use of grammatical conceptualization is not required in teaching foreign language. A small child simply uses language and he does not learn grammar explicitly.

The arguments above show that first language and second language learning have a relationship in the process and condition. The comparison of process and condition between first language and second language learning indicates that there are certain principles which teachers need to be aware of (Brewster and Ellis, 2004: 39-40). Teachers can also make use of the principles in the language teaching whenever possible. The principles are summarized below.

- 1) Children are excellent observers who can understand their first language from body language, intonation, gesture, facial expression, the social context and the language itself.

To help the learners make use of this skill, teachers can provide visual support and ensure that language is contextualized.

- 2) In learning their first language children often repeat words and phrase and the repetition stops when they feel that they have learned the words. It is important for teachers to include repetition with variety but they should pay attention on the children's reaction to know the time to stop.
- 3) Children have used their hypothesis-testing skills in acquiring the first language. Teachers can provide inductive exercises in the second language but the language should be contextualized and motivating.
- 4) Children are good in guessing and predicting. Teachers can help the learners to these skills for learning to learn.
- 5) Children like to talk, even when they do not know much language. Learners should be encouraged to do the same thing in the learning second language. Teachers should give a lot of opportunities for meaningful communication activities.
- 6) Providing support and providing a challenge in language learning should be balanced. Over-guided language work makes it too easy but too difficult work can make the learners demotivated.
- 7) Children tend to be good risk-takers in learning the first language. The willingness to try should be encouraged. Teachers should avoid giving too much constant correction and creating overly strict atmosphere.

4. Developing Listening Skills

a) Definition of Listening

In the early 70's, Asher, Postovsky, Winitz, and Krashen, bring attention to the role of listening as a tool for understanding and emphasize it as a key factor in facilitating language learning. Thus, listening emerges as an important element in the process of second language acquisition.

Here are the definitions of listening proposed by some experts as they cited by Helgesen and Brown (2007: 3).

1. "Listening is an active purposeful processing of making sense of what we hear" (Helgesen, 2003: 24).
2. "Listening is the mental process of constructing meaning from spoken input" (Rost, 2002: 279).
3. "Listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistics units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situations and context, background knowledge and topic" (Richards and Schimdt, 2002: 313).
4. "Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" (Rubin, 1995: 7).

5. "... listening is not a skill, but a set of skills all marked by the fact that they involve the aural perception of oral signals ... [it] is not passive. A person can hear something, but not be listening ... it is absolutely necessary for almost any other work with language, especially for speaking and even for writing" (Rivers, 1997: 129).

There are three points that can be noted from the above definitions. First, listening is an active skill, not a passive one. It is clear that the listener is doing more than simply decoding what is heard. In the beginning, the listeners get information (from visual and auditory clues) and relate this information to what they already know, then in the process of making sense of the input, listeners use only parts of incoming information. This is in line with what Brewster & Ellis (2004: 98) propose that listening is not a passive skill but an active one because the listener needs to be receptive to others, which include paying attention to explanations, questions, and opinions. Similarly, Pinter (2006: 48) also defines listening as an interactive process involving a number of different cognitive, psychomotor, and affective mechanisms.

Second, listening requires full interpretation of oral sounds. Helgesen and Brown (2007: 6) propose that "interpret means in trying to make sense of the input, listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend". Related to this definition, Howatt and Dakin (1982: 279) propose that listening is the

ability to identify and understand what others are saying. In other words, the person should be capable of distinguishing the smallest units of sound of phonemes. This is what lets a listener know that the sounds that he or she is listening to exist in a given language.

Third, listening is one of the fundamental language skills. Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Krashen(1981: 72) argues that people acquire language by understanding the linguistic information they hear. Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input.

Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Brown (2001: 249) that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. So, from all the definitions above, it can be concluded that listening is a complex and active processes of interpretation in which listeners match what they hear with what they already know.

b) Teaching Listening in Primary Schools

To achieve successful English language learning, teachers must teach the students the four language skills, i.e. listening, speaking, reading, and writing. The teaching of listening as a separate skill is a recent innovation in language teaching. It is because listening comprehension is not simply considered as an adjunct of speaking, but listening precedes speaking and other language skills (Harmer, 2008: 17). So, as listening is the foundation for other language skills, starting foreign language learning from listening is important.

Listening is as active as speaking, and in some ways even more difficult, as what Brewster & Ellis (2004: 98) state that listening to a foreign language is hard work, especially for young children. It will require attention, thought, interpretation, and imagination. However, it is important for children to listen to as much English of an appropriate level as possible (Paul, 2003: 71). The level should either be easy for them, at their present level, or just beyond the level they can already understand. If the level is too difficult, the children may lose confidence and positivity.

The major problem is the actual way listening material is presented to the students. Since children have limited attention span, teachers sometimes find difficulties in teaching listening. If the listening activities are not challenging and interesting, they will get bored easily. To overcome this, Pinter (2006: 48) states that in teaching listening, teachers should give a clear lead in what the students are going to hear; use some kind of visual back up for them to understand; give

questions and tasks in order to clarify the things in their minds; and be sure that the tasks help in learning, not confusing.

Helgesen and Brown (2007: 32-37) mention some principles for teaching listening to beginning learners. They are as follows:

1. Be aware of the goal of the task.

If tasks require a clear outcome, then it follows that learners need to be aware of what the goal is before they begin the activity.

2. Use a variety of tasks.

Learners need to become comfortable with a variety of tasks. This is because learners listen to different things in different ways.

3. Be aware of the difference between spoken and written language.

One of the biggest differences between spoken and written language is that in informal conversation people usually do not speak in sentences. They speak in short phrases called idea units. Since spoken language is very different from written language, it is important for a teacher to give the students experience in listening to spoken language than recordings of written texts.

4. Build on success.

To help the students become successful listeners, the teacher needs to give them successful experiences. Dornyei (2001) in Helgesen and Brown (2007: 36) suggests three ways to do just that:

- Provide multiple opportunities for success in the language class.

- Adjust the difficulty level of the tasks to match the students' abilities and counterbalance demanding tasks with manageable ones.
- Design tests that focus on what learners can do rather than what they cannot do, and also include improvement options.

Like children learning their first language, learners of second or foreign language follow the predictable routes of acquisition. The way children learn a foreign language depends on their development stage. Paul (2003: 72) says that as teachers of second or foreign language, it is useful to consider the listening skills as the first language skill that is taught to children when learning English. Linse (2005: 27) adds that children who are not able to listen and follow simple instructions are not ready to learn academic content yet. It is because being able to listen and follow simple instructions is one of the indicators of listening readiness that get the children ready to develop other language skills.

Teaching listening to young learners does not mean just giving them listening activities. Harmer (2008: 129) states that there is so much else going on, such as growing familiarity with social interaction, objects surrounding the child, the structures of stories and games, writing, real life situations involving the outside world, physical actions, and the child's relationship to nature. So, teachers should create creative and interesting learning which can wake the pupils up by giving interactive activities. Teachers should also interact with the children in English to improve their comprehension of language. Games can create

movement, concentration, and interaction in the classroom (Hadfield, 2000: 4). Therefore, through interactive games, an interactive teaching listening will occur without ignoring the children's characteristics.

c) Techniques of Teaching Listening

The teaching techniques of listening should stimulate the pupils to respond physically and orally. An appropriate teaching technique will help the teachers deliver materials and help children to learn a language effectively. An interesting and interactive teaching technique is needed to achieve the purpose of teaching listening. Paul (2003: 73) proposes some techniques to teach listening. They are dictation, stories, comprehension and communication, and TPR (Total Physical Response). Paul adds that TPR is the technique that is often used in one form or another in the EFL classroom.

Total Physical Response (TPR) is a method developed by James Asher to aid in learning a foreign language. The method bases its principles on the way a child learns the first language. In the process of the first language acquisition, the child listens to many language sounds before attempting to speak. In this process, the child follows commands. He or she listens to the language in the form of parental commands. Asher and Linse (2005: 30) adds that TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channel. Second, it helps to teach children to follow directions and listen attentively—two important skills for academic success. Third, in keeping with developmentally appropriate

notions or thoughts, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

In the Total Physical Response, listening is the basis of the course. The teacher gives commands and orders while doing things. Asher (2000) as the developer of TPR elaborates the principles of this method. They are:

- 1) Second or foreign language learning should be parallel to the first language learning and reflect the same naturalistic process.
- 2) Children learn best by doing things.
- 3) Listening should be developed before speaking.
- 4) Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.
- 5) Delaying speech reduces stress.

Regarding the principles of TPR, Linse (2005:31-39) develops listening activities by using TPR games, songs and finger-plays, drawing, storytelling, yes/no cards, syllable clapping, rhyming word activities, and minimal pairs. Linse (2005: 31) adds that whenever putting together a TPR activity, it is important to consider the complexity of the language being used as well as the interest level of the children.

Brown (2001: 258-260) states that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques.

Brown summarizes some principles for designing listening teaching techniques as the followings:

- 1) In an interactive, four-skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.
- 2) Use intrinsic motivation techniques.
- 3) Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.
- 4) Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.
- 5) Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
- 6) Include both bottom-up and top-down listening techniques, because both of them can offer keys to determine the meaning of spoken discourse.

Teachers are responsible for making good atmosphere in the classroom to promote the students' motivation and better attitude towards learning. In line with this condition, it is very important to seek what method is good for teaching English to children. From the explanation above, it can be concluded that TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned. Moreover, children like to see how things operate and

they are interested in learning something by making them being active in the classroom. It is a supporting point for teaching them using the Total Physical Response, since the TPR is full of real situation being demonstrated. TPR can also be presented by using games that are appropriate to the learners' characters.

d) Listening Tasks

According to Brewster & Ellis (2004: 100), listening is divided into 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). In order to make listening an active, learning-focused process, teachers need to develop different pre-, while-, and post- activity types which fit different types of language. Therefore, teachers should provide the students with a variety of listening tasks during the learning.

Cameron (2001: 29) defines task as a unit of activity that can be used for lesson planning and evaluation, and which will also work as a unit of analysis in research by teachers or by researchers coming into classroom. She adds that the essential aspect of a task is that learners were focused on the meaning of content rather than on form, i.e. the learners' goals and task outcomes are not explicitly language-focused. Therefore, she proposes some key features of classroom tasks for children learning a foreign language which are summarized as follows:

- 1) Have coherence and unity for learners (from topic, activity, and/ or outcome).
- 2) Have meaning and purpose for learners.

- 3) Have clear language learning goals.
- 4) Have a beginning and end.
- 5) Involve the learners actively.

Brewster & Ellis (2004: 100-104) also propose some listening tasks. The activities are graded according to the level of difficulty although this depends on the kind of message, such as its length, topic, linguistic complexity, and the number of ideas contained within it. The listening tasks are as follows:

Table 1. The listening tasks

Activity type	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 pattern • 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 action/follow instruction	<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 left-right; or 	action songs and rhymes plans or maps instructions for games, e.g. origami (paper-folding)

	<p>discourse markers, e.g. first, then, next; and action verbs, e.g. put, fold, turn</p> <ul style="list-style-type: none"> • listening to ‘stir’ pupils, make them more lively, relieve boredom, etc 	
4. Listen and draw/color	<ul style="list-style-type: none"> • listening to develop concentration on specific items, e.g. specific verbs/actions • listening to consolidate understanding of concept and new vocabulary, e.g. round, square, large, small, blue, yellow • listening to physically ‘settle’ or calm pupils 	short, spoken descriptions which can be accomplished by drawing which pupils finish or color in
5. Listen and predict	<ul style="list-style-type: none"> • listening to increase motivation and concentration • listening to activate schemata or previous knowledge • 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 pick out key vocabulary used to describe, e.g. parts of an animal’s body • listening to encourage mental activity and problem-solving 	short, spoken descriptions which can be accompanied 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 	written labels provided for pupils or written words on the blackboard for pupils to

	<ul style="list-style-type: none"> • listening to physically 'settle' or calm pupils • listening to encourage mental activity and problem-solving 	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 physically 'settle' or calm pupils 	bingo cards worksheets on which children draw a line to connect a picture with the correct words or written labels or speech bubbles to match with pictures						
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' or calm pupils • listening to encourage mental activity and problem-solving 	pictures or written statements worksheets with boxes in which children number the order of details listened to						
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' or calm pupils • listening to encourage mental activity and problem-solving 	pictures worksheets using written words on the blackboard which pupils copy into the appropriate column of a chart while listening key visuals, e.g. tickchart, Venn diagram, matrix or grid						
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 	worksheets to carry out surveys and questionnaires with columns for pupils to complete, for example: <table border="1" data-bbox="1141 1809 1468 1917"> <tr> <td></td><td>You</td><td>Your partner</td></tr> <tr> <td>Color</td><td></td><td></td></tr> </table>		You	Your partner	Color		
	You	Your partner						
Color								

	interpreting charts, simple 'date handling'	of eyes			
		Shoe size			
		Best skill			

Children learn through play. For this reason, Harmer (2008: 130) said that tasks with a game-like element can be highly effective. The younger the children, the less self-conscious they are, so they will be happy to participate in many types of games. Their enthusiasm needs to be used by teachers in order to convert listening input into some kind of output which can reflect the listening material. Helgesen and Brown (2007: 37) add that the listening tasks must be do-able. It is because children, as much as teenagers or adults, like to succeed, and the teachers need to provide constant encouragement and approval.

From the explanation above, it can be concluded that listening tasks should encourage the learners to comprehend the language forms and contents. All of the activities contain learning to learn elements of a language. A preset purpose, ongoing learners' response, motivation, success, simplicity, and feedback should be the things considered by teachers while preparing the tasks.

e) Assessing Listening

Assessment occurs all the time. Brindley in Helgesen and Brown (2007: 18) said that assessment is both important because as teachers need to give grades and because they want to provide feedback. In any discussion of assessment, there

is the type of assessment that is ongoing and takes place informally every time students engage in listening. This is called formative assessment. It is process-oriented and designed as a diagnostic tool to help the students to improve. According to Brown (2000: 402), informal assessment is involved in all incidental, unplanned evaluative coaching, and feedback on tasks designed to elicit performance. It often implies the observation of the process of learning.

On the other hand, there is summative assessment which is formal and result oriented in that the students always receive a grade. Most formal assessments are ordinarily called tests. Bailey in Helgesen and Brown (2007: 18) identifies four key concepts in testing, they are:

- a) Validity: A test is considered to have validity if it measures the skill it supposed to measure and test what has actually been taught.
- b) Reliability: A test is considered to have reliability if the results are consistent. It also can be said that a person being evaluated at different times or by different people would get a similar score.
- c) Practicality: A test is considered to have practicality if the demands of giving the test are reasonable.
- d) Washback: Washback is the effect that the test has on what is taught and how it is taught. This can happen either by course content being included or excluded.

Rost in Helgesen and Brown (2007: 19) outlines some listening assessment and testing techniques. They are as follows.

a) Discrete-item tests

- Multiple choice questions following a listening text (responses scored right or wrong)
- True-false format (responses scored right or wrong)
- Open questions following presentation of a listening text (questions scored on a scale of correctness and completeness)
- Standardized test scores (e.g., TOEFL or TOIEC)

b) Integrative tests

- Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- Cloze summarizing of a text (scored on correct completions of blanks)
- Dictation, complete or partial (score based on supplying the correct missing words)

c) Communicative tests

- Written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem)

d) Interview tests

- Face-to-face performances with the teacher or another student (scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
 - Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)
- e) Self-assessment
- Learner rates self on given criteria, via questionnaire
 - Learner provides holistic assessment of own abilities via oral or written journal entries
- f) Portfolio assessment
- Learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations may be audio or videotaped
 - Portfolio may include any or all of the above types of objective and subjective measures

From the explanation above, it can be concluded that teachers concerned with the developing of listening skills of the students need methods for assessing the students' progress. The techniques may range from observation, questioning to standardized testing. However, even the most informal methods should embrace the measurement principles of validity, reliability, practicality, and washback.

The methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available.

5. Teaching English in a Big Class

a) Definition of a Big Class

Hayes (1997) states that the ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the students to communicate with each other. It means that having more than 30 students in a language class is considered as a very large class. This can lead to uncontrollable class.

Furthermore Hayes (1997) classifies the problem associated with teaching in large classes into five categories : 1) Discomfort caused by the physical constraints; 2) Control problems (discipline aspect); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problem of charging learning effectiveness. These problem can be physical, psychological but to a great extent technical. It can be concluded that teaching in a large class is not easy. It will be hard for teachers to organize class activities if they do not use appropriate technique. Teachers need to enhance their innovative awareness and capabilities for developing effective ways for dealing with large classes based on the characteristics of large classes.

In addition, Murphy in Leahy (2006:7-16) states that large class contains 22-25 students. He states that there is a strong correlation between class size and academic achievement. There are also some effects of a large language classroom. He adds that a large language classroom can lead to a very challenging and ineffective teaching environment. Large classes can also limit the language learning environments and positive aspect get insufficient attention. These can lead to difficulties with speaking, reading and writing tasks, difficulties with monitoring and giving feedback, difficulties in getting around the class and the poor attention of students.

Ur in Qiang and Ning (2011:1) concludes that what is relevant to the class considered as large one is how the teacher perceives the class size in the specific situation, regardless of the exact number of the students in it. Therefore large class is one with more students than the teacher prefers to manage and available resources can support. From this point of view, large classes usually are considered to pose insurmountable problems for teachers. Therefore, appropriate techniques and methods should be implemented to teach in large classes.

Hammer in Qiang and Ning (2011:2) also finds out in his study that large classes bring difficulties to both teachers and students and process of Teaching and Learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. Most

importantly, large classes are especially daunting for inexperienced teachers. This also indicates that teachers need more technical strategies in large class.

b) Teaching Effectively in a Large Class

Brown (2000:169-172) states that the methods of teaching influence the effectiveness of learning. He adds that a comprehensive mastery of teaching methods enables teachers to control classroom and provide appropriate learning environment that the students need. It means that teachers who teach in a large class need to find appropriate teaching methods in order to make the teaching and learning process in a large class runs effectively.

Kelly (2012:6) States that there are a big challenge of teaching large classes. It includes finding ways to engage students' providing timely feedback, and managing the class. When faced with these challenges, many teachers are tempted to revert to lecture mode and test. Therefore, alternative teaching strategies are needed to be implemented to teach in a large class.

6. The students' involvement in English teaching Learning

Heliwell (1992: 21) in the book titled 'Teaching English in the Primary Scholl' propes two kind of students' involvement in the English teaching and learning process. They are mental engagement and actual occupation.

a. Mental Engagemant

In order to do the mental activities, Halliwell (1992: 22) adds that the children have to think. Besides, such activities also engage emotions. According to him, types of work such as games, puzzles, remembering, competitions, imagining, and talking about themselves reflect the mental engagement.

b. Actual Occupation

According to Halliwell (1992: 22) the actual occupation means that the children are the physical doing something. Referring to the term of actual occupation.

B. CONCEPTUAL FRAMEWORK

Teaching listening for children, like teaching other skills, should fit the children's characteristics. Fourth grade students of elementary schools, who are about nine to ten years old, are more mature than younger children as they have had an adult side along with their childish side. They have a developed sense of fairness and an ability to work with others and learn from others.

The first thing that the teacher should do in teaching English to children is introducing the children how to listen. Linse (2005: 27) states that being able to follow simple instructions is one of the indicators of listening readiness that get children ready to develop other language skills. Therefore, the teacher should find an effective teaching technique to achieve the children listening readiness. The techniques of teaching English to children should consider children's

characteristics and ways of learning. They should be so interactive that children as young learners can be involved in those activities.

By doing the Total physical Response activities, they learn listening skills better. Because they not only learn by listen and understanding, but they also do or act what they have understood. Related to the literature Total Physical Response is suggested to improve the teaching and learning process of listening skills.

The listening activities are required to be arranged from the fully controlled activities to the freer activities to the freer ones. At the early stage, the students are given the language before they are asked to produce it themselves. Controlled practice gives the basis for listening and it guides the children to use to correct language within a certain situation or context. Guided activities provide the children with limited choice of language. In freer activities, the teacher control is minimal and fluency is more important than accuracy.

In relation to the techniques of teaching listening, especially by using guided activities, the researcher suggested the use of TPR. TPR has some benefits, such as by TPR the students become active learner. As in teaching listening controlled practice gives the basis for listening which allows students to use the correct language within a certain situation or context. Total Physical Response might be one of the best solutions for helping the students in learning. By using Total Physical Response students develop their micro skills of listening.

For example, by doing what the teacher asks them to listen and repeat, the students will be encouraged to listen carefully and repeat what they have to listen. When the teacher instructs them to listen and color, they also learn to decode what they listen into its meaning and then act based on the meaning they have understood.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is classified as action research since it tries to solve problems discovered in teaching and learning process based on the preliminary observation and interviews. According to Burns (1999), action research is the application of the fact finding to practical problem solving in a social situation with a view to improve the quality of actions in it by involving the collaboration and corporation of researcher, practitioners and laymen. She adds that action research is contextual, small-scale and localized. It implies that in doing in doing action research, a researcher identifies and investigates in a specific situation. The purpose of the action research is to make changes and improvements.

B. Research Design

The research on improving the fourth grade students' listening skills through Total Physical Response at SD N Jomblang 2 focused on the efforts to improve the students' listening skills on the topics that were taught. It was conducted in SD N Jomblang 2. It also follows the model of Action Research suggested by Kemmis and Taggart, the research procedure is presented as follows:

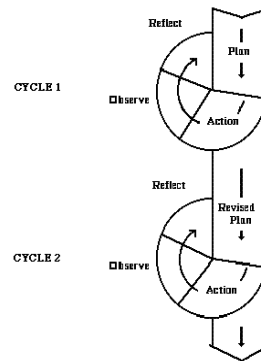


Figure 1 : The action Research Cycle

C. The Setting of the Research.

1) Place of the Research

This research was conducted in SD N Jomblang 2 Berbah Sleman Yogyakarta. The school has six classes: one class of the first grade students, one class of the second grade students, one class of third grade students, one class of fourth grade students, one class of fifth grade students, and one class of sixth grade students. The English teaching-learning process is carried out once a week with duration of 70 minute for each meeting.

2) Participants of the Research

This research involved the head master, the students of grade IV SD N Jomblang 2 Berbah, the teacher, and the researcher. To conduct the research, they work collaboratively to overcome some problems related to teaching and learning of listening skills and to try to improve the students' listening skills. They worked together in identifying the problems of the English teaching and learning process related to the teaching on listening,

collected, planned the solution, conducted the action in the class, evaluated the action, and reflected the actions done.

3) Place and time of the Research

The research took place at the fourth grade of SD N Jomblang 2 Berbah, Sleman, Yogyakarta. The observations began in the first semester in the academic year of 2012/2013 and the action was conducted in the second semester in the academic year of 2012/2013.

D. Procedure of the Research

The structural steps done referred to the steps suggested by Kemmis and McTaggart (1988) in Burns (2010: 18-20) that action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: of planning, action, observation, and reflection.

1) Planning

In this phase, the researcher identifies a problem and develops a plan of action in order to bring about improvements in a specific area of the research context (Burns: 2010, 19). This is a forward-looking phase where she considers what kind of investigation is possible within the realities and constraints of the teaching situation; and what potential improvements that are possible.

Therefore, the lesson plans, the materials, and the research instruments were prepared in this step. Lesson plans were used as scenarios of the teaching-learning process. The materials designed were in

the form of copied handout and others were written on the whiteboard. The research instruments, such as the listening tests, interviews, documentations, and classroom observations, were designed by considering the kinds of data needed.

2) Action

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that can be put into action over an agreed period of time (Burns, 2010: 19). The interventions are ‘critically informed’ as the researcher question the assumptions about the current situation and plan new and alternative ways of doing things.

These research actions were carried out in two cycles. Each cycle was conducted in three weeks. In the action stage, the lesson plans, the materials, and other teaching media were used in the classroom. In this stage, the researcher act as the action taker (R), and the students act as the subject of learning (Ss). In this writing, these abbreviations are used in the tables, field notes, and interview transcripts.

3) Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved (Burns, 2010: 19). It is a data collection phase where she uses ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

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

4) Reflection

Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to the deep thinking on how to improve the effectiveness of the teaching-learning process so that the improvement desired by the researcher and the teacher can be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

The listening evaluations were done in two ways. The first was short-term evaluation, which was done in every meeting, and the second one was pre- and post- evaluation, which was done in the beginning and in the end of the cycle. The evaluations involved the researcher and the English teacher.

The plans per cycle are described as follows:

a) Cycle 1

- **Planning**

After identifying problems, the researcher worked together with the teacher to plan some actions to be implemented. She made general and specific

plans. The general plan was used to plan all aspects related to the classroom research to improve the students' listening skills. The specific one is made to plan the next cycle. The aim of the actions was to improve the students' listening skills in a big class through Total Physical Response. The actions planned to be carried out are as the following:

- a. Using Total Physical response as main activities to improve the students' listening skills and to make them involved in the teaching-learning process
- b. Using classroom English to introduce the students to some simple expressions
- c. Using media in the teaching-learning process to attract students' attention in the teaching-learning process
- d. Using songs to warm-up and motivate the students in learning English

In planning the first cycle, the researcher considered the materials which would be taught by reviewing the Basic Competencies. The themes were parts of the body, around the town and things in the classroom. The language functions were about asking and giving information and giving and responding to instructions.

- **Action and Observation**

In this stage, the lesson plans were implemented in the class, the teaching-learning process were observed and recorded in the form of field notes, documentations, and interview transcripts. Some changes were also made in relation to the students' learning progress. In this stage, the researcher also noted some problems appearing during the teaching-learning process.

- **Reflection**

In this stage, the researcher and the teacher discussed the problems and solutions in each meeting. At the end of the cycle, they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

b) Cycle 2

- **Planning**

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the actions to solve the problems appearing at the first cycle. The aim of the actions was still to improve the students' listening skills in a big class through Total Physical Response. The actions planned to be carried out are as the following:

- a. Implementing Total Physical Response as main activities.
- b. Implementing classroom English to support the success of interactive games.
- c. Using interesting media in the teaching-learning process.
- d. Using songs to support the teaching of listening skills.
- e. Giving appreciation towards the students' work.

The researcher planned to have three themes. The themes were clothes, Time and food and drink. The language functions were about asking and giving information and giving and responding to instructions.

- **Action and Observation**

As what the researcher did in the second stage of the first cycle, in this stage she implemented the revised actions decided in the planning session and

observed the progress. The mistakes, weaknesses, changes, and improvements were recorded as a consideration to draw the conclusion about the teaching-learning process.

- **Reflection**

In this stage, the implementation and observation of Cycle 2 were reflected in the discussion between the researcher and the teacher. Furthermore, the whole problems, solutions, changes, and improvements made in Cycle 1 and Cycle 2 were discussed to draw the conclusion about the overall teaching-learning process.

E. Instruments and Data Collection Techniques

1. Observation

Observations of the implementation of the teaching-learning process provide useful information. According to Kutner et al (2007: 28), there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with the teacher interviews.

There are various observation techniques that can be applied in the classroom setting. Some of these techniques provide detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plans, time notation, dialogue recording, and videotapes. The observation data can be useful in giving the teacher feedbacks on his/her instructions. Observations also validate information collected through teacher interviews.

In this research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior, and the classroom situation. Furthermore, field notes were used to gather information about the teaching-learning process in general as one of the unstructured observation techniques. Meanwhile for the structured observation, the observation checklists were used in every meeting.

2. Interview

Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do questionnaires (Kutner et al, 2007: 25). Interviews can be done with or without guidelines. However, guidelines may help the interviewer to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open-ended questions.

Interviews can provide information gathered through the students' own reflection, observations, and interactions with the teacher. Student responses to interviews may also provide their perceptions on what occurs in a classroom.

Once the interviews transcribed, they were analyzed by addressing the data into some categories containing certain patterns indicating students' perception, behavior, observation, etc. Data gathered from students, when used in conjunction with other data collection instruments, could be used to validate findings.

In this research, interviews were used to gather the data about the students' feelings during the teaching-learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning, and their perceptions on the instructional materials.

3. Documentation

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

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

4. Test

Tests provide a picture of students' achievement at any given point, although there are more authentic assessments such as portfolios and observations. Kutner et al (2007: 33) suggests that to determine whether change or growth has taken place, however, some sort of pre- and post-measures are required. He also suggests that to determine accurately the success of an instructional sequence, instructors must pre-test students at the outset, and, using the same or a similar instrument, test them at specified intervals throughout the instructional process. Those measures will reveal what students have actually learned from instruction. In this research, the tests were used to gather the data about students' improvements in listening skills.

The tests were done in two ways. The first was short-term evaluation, which was done in every meeting, and the second one was pre- and post-evaluation, which was done in the beginning and the end of the research. The result of pre-test were calculated and compared with those in the post-test result.

F. Data Analysis

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

1. Assembling the data

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

2. Coding the data

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

3. Comparing the data

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

4. Building interpretations

The fourth stage is the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding, and comparing the data to make sense their meaning. It enables her to come back to the data several times to pose questions, rethink the connections, and develop explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that,

discussions with the teacher are needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process is presenting an account of research for others. The researcher should ensure that the report covers the major processes of the research and support the findings and outcomes with examples from the data. In general, the report includes the original issue or questions underlying the study, describing the research context, outlining the finding supported with the sample data, relate the finding and the context, and suggesting how the project has been fed back into practice so that it could lead to other areas for research.

G. Validity and Reliability of the Data

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

- 1) Outcome validity, related to the notion of action leading to outcomes that are “successful” within the research context. This research was expected to be able to solve more than one problem in teaching-learning process, for example ones which are related with listening skills, motivation, and involvement.
- 2) Process validity, related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students, and having discussion with the teacher initiated the process validity of this study.

- 3) Catalytic validity, related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting. In this case, the researcher asked the students' responses to the changes occurring to themselves.
- 4) Democratic validity, related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observe and report the students' reaction during the teaching-learning process fulfilled this criterion. Moreover, the researcher asked the teacher to contribute in observing and reflecting the action.
- 5) Dialogic validity means that the researcher always having dialogues with the teacher and the teacher in reviewing what had she done in the classroom. In this research, the researcher had dialogues with the teacher to review the actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done.

Meanwhile, the reliability of the data was gained by giving genuine data, such as the field notes, tests, interview transcripts, and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

- 1) Time triangulation: in which the data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this

research, the researcher gathered the data about the improvement on listening skills through having tests and observation. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

Investigator triangulation: more than one observer was involved in the same research setting to avoid biases. In this research, the researcher (R) and the English teacher (ET) were in charge of observing the teaching-learning process so that both observers contributed much in the making of the current field notes and observation checklists

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS

A. The Sharpening of the Problems

1. Identification of the field problems

It has been mentioned in the previous chapter that this research is classroom action research. The objective of this research is to improve the listening skills of the fourth grade students of SDN Jomblang 2 through interactive language games. In this study, the researcher explores the use of games combined with several interesting media and singing activities supporting the teaching-learning of listening for children.

The first step done by the researcher to identify the field problems was doing observation and interviewing the school principal, the classroom teacher, the English teacher, and five grade students. These were aimed to know the general condition in SDN Jomblang 2, the characteristics of five grade students and their listening skills in the English teaching-learning process, and the students' perspectives towards English lesson.

To gain a clearer description, here is the vignette of the English teaching-learning process in November 30, 2012, at 09.00 – 10.10 a.m., before the actions were conducted.

Table 2. The field note of observation

The teacher (ET), the researcher (R) and the collaborator (C) went to the class at 09.00 am. ET said salam and greeted the students (Ss). ET opened the lesson.
ET : “Ada PR ndak?, (any homework?). Ss: “*enggakada PR og Bu*”. (no homework mam). ET ; “*Oke, kalian masih ingat minggu kemarin kita belajar*

apa?” (oke, do you remember what we’ve learned last week?” Alam: “Open the door gitu Bu”(*about open the door Mam*) ?” ET, “Good. Now, help me to clean the blackboard.” ET tried to help him by pointing at an eraser. Alam understood. He then came forward to take the eraser and clean the blackboard.

After that, ET asked Ss to open the Course book, “*sekarang buka buku paketnya halaman 35*” (Ss, please open your textbook at page thirty five). Ss opened the *textbook*. ET continued the learning by saying, “*Oke mari kita baca dahulu, nanti bu guru baca kalian tirukanya!*”. Oke let’s read first, I would read the examples, then you repeat after me). ET then read the dialogs, some Ss in the front rows repeated after her while the others in the back rows and the right side did not listen and were busy playing with their friends. ET warned them, “*Eh, disuruh menirukan kok malah podoribut wae to? Saiki cobobu guru sing ngakon, kalian melakukan perintahnya. Ali, stand up!*” (I told you to repeat after me, but why do you make noise? Now, I would give you some commands then you do what I ask. Ali, stand up!) Ali stood up from his chair. ET continued, “*sekarang Riski, Close the door!*” (Now, Riski. Close the door!) Riski looked confused and just smile. He asked ET, “*Aku dikon opo kae, Gus?*” (What did she ask me to do, Gus?) Agus shook his head. ET, “*Makane, ojo rame wae. Perhatikan pas bu guru ngajar. Saiki, ulangi maneh dari awal. Cah-cah sing neng mburi ojo rame wae, melu tirukke*” (So, don’t be noisy. Pay attention to me when I teach you. Now, start again from the beginning. All of you who sat on the back, don’t make any noise, and follow me.)

After that, ET asked four Ss to come in front of the class and performed the commands she asked. It was difficult to get some volunteers, so ET pointed at Ss. Some Ss could do the commands, while some others could not and still looked confused of what they should do. When their friends came in front of the class, most other Ss looked bored and made noise.

ET ended the class at 8.40 a.m. Ss shouted and they looked so happy because there was no homework for them.

2. Determining the Research Problems

Since there were many problems identified in the English teaching-learning process, it was necessary to figure out the problems which were feasible and more urgent to be solved. Those problems were related to the students’ listening skills in the English teaching-learning process. The problems can be seen in the following table.

Table 3. The Problems which Affected the Lack of the Fourth Grade Students' Listening Skills of SDN Jomblang 2 in the Teaching-Learning Process

No.	Problems	Codes
1.	The teacher used the <i>LKS</i> and textbook page by page monotonously.	T
2.	The teaching aids and media were not maximally used.	M
3.	The teacher seldom used English in her teaching-learning.	T
4.	The students lost their attention easily.	S
5.	The students were bored and passive during the teaching-learning process.	S
6.	The teacher seldom gave listening activities during the English teaching-learning process.	T
7.	The students were still unfamiliar with the use of English as the medium of instructions.	S
8.	The students did not listen and respond to the teacher's questions and instructions well.	S

Note: S: Students, T: Teacher, M: Media, Mat: Material

The brief description of the problems which affected the lack of the students' listening skills during the English teaching and learning process is as follows.

The teacher used the *LKS* and course book page by page monotonously. Besides, the teaching aids and media were not maximally used in the English teaching-learning process. As the result, the activities were not interactive and monotonous. The teacher also seldom used English in her teaching-learning. This problem made the students did not understand to the teacher's explanation when she spoke in English. These caused the students to feel bored and become passive during the teaching-learning process and lose their attention easily. The teacher also seldom gave listening activities during the English teaching-learning process. These problems made the students were still unfamiliar with the use of English as the medium of instructions. As the result, the students' listening skill was low. Therefore, the students could not listen and respond to the teacher's instruction and questions well.

3. Determining the actions to solve the selected field problems

After identifying the field problems that were feasible and urgent to be solved, the researcher and the English teacher formulated some actions to overcome the problems. The actions proposed by the researcher were included in the *Total Physical Response*. The Total Physical Response was aimed at improving the students' listening skills. It was expected that the students would improve their listening skills and participate actively in the English class activities. The actions consisted of four plans as follows.

- a. Using Total Physical Response as the main activities to improve the students' listening skills and to make them involved in the teaching-learning process.
- b. Using classroom English to introduce the students to some simple expressions.
- c. Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.
- d. Using songs to warm-up and motivate the students in learning English.

Using Total Physical Response as the main activities was the main action. Total Physical Response was used in every meeting. In the Total Physical Response activities, the researcher introduced some language functions such as giving and responding to instructions and asking and giving information. These activities focused on improving students' listening skills and encouraging them to get involved in the English teaching-learning.

The use of classroom English was one of the teaching techniques to support the success of teaching listening and to introduce English to make the students accustomed to listening to contextual English. The classroom English

were used as the language for delivering materials, giving instructions, greeting, and leave-taking, such as “*Good morning, class. How are you today?, Sit down, Stand up, Raise your hand, Listen up, please, Repeat after me, Good bye, See you next week, etc*”. The classroom English should be used in teaching English to reach the objective of teaching listening, i.e., comprehend very simple instructions related to school contexts by doing actions.

The third action was using interesting media in every action, for example pictures, flashcards, etc. The use of media was important to support the success of the teaching-learning process. Media could attract the students’ attention to the English teaching-learning.

The last action was the singing songs activity. Singing songs were effective activities to encourage students to learn English and to attract their attention during the teaching-learning process. The songs would be used in the pre-activity and post-activity because both were appropriate time to make the students more enthusiastic.

B. The Report of Cycle 1

1. Planning

As mentioned before, the main problems were related to the students’ listening skills during the teaching-learning process. Some factors which contributed to the lack of the students’ listening skills were the teacher who used the *LKS* and textbook page by page monotonously, the teaching aids and media which were not maximally used, the teacher who seldom used English in the

teaching-learning, the students who lost their attention easily, the students who were bored and passive during the teaching-learning process, the teacher who seldom gave listening activities during the English teaching-learning process, the students who were still unfamiliar with the use of English as the medium of instructions, and the students who did not listen and respond to the teacher's questions and instructions well.

In this planning session, the researcher determined the Total Physical Response activities which would be applied in Cycle 1. Then, the researcher designed the assessment instruments, the lesson plans, and the materials as well as including the TPR in the production session. After that, the researcher and the English teacher discussed the lesson plans and the materials by reviewing whether they suited the syllabus. The assessment designed was in the form of performing some class instructions.

The researcher did the actions in three meetings. The actions were as follows:

- a. Using Total Physical Response as the main activities to improve the students' listening skills and to make them involved in the teaching-learning process: Since children like to play and do physical movement and got bored easily, it was important to create different activities during the teaching-learning process. These activities must attract the students' attention toward the lesson, so they would involve actively in the learning activities and this would lead to the students' listening improvement.

- b. Using classroom English to introduce the students to some simple expressions and familiarize them to English: When the students thought that English was a difficult subject, it was necessary to familiarize English over their ears; it was by using classroom English accompanied by gestures to make the students understand the instructions.
- c. Using interesting media in the teaching-learning process: By using interesting media, they would attract students' attention so that it would be easier for the students in understanding the lesson being studied. The media would also make the students would not get bored in the teaching-learning process.
- d. Using songs to warm-up and motivate the students in learning English: Singing songs were effective activities to encourage students to learn English and to attract their attention during the teaching-learning process.

2. Action, Implementation, and Observation in Cycle 1

The actions were done three times on April 11th, April 18th, and April 25th. All actions were applied in every meeting. The materials which would be learned in Cycle 1 were Parts of the body, Around the town, and Things in the classroom. The language functions that could be acquired were the ability to ask and give information and give and respond to some instructions.

During the action, the researcher acted as the teacher and the English teacher acted as the observer. The data were collected using classroom observations, interviews, and documentations to observe the teaching-learning process whether the plans agreed before were implemented, changed, or

improved. Besides, the student's listening skills were assessed based on what she/he performed and what the teacher observed. There were also listening tests conducted at the end of every meeting.

The result of the actions and observations in Cycle 1 could be described as follows:

1. Improving students' listening skills and students' involvement through

Total Physical Response

(a) Meeting 1

In the first meeting of Cycle 1, the theme was parts of the body. The researcher introduces some instructions related to parts of the body to the students. At first, the researcher gave an explanation about parts of the body. She showed each part of the body by using a paper puppet and a big picture. During the explanation, some students looked bored and busy with their friends. To make the students feel more interested, the researcher gave some pictures of parts of the body to each student. She asked one student to come in front of the class to act as a model. After that, she mentioned a part of the body, then the student who got the picture should come forward and attach the picture to the model's body. This activity made the students got their concentration back in learning the material. To make the learning more fun, the researcher asked the students to sing "Head, shoulders, knees, toes" song. It can be seen from the interview transcript below.

R: Alam, *gimana pelajaran hari ini?* (Alam, what do you think about the lesson today?)

S1: *beda miss.* (It's different Miss.)

R: *Beda gimana?* (what do you mean by different?)

S1: *Lhabiasanyakalobelajargakginiog Miss, mestiterusnggarapbuku.*

R: *O gitu, enakanbelajar kaya biasanyaapa kaya initadi?*

S1: Ya enak kaya gini Miss.
 R: kenapa?
 S1: enak soalnya pelajarannya jadi asik, gak mboseni, trus gak ngantuk.
 R: Tapi paham kankala belajar nyapakai aktivitas tadi?
 S1: Iya Miss, lebih inget soalnya ditunjuk langsung.
 R: Masih inget gak tadi belajar apa aja?
 S1: *Belajar parts of the body terus ada perintah juga touch your head, terus suruh nempelin tulisan ke bagian tubuhnya Bayu.* (I learn about parts of the body and some instructions like touch your head, and stick the pictures in Bayu's body")
 R: *Susah gak?* (Is it difficult?)
 S1: *Gak sih, nek parts of the body ne lumayan hafal, tapi instruksi ne isih sok bingung aku, hehe.* (No.
 R: *Bingung kenapa?* (Why?)
 S1: *Iya, pas tadi diterangin banyak banget sih. Jadi bingung malah. Bosen juga. Tapi lama-lama lumayan dong terus ra bosen, Miss.* (In the beginning, there are so much words to be learned. It makes me feel confused and also bored. But)
 R: *O, gitu. Terus?* (I see. And then?)
 S1: *Lanjutannya lucu si. Soalnya tadi Miss ngasih tulisan dikertas. Terus suruh nempel-nempelin ke tubuhnya si Bayu. Lucu. Mukanya jadi aneh ditempelin tulisan macem-macem gitu.* (I like when you give us some words in a paper and ask us to stick it in Bayu's body. It is funny to see the strange face of Bayu after the paper are attached.)
 R: *Seneng pas aktivitas itu?* (Do you feel interested in that activity?)
 S1: *Iya. Terus habis itu pake nyanyi-nyanyi juga. Jadi lebih gampang apal dan lebih mudah masuk materinya.* (Yes. Then you ask us to sing. The song makes the material easy to learn and master.)

(Appendix 2, interview transcript 6, page 123)

After that, the researcher explained some class instructions related to the material by showing the pictures and explained the meaning of each instruction by giving gestures to emphasize the instructions. In the practice activity, the researcher asked two students from each row to come in front of the class. The students are asked to follow her instructions. After that, those eight students invited another two friends from their rows. Those eight new students did the same action. The researcher did it again and again until all students get their turn.

Then, *the TPR activities* were implemented in the production activity. The researcher explained the rule of the activities that the students must listen to her

instructions, not just copy her movements. For example, she would call out a command, such as ‘touch your ear’, but she touched the nose and the students must touch their ears, not their nose. However, some students still had difficulties to comprehend the rules. The researcher explained again and used gestures or body languages to emphasize her explanation. The students then could understand how to play the game. They could respond to the commands appropriately. It means that non-verbal languages or gestures can help the students comprehend the explanations and instructions.

(b) Meeting 2

In the second meeting of Cycle 1, the theme is “Around The Town” researcher as the teacher implemented TPR as the main activity. This theme is also introduce some direction and more instructions to the students. Because the theme is about “around the town”, at first, the researcher gave explanation about some place that could be found in the town. She reviewed the names of place in the town and then gave the students the example how to ask for and give information about it. To make it more fun, the researcher then asked the students to sing “Where Are You Going?” song. The students did not find any difficulties in mastering the materials. After that, researcher explained some class instructions related to the material and explained the meaning of each instruction by giving gestures or body languages to emphasize the instructions.

In the practice activity, the researcher asked the students to practice on giving direction. She prepared four desks and put four names of public places at the town on the desks. After that, she asked one student from each line to come

forward. The other students asked the researcher “Where are you going?”, she answered, for example “I am going to the hospital”. She then gave some directions to reach the place. Students who could follow her directions would be the next instructor. He/she called one student from each line and gave the direction to reach the place. It was done until all students got their turn.

In the production time, the students seem enthusiastic and smiled when it was the time to TPR activity. In the implementation, the language function of asking and giving information about direction were used in the activity. Besides providing four desks and four papers about public places at the town on the desks, the researcher also arranged some desks as the barrier. She divided the students into five groups consisted of seven students. The first student would be blind-folded and acted as the driver while the rest were the passengers and acted as the instructors who gave the direction. The researcher gave the name of the place at the school to each passenger.

The researcher explained the rules of the activity, i.e., the driver should find the place that the passengers looked for by giving instructions. The driver would ask the passenger “where are you going?”. The first passenger answered by saying “I am going to the canteen”. Then the passenger would give the instructions such as, ‘turn right, turn left, go straight, walk forward for five steps, walk backward for three steps, and stop’. The first driver who could take all passengers to the right place they looked for would be the winner. The students looked enthusiastic and they enjoyed competing with each other. They also could do the instructions well. Although some students were noisy when other

students doing the activity, most of them were interested in doing the activity. It could be seen in the interview transcript below.

R: Rani, *gimana pelajaran hari ini?* (Rani, what do you think of the lesson today?)

S: *Menyenangkan banget, Miss.* (It is so fun, Miss.)

R: *Terus pas main gamenya bisa? Gampangkan?* (Could you play the game? It is easy, right?)

S: *iya Miss tinggal ngasih perintah kesupirnya belok kanan, belok kiri, jalan kedepan atau belakang, terus nek udah nyampe tinggal bilang stop* (Yes, it is easy. We just need to give direction to the driver, such as turn right, turn left, walk forward or backward, then after we have reached the place, we just need to say stop.)

R: *Terus, permainannya hari ini seru gak?* (Then, what about the game? Is it also interesting?)

S: *Iya, seru banget, Miss.* (Yes, it is so interesting, Miss.)

R: *Serunya kenapa?* (Why?)

S: *Ya soalnya tadi ada yang salah, ada yang gak denger juga, terus nabrak meja. Terus karena matanya ditutup, ada juga yang saling nabrak. Lucu dan asik banget pokoknya, Miss.* (Because some of them make mistakes, they do not listen to the instructions and then crash onto the desks. Then because the drivers are blind-folded, some of them crash with each other. It is so funny and interesting, Miss.)

(Appendix 2, interview transcript 8, page 124)

From the result of observation and test holding after the meeting, this TPR activity helps to improve the students' listening skills. Besides, this group activity helps building the students' coordination among them and makes them actively involved in the teaching-learning process.

(c) Meeting 3

The researcher still used some instructions in the first meeting, such as "listen to me", "pay attention, class", "raise your hand", and "repeat the words after me". The students were more familiar with those instructions. The students could also respond to the researcher's instructions well. When she said, "Keep

silent, class and listen to me”, they stopped talking and paid attention to the researcher again.

The third theme is things in the classroom, so at first, the researcher gave the explanation about things that could be found in the classroom. To make it more fun, she asked the students to sing “This is the window” song. The students did not find any difficulties in studying the materials. After that, she explained some class instructions related to the material and explained the meaning of each instruction by giving gestures to emphasize the instructions.

In the practice activity, the researcher acted as the instructor and asked the students to do the instructions. When she gave the instructions slowly, the students could do the instructions well. After that, they wanted her to give the instructions faster. “*Lebih cepetan lagi, Miss (Miss, give the instructions faster)*”, the students said (Appendix 1 page 114). However when she gave instructions quickly, “stand up, point to the door and sit down”, they got confused and made mistakes. Nevertheless, they still smiled and looked happy.

The researcher took a student as a model and asked him to do her instruction when she said “Simon says, touch the book” and not to do the instruction when she said “touch the book (leaving out Simon says)”. The activity was reflected in the interview transcript below.

R: *Khansa Inas, tadi pelajarannya gimana?* (How is the lesson today, Khansa, Inas?)

S1: *Asik, Miss.* (It is fun, Miss.)

S2: *Iya, seru, Miss.* (Yes, it is awesome, Miss.)

R: *Bisa ngikutin aktivitasnya?* (Could you follow the game?)

S1: *Bisa, tapi tadi ada yang bikin bingung* (Yes, but sometimes I get confused.)

R: *Kenapa?* (Why?)

S1: *Pas awal, Miss kan gak cepet, jadi gampang ngikutin perintahnya. Tapi makin lama jadi makin cepet. Jadi kadang suka lupa tadi disuruh apa* (At first, when you give the instructions slowly, it is easy to follow the instruction. However, when you give the instructions faster, sometimes I forget about what you said.)

S2: *Iya, Miss. Perintahe lama-lama jadi cepet banget. Aku jadi telat terus pas mau ngikutin perintahe.* (Yes, Miss. The instructions given are becoming faster so I am always late to follow your instructions.)

(Appendix 2, interview transcript 9, page 124)

2. Using classroom English effectively

The implementation of classroom English in this research included greeting the students at the beginning of the lesson by saying “*Good morning.*” followed by asking students’ condition by saying “*How are you?*”. The students always answered the greeting loudly. When they were asked about their condition, they always said “*Fine, Thanks. And you?*”

The researcher also asked “*Who is absent today?*”. They were able to respond by mentioning who was absent, or saying “*No one.*” when all of them were present. To check the students’ understanding, the researcher used “*Do you understand?*”. For inviting questions, she used “*Any question?*” The students usually answered by saying “*Not yet.*” To know the students’ readiness before doing activities, the researcher used “*Are you ready?*” and “*Have you finished?*” to know whether they had finished doing the tasks given or not. The students usually answered by saying “*Yes*” or “*Not yet, Miss*”.

During the lesson the researcher sometimes thanked the students for their participation by saying “*Thank you*” and sometimes complimented them by saying “*Great*”, “*Good*” or “*well done*”. At the beginning of the lesson, she always used “*Let’s say our prayer. Pray do.*” to lead the prayer.

The researcher also used English in leave-taking. When she said, “*Okay That’s all for today. See you next Thursday*” ,the students kept silent and talked to each other. She repeated loudly, “*See you class*” and they answered “*See you, Miss*”. The researcher’s repetition and loud voice could give good influences to the students’ responses. They could listen and respond to the researcher well.

These were some English expressions used by the researcher during the English teaching-learning process.

Sitting down, standing up, and moving around

Sitting down and standing up	Moving around
<ul style="list-style-type: none"> • Come in and please sit down. • Ok, sit down now please. • Ike, sit down over there, with your friend. • Ok, please stand up. And don’t make too much noise. • Everybody up! That’s right! • Stand still! Don’t move. • Stay in your places! Stay where you are. 	<ul style="list-style-type: none"> • Right, Bayu, can you come here please? • Ok, your group, come up to the front. • Now, get into a line. Stand in a line. Like this, one behind the other. • I want you to make two lines, along here... • Let’s see...move up a bit...good, that’s nice and straight! • Not too close...a bit further apart...step back a bit, that’s better. • Ok, thank you. Now go back to your places.

Asking for helpers and giving things out

I need two helpers please	So, can you give out these pictures? One picture for one student.
Who’d like to help? You three? Fine.	Can you pass round these sheets of paper so everyone has one?
Putra, can you help me?	Can you give out the cards? Three for each table.
Rista and Hadi – can you help me?	Can you collect in the cards please? Thanks.

Recalling routines: what we do when ...

What do we do	to begin our class? when we are learning a new song? when we’re playing a game?	Everybody stand up. Listen to me carefully and we’ll sing the song together after that. Line up, one behind the other. Line up in rows beside your tables.
---------------	---	---

	at the end of the lesson?	Clear everything up nicely get your bags
--	---------------------------	---

Organizing the classroom

1. Get your books and pencils out.
2. Pick your pencils up.
3. Move the tables back.
4. Put all your things away.
5. Put your pencils down.
6. Leave these tables here.

Explaining and demonstrating

Today we are going to	sing a song.	Listen the song first and we'll sing it together after that.
Next we are going to	learn the material.	Pay attention to me. Look here's a picture for you.
Over the next few lessons we are going to	play a game.	Listen to the rules and do the actions I said.
Let's do some together first, so you'll see.		What I mean. What to do. How to do it.

Setting up pairs and groups

Are you ready?	You're going to do this	in pairs.
Ok, everyone.	You're going to work	in twos.
So now everybody.	You will be playing this	in threes.
Quite please!		in groups of three or four.
Listen carefully.		In groups of seven.

Handling the noisy students

- Please stop talking now. No more talking for a bit. Good you lot. That is nice and quiet. You others...shh. Calm down now, OK. That's better.
- Quite please! Settle down and listen. That's good Alam. Thank you Bayu.
- Ok, we need to be quieter to hear what everybody is saying. These two groups are doing an excellent job. Thank you for being quiet. And now we are waiting for...

The researcher used gestures or body languages to emphasize her instructions or explanations. The students responded to the researcher's instructions or explanations appropriately. It means that non-verbal languages or gestures can help the students comprehend her explanations and instructions.

The use of classroom English was intended to make the students familiar with English so that they would not feel that learning English is difficult. The ability to respond to what the researcher said shows that the students could understand the expressions and they could respond to the expressions appropriately. Thus, the researcher found that the use of classroom English was effective in making the students familiar with English.

3. Using varied media in the teaching-learning process

The use of media as a part of teaching aids was very important. The use of media was aimed to help the students in understanding the learning materials. Another purpose was to decrease the students' boredom during the lesson. Using media in the teaching-learning process also could draw the students' interest. Being interested with the media, the students would involve actively in the teaching-learning process. To maintain the students' interest and attention, the researcher used some media.

(1) Using flashcards

Flashcards were used to attract the students' minds and attention to get involved in the class activities. In this cycle, the flashcards were presented in the warming up and modeling. In the warming up, the students were shown the pictures Parts of the body, Around the town, and Things in the classroom to introduce them to the themes that were going to be presented. In this case, the students could centre their attention to the teaching-learning process.

In the modeling activity, the pictures also helped the students to guess the meaning of new vocabularies in Indonesian by themselves, so the researcher did not need to translate the vocabulary into *Bahasa Indonesia*.

R: Kiki, *tadi ngajarnya pake gambar, kamu senang gak?* (Kiki, in our lesson today, I teach you by using some pictures. Do you like them?)

S: *Seneng, Miss.* (Yes, I like them, Miss)

R: *Senengnya kenapa?* (Why do you like them?)

S: *Jadi mudah inget arti nama benda-benda yang ada di kelas sama perintah-perintah yang Miss kasih.* (The pictures are funny and good. They help me memorize the vocabularies about things in the classroom and the instructions you give, Miss)

(Appendix 2, interview transcript 7, page 123)

(2) Using a big picture (a poster)

A big picture (poster) was used to attract the students' attention when the researcher explained the materials. In this cycle, the big picture was used in presenting the material about parts of our body. The big size of the picture could catch the students' attention so that they could be more motivated to focus on the researcher's explanation.

R: Agus, Pandu, *gimana pelajaran hari ini?* (Agus, Pandu what do you think about today's lesson?)

S2: *seru banget.* (it is awesome, Miss)

R: *Tadi pas Miss pake gambar yang gede itu menurut kalian gimana?* (What do you think when I use the big picture?)

S1: *Menarik kok, Miss.* (It is interesting, Miss)

(Appendix 2, interview transcript 10, page 125)

(3) Using handouts

The use of the handouts supported and helped the researcher in delivering the material. Handouts also helped and illustrated what had been taught to students because the handouts contained pictures or maps which were helpful as they enable students to get faster understanding.

4. Using songs to warm up and motivate the students in learning English

The researcher used songs to help her present the topic. The selection of the songs was based on the theme of the teaching-learning. The first song was “*Head, shoulders, knees and toes*”. It was sung to warm the students up and introduce them about parts of our body. The researcher sang the song first and then she asked the students to sing the song with her. The description of this activity could be seen in the field note below.

R asked Ss to sing *Head Shoulders, Knees and Toes*. This song was intended to get enjoyable practice for Ss in pronouncing the words of parts of the body. Ss listened when R sang the song first. At first, it was easy for Ss to sing the song.

(Appendix 1, page 112)

In meeting 2, the researcher used “*Where are you going*” song to make the lesson more fun. The students did not find any difficulties in mastering the materials. After that, researcher explained some class instructions related to the material and explained the meaning of each instruction by giving gestures or body languages to emphasize the instructions.

Another song used in Meeting 3 was “*This is a window*” song. This song was intended to get enjoyable practice in pronouncing the words of things in the classroom for students. By using the song, the students could memorize the words in the enjoyable atmosphere.

3. Reflection of Cycle 1

After conducting the actions in the first cycle of the research, the researcher as the teacher in the implementations of the actions did some reflections. It was done based on the observations in the teaching-learning

process, the students' opinions, and comments from the English teacher as the observer. From the implementation of the actions above, there were two main results. They were successful and unsuccessful that would be described as follows.

- a. Using Total Physical Response as the main activities to improve the listening skills was successful. These activities were implemented in the production activity. The activities emphasized on how to give and do some instructions. This also taught the students some common expressions to give instructions and how to listen to those instructions. The students were more interested and enthusiastic in learning English. It could be seen from the interview transcript below.

R: *Kalo pilihan TPR activity di Cycle 1 ini gimana, Bu Yo?* (What do you think of the TPR activity used in Cycle 1 Miss Yo?)

ET: *Bagus sekali. Anak-anak juga kelihatan lebih aktif dan tidak bosan selama pelajaran. Mereka juga bisa mengikuti yang diperintahkan guru. Cocok sekali buat ngajarin listening.* (Very good. The students are more active and not bored during the lesson. Most of them also could follow the teacher's instructions. These activities are appropriate for teaching listening).

(Appendix 2, interview transcript 11, pages 125)

So, TPR activities can encourage children in learning the aspects of language and language skills automatically. These activities could reinforce the students' listening skills as well.

- b. Using simple expressions as the English classroom language, such as greeting and leave-taking, was an effective way to support the success of the English teaching-learning mainly the listening skills. Therefore, it needed to be implemented in every meeting to make the students more familiar with the expressions. Although the students had already known the greeting and leave-

taking expressions, they had never implemented them in the classroom before.

So, when the researcher asked them some questions or to do something in English, they did not respond to the researcher's instructions well.

- c. Giving explanation in English to improve the students' listening skills was not quite successful. They could understand and respond only after the researcher gave the gestures. The gesture, body language or modeling was done to help the students understand the explanation.
- d. The media were effective to attract the students' attention. They were also tools to overcome the students' boredom. The media could help the researcher to present the materials and introduce some new words as well. Pictures as a form of media can be used as a tool to introduce the material or new words.
- e. Using songs was an effective teaching technique to encourage the students in the process of English teaching-learning. Songs could introduce the students to some new words and teach them the sounds. Action songs were used to improve the students' listening skills by doing some actions. The songs also improved the students' listening skills because the students could memorize the lyrics even though the researcher did not write the lyric on the whiteboard.

It could be seen from the interview transcript below.

R: "*kalau pilihan lagu-lagu di Cycle 1 ini menurut ibu gimana?*" (What do you think of the songs used in Cycle 1, Miss?)

T: "*Bagus. Anak-anak jadi terlihat lebih enjoy selama pelajaran. Apalagi pilihan lagunya sesuai dengan materi yang diberikan. Jadi bisa membantu mereka dalam memahami pelajaran juga. Mereka juga bisa hapa lirikanya meskipun tidak dituliskan di papan tulis. Ini bukti kalo listening mereka juga jadi meningkat gara-gara dikasih lagu-lagu ini.*" (Good. The students look enjoy during the lesson. Moreover, your chosen songs are appropriate with the materials given. So, the songs could help them to understand the

materials more. The students also could memorize the lyrics although you do not write the lyrics on the whiteboard. This could be the proof that their listening skills improved by the use of the songs).

(Appendix 2, interview transcript 11, pages 125)

4. Findings of Cycle 1

Based on the reflections above, the researcher and the English teacher decided that most of the activities in Cycle 1 were successful, but there was always a need to improve each of the planned actions. There were some points that could be concluded as follows.

- a. Using Total Physical Response was effective to improve the students' listening skills. The students could listen and respond to the researcher's instructions. They were also more motivated to learn English and actively engaged in the teaching-learning process. In the next cycle, the activities should be modified by considering the appropriate activities which could encourage the students to be more actively involved in the teaching-learning process and were expected to make the students actively speak English, so they could improve their speaking skills, besides the listening skills.
- b. The use of classroom English had directed the students' mindset that English was not a difficult lesson. In the next cycle, this habit should be maintained to familiarize the students with some common expressions such as for greeting, leave-taking, asking permission, and giving instructions.
- c. Giving explanation in English needed to be improved. To help the students to understand when the researcher gave explanation in English, she sometimes still accompanied the explanation with the use of translations into *Bahasa*

Indonesia. It made the students was relied more on her translations than tried to familiarize the English words and sentences used. In the next cycle, the researcher would use more body languages, gestures, and repetitions in helping the students to understand her explanation, as a replacement for translation into *Bahasa Indonesia*.

- d. The use of interesting media was effective to help the students understand the learning materials, to attract their attention, and maintain their motivation during the learning process.
- e. The songs were effective to encourage the students in learning English. It could be use as one of appropriate learning resources to teach the students' pronunciation of new words and help them to improve their listening skills. By using songs, the students became enthusiastic, interested, and actively engaged in doing the varied activities in learning English.

The following is the summary of reflection and conclusion of Cycle 1 and the recommendation for Cycle 2 resulted from the discussion between the English teacher and the researcher.

Table 4. The summary of reflection and conclusion of Cycle 1 and the recommendation for Cycle 2.

Actions in Cycle 1	Reflection in Cycle 1	Conclusion in Cycle 1	Recommendation for Cycle 2
Using Total Physical Response as the main activities to	Using Total Physical Response was effective to improve the students' listening skills. The students	This action would be sustained in Cycle 2 with improvement.	The activity should be modified by considering the appropriate activities which could encourage

improve the students' listening skills and to make them involved in the teaching-learning process	could listen and respond to the researcher's instructions. They were also more motivated to learn English and can actively engage in the teaching-learning process.		students to be more actively involved in the teaching-learning process and should make the students confidently speak English. So they could improve their speaking skills, besides the listening skills.
Using classroom English effectively	The use of classroom English was successful to familiarize the students with English. It also had directed the students' mind that English was not a difficult subject. However, to help the students understood when the researcher gave explanation in English, she sometimes still accompanied the explanation with the use of translations into <i>Bahasa Indonesia</i> . It made the students were relied more on her translations than tried to familiarize the English words and sentences used.	This action would be sustained in Cycle 2 with improvement.	The classroom English used should be modified so that there would be two ways of communication between the teacher and the students. In Cycle 1, the students were relied more on the teacher's translation into <i>Bahasa Indonesia</i> . To reduce the use of translation, body languages, gestures, and repetitions would be used more in Cycle 2 to exposure the students to English.
Using interesting media in the teaching-learning process	The use of interesting media was effective to help the students understand the learning materials, to attract their attention, and maintain their motivation during the learning process.	This action would be sustained in Cycle 2 with improvement.	The use of interesting media should make the students involved more actively in the teaching-learning process. The varied and colored media would still be used. The size should be big enough so that all students, including the students who sat at the back, could see the

			media clearly.
Using songs to warm up and motivate the students in learning English	The songs were effective to encourage the students in learning English. By using songs, the students became enthusiastic and interested in learning English.	This action would be sustained in Cycle 2 with improvement.	More varied songs should be introduced to encourage and motivate the students and make them actively engaged during the teaching-learning process.

C. The Report of Cycle 2

1. Planning

Based on the reflections in Cycle 1, the researcher and the English teacher planned some efforts to solve the problems found during the implementation of the actions in Cycle 1. In order to solve the problems, the researcher and the English teacher would still use the similar activities as those in Cycle 1 with some modifications and additions. The following were the efforts that would be applied in Cycle 2.

- 1) Implementing Total Physical Response as the main activities: Since the use of Total Physical Response was quite successful to improve the students' listening skills and the students' involvement during the teaching-learning process, the researcher decided to sustain the implementation of this action in Cycle 2.
- 2) Using classroom English to support the success of interactive games: The classroom English would be maximally used in opening the lesson, closing the lesson, giving explanation, and giving classroom instructions. The researcher would try to improve the communication with the students so that there would be two ways of communication. She would also try to reduce the use of

translation into *Bahasa Indonesia* when explaining the materials, and instead, she would more use body languages, gestures, and repetitions in helping the students to understand her explanation.

- 3) Using interesting media in the teaching-learning process: The media had an important role to support the success of the materials that would be delivered. By employing the appropriate media, it is easy for the students to understand the materials and involve more actively in the teaching-learning process.
- 4) Using songs to support the teaching of listening skills: Songs could be an appropriate learning resource to teach the students' pronunciation of new words and help them to improve their listening skills. Singing songs could also be used to warm up and motivate the students in learning English so that they became enthusiastic and interested in learning English.
- 5) Giving appreciation towards the students' work. Children usually showed better work when the teacher appreciated their work because they want to please the teacher rather than their peer group (Cameron, 2001: 1). The appreciation could be in the form of verbal or non-verbal such as giving rewards. These kinds of appreciation would improve the students' motivation in learning English so they would involve actively in the learning process without any pressure.

2. Action, Implementation, and Observation in Cycle 2

The actions were conducted three times on May 2nd, May 16th and May 23rd. All actions were applied in every meeting. The materials that would be

learned in Cycle 2 were clothes, Time, Foods and drinks. The language functions that were covered were the ability in asking and giving information and giving and responding to instructions.

During the action, the researcher acted as the teacher and the English teacher acted as the observer. The data were collected by using classroom observations, interviews, tests, and documentations. Besides, as in Cycle 1, the student's listening skills were assessed based on what she/he performed and what the teacher observed. There were also listening tests conducted in each meeting.

The result of the actions and observations in Cycle 2 could be described as follows:

1) Improving students' listening skills and students' involvement through Total Physical Response.

(a) Meeting 1

In the first meeting of Cycle 2, the researcher as the teacher teaches about "Clothes". At first, the researcher explained some kinds of clothes. When explaining the material, she also showed the real clothes to the students, so they could get better understanding of the material. Then she invited the students to sing "My Clothes" song. The students enjoyed the song and did not find any difficulties in mastering the materials. After that, the researcher explained some class instructions related to the material and explained the meaning of each instruction by giving gestures or body languages to emphasize the instructions.

To practice the material the researcher divided the students into two groups and asked them to stand in line. She provided some kinds of clothes on the

two front desks. She asked two students to act as the model. She would call out a command, such as: “put on the hat and shirt to your model.” The students listened to her instructions and then the front students would run and find the hat and shirt and put them on to the model’s body. The first student completed the instruction will be the next instructor.

In the production activities, the researcher asks the students to listen to her instructions. This activity was just like in the activity before but in this activity clothes would be put on the students themselves. The students were very happy and laughed out loud during the activity, but they could do the instructions well. It could be seen in the interview transcript below.

R: Linda, Nafik, *menurut kalian pelajaran hari ini menyenangkan gak?* (Linda, Nafik what do you think of our lesson? Is it interesting?)

S1: *Asik banget*, Miss. (It is fun Miss.)

S2: *kegiatannya menyenangkan pada lucu, pokoknya nyenengke*, Miss (Yes. Activity is so awesome, fun, and interesting, Miss.)

R: *Menyenangkan gimana??* (what do you mean by interesting?)

S2: *ya lucu Miss klambine kegeden. Nek aku sik bingung ki pas rok sama hem, bacane meh podo. Dadi sok kwalik. Hehe.* (yes, funny Miss. the clothes are too big. I am confused between skirt or shirt, because the sounds are almost similar)

S1: *Iya, bener*, Miss. *Tapi Gara-gara sering diulang terus, dadi apal.* (Yes, I also agree. Because you repeat the words again and again, we could memorize the words easily.)

(Appendix 2, interview transcript 12, page 126)

(b) Meeting 2

The second theme is “Time”, at first the students learned about numbers (from 1 to 60). However, there were some mispronunciations, for example 5 /faiv/ and 15 /fifti:n/. It can be seen from the field note below.

When playing the game and they came to the pronunciation of 15, R heard that most of the Ss pronounced it as /faivti:n/. R corrected it by saying, “*Hayo, bukan /faivti:n/ tapi /fifti:n/ ya!*” (It should be /fifti:n/, not /faivti:n/).

Asking and telling time in English are also explained in this session. The students looked confused in using the form “past” and “to” in telling time. To overcome this, the researcher used a mini-clock to present the time. The students looked interested with the media used and they paid more attention. After that, she invited the students to sing “What time is it?” song. This song is intended to get enjoyable practice in telling time for the students.

The researcher asked two students and gave a big clock to them. The students are asked to listen to a certain time mentioned by her, then the students move the long and short hands of the clock to show the time. After that, those four students invited other four friends from their row. Those four new students did the same action. The researcher did it again and again until all students get their turn.

In the production time, the main Total Physical response activity was used. In the implementation, the language functions of asking and giving information about telling time were used in the activity. The media used in this game were four mini-clocks for five groups. The game could run smoothly and every student had a chance to do the given instructions. The students looked enthusiastic and they felt enjoy to compete with each other. It was reflected in the field note on below.

After that, R asked Ss to do her instructions. R divided Ss into five groups and gave one clock to each group. R explained what they should do by saying that she would call out an instruction such as “Set the clock at four o’clock”. After that, the front children of each team run to take the clock and arranged it by setting the long hand to 12 and the short hand to 4. Most Ss did not have any difficulties in arranging the clock when the time was about a quarter, a half, and o’clock. However, some Ss still looked confused with the use of past and to. Ss looked so enthusiastic with the activity and they felt enjoy to compete each other.

(c) Meeting 3

Foods and Drinks was the third theme. At first, the researcher gave an explanation about kinds of food and drink. To make the explanation more enjoyable, she explained the name of food and drink by showing the pictures of it. After that, to practice the pronunciation, the researcher asked the students to sing “*I Like Pizza*” song. The students enjoyed the song and enthusiastically acted the actions in the song. After that, researcher drew four tables at the whiteboard. She explained the class instructions and explained the meaning of each instruction by acting out the action. Then she distributed some pictures of food and drink to the students. She pronounced the instructions, for example: “Bring a plate of rice to table 5”. After that, the student who got the picture did the action.

In the practice activity, the researcher distributed some pictures of food and drink to the students. Then she would say “I am going to the canteen. I want to eat... and drink... (called out five kinds of food and five kinds of drink). The student who got the picture should stand in line behind her (like a train) and move around the class singing “*I like pizza*” or “*What do you like?*” song. The students seemed enthusiastic and listened seriously when the researcher explained the rules of the activity. At the end of the song, they should compete with each other to get a chair to sit on. The students who cannot find any seat become the new caller. Although the researcher needed much energy in managing this class activity, the students enjoyed the activity.

The production time is the main Total Physical Response activity for students. In the implementation, the language functions of asking and giving information about ordering something were used in the activity. In this activity, the researcher divided the students into seven groups and asked them to sit around the table and the class as a restaurant. One student from each groups become the waiter/waiters and ask their friends what they want to order. This activity was done when all of the students get their turn.

The students could do all the activity well. Students felt interested in doing the activity. It could be seen in the interview transcript below.

R: Pandu, Rizal, *gimana tadi?* (Pandur, Rizal, how is our lesson today?)

S1: *Tadi asik*, Miss.

S2: *Iya, hari ini seru banget* (Yeah, today is so awesome.)

R: *Kalo pelajarannya tadi gampang kan?* (How about the lesson? Is it easily understood?)

S1: *Gampang kok. Apalagi tadi sama dinyanyiin, jadi lebih apal sama kata-katanya.* (It is easy. We also use the vocabularies in song, so it is easy to memorize the words.)

S2: Karena ada gambar makanan dan minumannya Miss. Tapi marai ngelih e Miss. Pngen maeman e, enak-enak.

(because there are the pictures of foods and drinks Miss. But make me feel hungry. I want to eat the foods. Its looks delicious.)

(Appendix 2, interview transcript 14, page 126)

2) Using classroom English effectively

In this cycle, the classroom English expressions used were similar to those used at the first cycle. The researcher as the teacher used greetings, leave-takings, and instructions in the classroom. In this cycle, the students were more familiar with the expressions which the researcher had used in Cycle 1. They could understand it when the researcher asked them to do something in English.

When the researcher explained the materials, she also used English to make the students accustomed to the simple sentences or expressions used. In Cycle 1, the use of classroom English to give explanations in English was not quite successful to improve the students' listening skills. The students did not give responses and seemed confused when the researcher explained the materials in English. Therefore, she must translate it into *Bahasa Indonesia*. As the result, the students tended to be more relied on the researcher's translations than tried to familiarize the English words and sentences used by her. In Cycle 2, the students made progress in understanding the researcher's explanations. Most of them could respond to the researcher's instructions after she used gestures.

3) Using varied media in the teaching-learning process

The materials which would be learned in this cycle were about giving information and responding to simple instructions in relation to wearing students' favorite clothes, telling the time and ordering foods and drinks. To help the students in understanding the learning materials, the researcher supported the teaching-learning process by using appropriate and interesting media. The media here functioned as the teaching aids to help the students got more understanding on the learning materials given.

(a) Flashcards

Media such as flashcards could help the students in understanding and comprehending the lesson. It also could attract and maintain their attention to get involved in the teaching-learning process. Flashcards are a set of cards bearing information, as words, numbers, or pictures, used in classroom drills. Flashcards

could bear vocabularies, language focuses, formulas, or any subject matter that could be learned.

In this cycle, flashcards were used for explaining the materials in each meeting, including kinds of clothes and kinds of food and drink. Based on the observation and interviews, it could be concluded that by using flashcards the students were more motivated in doing activities and they did not get bored easily.

(b) Using a big Clock (a visual aid)

A big clock (made from plastic without machine) was used to attract the students' attention when the researcher explained the materials. In this cycle, the big clock was used in presenting the material about rooms at the school. The big size of the picture could catch the students' attention so that they could be more motivated to focus on the researcher's explanation.

(c) Using clothes

Clothes were used in the material *Clothes*. In this lesson the students competed to wear the instructed clothes and then informed the clothes they were wearing to the researcher.

(d) Using handouts

In Cycle 2, handouts were also given to the students in each meeting. In the handout, the researcher included colored pictures, and simple and clear material. The use of the handouts helped the researcher in delivering the material. Handouts also helped and illustrated what had been taught to students because the handouts contained pictures or maps which were helpful as they enabled students to understand the materials more.

4) Using songs to warm-up and motivate the students in learning English

The researcher used songs to help her present the topic. The selection of the songs was based on the theme of the teaching-learning. It was aimed to help the students understand the learning materials. Since the students' attention span was short, the songs would be a kind of alternative activities to decrease the students' boredom. The first song was "*My clothes*", this lyrics of the song was adapted from the song "This is the way".

In meeting 2, the researcher used "what time is it" song. This song was intended to get enjoyable practice in pronouncing time for students. By using the song, the students could memorize how to tell time in English easily.

In the last meeting, the researcher used "*What do you like?*" song. This song was intended to get enjoyable practice in pronouncing the words of food and drink for students. By using the song, the students could memorize the words in a fun way.

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

The students' motivation was one of the aspects which could support the success of the teaching-learning process. When they were motivated to learn, it would be easier for the teacher to deliver the learning materials. In this cycle, the researcher had applied a technique to improve the students' motivation. It was by giving appreciation towards their work. It was expected that by giving appreciation, the students would participate more in the learning activities. This appreciation could be in the form of verbal or non-verbal. The verbal appreciation

was by giving compliment and positive comment on the task or on the action they had done. It would encourage them to be better learners because they were appreciated by their teacher.

In this cycle, the researcher praised the students verbally when they did the instructions appropriately and when they could say a certain expression in English, for example by saying “Very good” or ‘Great’ or “You are right”. She also used gestures to emphasize her appreciation by giving a thumb. The non-verbal appreciation was done by giving reward after they finished a certain task, or they did the best among others. This reward must not an expensive thing. The researcher gave a reward to winners who performed best in playing the games. They looked happy when they got food from the researcher, and decided to share the food with the whole class.

3. Reflection of Cycle 2

The researcher and the English teacher discussed the classroom observations, interview transcripts, and the result of the listening tests to make a reflection on the implementation of the actions in Cycle 2. Here is the description of the reflection in Cycle 2:

- a) The use of Total Physical Response was successful to improve the students’ listening skills. An interactive activity became an appropriate and effective teaching technique. It could help the students to respond to the teacher’s instructions and explanations orally or physically. The use of TPR activity were aimed to motivate and encourage the learners in learning English

and kept them from being bored. The students were also more communicative with the teacher or the other students.

- b) The use of classroom English to support the success of TPR activity was effective. The use of gestures and non-verbal languages to improve the students' comprehension on classroom English in the teaching-learning process were effective. The students made progress in understanding the teacher's instructions in English. Although some of them still found difficulties in understanding the teacher's explanation in English, they got more accustomed to listening and practicing some simple expressions. This then directed the students' mind that English was not a difficult subject.
- c) The use of interesting media was successful to support the success of teaching listening skills by Total Physical Response. In this case, pictures, big clock, and flashcards as the media were successful to maintain the students' attention.
- d) The use of songs was also successful to support the success of teaching listening skills by using Total Physical Response and to ease the students in understanding the learning materials. The researcher used some songs in this cycle which were relevant to the learning materials. From the observation and interview results, the song had given the students a different way of learning the materials and most of them enjoyed the songs very much.
- e) To improve the students' motivation in learning English, the researcher gave appreciation towards the students' work, either in carrying out the tasks or in every positive thing they did. There were two kinds of appreciation the

researcher applied, verbal and non-verbal appreciation. The use of verbal appreciation had encouraged the students to do the task better. It was proved every time the researcher praised the students who did the actions appropriately, they smiled and looked happy. In the next activity, they showed their involvement and participation more than before. Giving the non-verbal appreciation also motivated the students to join the lesson more actively in the next meetings

4. Findings of Cycle 2

Based on the reflections above, the researcher and the English teacher agreed that the Total physical response activity and its accompanying actions in Cycle 2 were successful to improve the fourth grade students' listening skills. Here are the descriptions of those actions:

- a) The Total Physical Response activity was successful since the students could give good responses to the teacher's questions and instructions orally or physically. They were involved in class activities and motivated in learning English. The success of improving listening skills could be seen when the students could respond to the researcher's questions or instructions orally or physically..
- b) The singing songs activity was an effective technique to help the students improve their listening skills and actively speak in English. Although some students were still not confident to sing the songs, they tended to be more

active to imitate the teacher's actions. The songs used in Cycle 2 were 'My Clothes', "What Time is It?" and "What do you like song".

- c) The use of media was successful to support the teaching of listening skills. Colored, clear, and interesting media were used to maintain the students' attention and warm up them to the new topics. The students were attracted to the media used by the researcher.
- d) The use of classroom English for greeting, leave-taking, and giving instructions or explanations was successful. In Cycle 1, it seemed that it was difficult for the students to understand the researcher's explanations and instructions in English. In Cycle 2, the gestures and repetition were used to improve their comprehension on the explanations and instructions. Although they did not totally understand the researcher's explanations, they made progress in responding to the researcher's instructions orally or physically. The students got more accustomed to listening and using some expressions such as asking permission, greeting, and leave-taking.
- e) Giving appreciation towards the students' work was successful to improve and maintain the students' motivation in learning. This appreciation was in the form of verbal and non-verbal. The verbal appreciation was applied by giving compliment and positive comments when the students did the ordered action appropriately or when the student did the best among others. The non-verbal appreciation was applied by giving such a thing that could benefit the students and the thing should not be an expensive one.

5. General Findings

Based on the reflection of Cycle 1, there were some techniques that were successful and unsuccessful. The successful techniques were TPR activity, songs, and interesting media. The unsuccessful ones was using classroom English to give explanation. Those techniques, i.e., using TPR activity, classroom English, interesting media, and songs, were sustained with improvement in Cycle 2. Besides, giving appreciation towards the students' work was also used to support the actions. Based on the reflection of Cycle 2, the implementation of the Total Physical Response and its accompanying actions were successful to improve the fourth grade students' listening skills.

The following is the summary of the changes happened before and after the implementation of the Total Physical Response and its accompanying actions to improve the fourth grade students' listening skills.

Table 5: The changes (before and after the implementation)

Before actions were conducted	After the actions conducted	
	Cycle 1	Cycle 2
The teacher used the <i>LKS</i> and textbook page by page monotonously.	Total Physical Response activity, singing action songs, interesting media, and classroom English were used by the researcher in the teaching-learning process. So the activities in the teaching-learning process can be varied.	More varied TPR activity supported by singing action songs, using interesting media which were relevant to the materials given, and implementing classroom English maximally were used by the researcher so that the activities in the teaching-learning process can be varied and enjoyable.
The teaching aids and media were not maximally used.	The media used were flashcards, big picture, and handouts. The big picture needed to be made bigger because the students, especially those who sat at the back, could not see	The interesting media used were more colored flashcards, a big clock, clothes, and colored handouts. By maximizing the varied media, all students could get

	it clearly when the researcher explained the material by using it.	involved during the learning activities. The media also could maintain the students' attention during the learning process.
The teacher rarely used English in her teaching-learning.	The teacher knew some classroom English expressions that could be used to familiarize the students with English. So, when the teacher gave explanation in English the student would get the meaning. Besides, by familiarizing the students with English, it would direct the students' mind that English was not a difficult subject to be learned.	The teacher knew that not only to familiarize the students with English and direct the students' mind that English was not a difficult subject, but also by implementing the classroom English expressions there would be bigger opportunity for the teacher to communicate with the students which could lead to the two ways of communication between the teacher and the students.
The students were bored and passive during the teaching-learning process.	Most of the students were enthusiastic and actively engaged in doing the varied activities, such as singing songs, and drilling in the learning process. The researcher also praised the students verbally if they did good work. It was successful to encourage the students to be active and enthusiastic during the learning process.	There were more varied TPR activity. The implementation of varied TPR activity could make the students be more communicative, active, and happy in involving themselves in the learning activities. The use of giving appreciation, verbally or non-verbally, was also successful to motivate the students to do better and participate more actively in the next learning activities.
The students lost their attention easily.	Interesting media and action songs during the teaching-learning process were successful to maintain the female students' attention. However, the male students, especially those who sat at the back, still did not listen and were busy playing with their friends if they could not see the media clearly.	The more varied, colored, bigger, and interesting media and action songs were successful to make all students not bored, maintain the students' attention, motivate the students to speak English eagerly, and get the students to actively involved in the learning activities.

The teacher had limited knowledge in the techniques of teaching listening.	The teacher knew that interactive games supported by the use of interesting media, songs, and classroom English were some of effective techniques in improving the students' listening skills.	The teacher knew that TPR activity supported by the use of interesting media, songs, classroom English, and full appreciation towards the students' work were some effective techniques in improving the students' listening skills.
The teacher seldom gave listening activities during the English teaching-learning process.	The teacher knew that TPR activity could be used as listening activities during the English teaching-learning process.	The teacher knew that other TPR activity could be used as listening activities during the English teaching-learning process.
The students were unfamiliar with the use of English as a medium of instructions.	The use of classroom English was successful enough to familiarize the students with English. It also had directed the students' mind that English was not a difficult subject. However, to help the students understood when the researcher gave explanation in English, she sometimes still accompanied the explanation with the use of translations into <i>Bahasa Indonesia</i> . It made the students were more relied on the teacher's translations than tried to familiarize the English words and sentences used by the researcher.	The classroom English were more frequently used in giving instruction and explanation to familiarize the students with English, so that there was bigger opportunity for the teacher to communicate with the students which could lead to the two ways of communication between the teacher and the students. Body languages, gestures, and repetitions were used in helping the students to understand the researcher's explanation, as a replacement for translations into <i>Bahasa Indonesia</i> .
The students did not listen and respond to the teacher's questions and instructions well because there are too many students in the class so there are some student did	Having learned English by using Total Physical Response activity, the students could listen and respond to the researcher's instructions. They were also more motivated to learn English and can actively engage in the teaching-learning process. So, the use of interactive games was	The games modified by considering the appropriate activities which could encourage the students to be more actively involved in the teaching-learning process and were expected to make the students actively speak English, so they could improve their speaking skills, besides the listening skills.

not pay attention to the teacher; they just talk with other students.	effective to improve the students' listening skills. However, there was still little chances for the students to speak because the students were tend to do the actions given by the researcher. Therefore, games needed to be modified by considering the appropriate activities which were expected to make the students eagerly speak English.	By implementing TPR the students listened, understood, and could respond the researcher's questions and instructions orally (using simple sentences) and physically (did the instructions).
---	---	---

D. Pre-test and Post-test of the Students' Listening Skills

As has been stated before, the implementation of Total Physical Response and the accompanying actions were successful in improving the students' listening skills during two cycles. The findings could be inferred from the observations of the teaching-learning process and the interviews with the students and the English teacher. Besides, it was also supported by the result of pre-test and post-test of the students' listening skills. The researcher and the English teacher conducted the pre-test on Tuesday, April 4, 2013 and the post-test on Tuesday, May 30, 2013. The topics of the test were Parts of the body, Around the town, Things in the classroom, clothes, Time and foods and drinks. The tests were designed in the form of the written-listening test. In the tests, the researcher listed four options for each question. She read the questions and the students answered the questions by choosing one suitable answer.

The students' listening scores in the pre-test could be seen in Appendix.... Meanwhile, the summary of the result of the pre-test could be seen in Table 6.

Table 6. The summary of listening pre-test result

Data	Pre-test
Mean	6.1
Number of students (N)	35

From Table 6, it could be seen that the mean of the students' listening scores was 6.1. There were only 12 students who got 6.5 to 8.5 and the rest got 4 to 6.3. From those assessments, it could be inferred that the students' listening skills was low because the minimum passing criteria (*KKM/Kriteria Ketuntasan Minimum*) of English subject in this school was 6.5.

Meanwhile, the result of the students' listening scores in the post-test could be seen in Appendix 6 The summary of the students' listening scores in the post-test was given in Table 7.

Table 7. The summary of listening post-test result

Data	Post-test
Mean	8.8
Number of students (N)	35

Based on Table 7, it could be seen that the mean of the students' listening scores was 8.8. The students got the listening score between 7 and 10. Thus, all of them had passed the minimum passing criteria (*KKM*). From those results, it could be concluded that the students' listening skills had improved since the means of the students' listening tests had improved from 6.1 in the pre-test to 10 in the post-test.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The main problem of the fourth grade students in SDN Jomblang 2 was concerning with the lack of the students' listening skills during the English teaching-learning process. The aim of this study i.e., improving the teaching and learning process of listening skills in a big class through Total Physical Response and the accompanying actions, was successful to be achieved. The actions, i.e. implementing Total physical Response, classroom English, interesting media, songs, and giving appreciation towards the students' work, were effective in improving the students' listening ability, motivation, self-confidence, vocabulary, and affective skill.

The implementation of Total Physical Response and the accompanying actions could be seen as follows:

Table 8: The descriptions of the actions to improve the students' listening skills

No	Actions	Aims	Result
1.	Implementing Total Physical Response Activities	<ul style="list-style-type: none">▪ to improve the students' listening skills▪ to encourage the students to speak in English confidently▪ to involve the students in the learning activities▪ to improve the students' interaction in the classroom and to promote students' cooperation,	<ul style="list-style-type: none">▪ The students' could respond to the teacher's instructions and question well orally (using simple sentences) and physically (did the instructions).▪ The students had chance to practice their English because the activities required them to communicate in English.▪ The students were happy to involve in the learning activities because they rarely had these activities before.▪ By working in whole class or

		responsibility and autonomy	groups in the activity, the students learned to be cooperative, responsible, and autonomous.
2.	Using classroom English effectively	<ul style="list-style-type: none"> ▪ to familiarize the students with some instructions and expressions in English so that their listening skills could improve ▪ to build the students' confidence to speak in English so that they could involve in the classroom discussion ▪ to change the students' mindset into positive one, that English was not a difficult lesson 	<ul style="list-style-type: none"> ▪ The students could respond to the researcher's instructions and reply the researcher's greeting and parting. ▪ The students could apply the language functions they had studied in their daily communication such as borrowing things from others, asking for permission or responding to classroom instructions. ▪ Most of the instructions could be understood and done by the students because the researcher always used gestures when giving the instructions. ▪ By using classroom English as intensive as possible, the researcher found that the students were more familiar with English, so that they did not think that English was a difficult lesson, and they were more confident to speak in English.
3.	Using interesting media	<ul style="list-style-type: none"> ▪ to improve the students' listening skills ▪ to attract the students' attention towards the lesson ▪ to maintain their motivation in learning ▪ to help the students in understanding the learning materials 	<ul style="list-style-type: none"> ▪ The media made the students remembered the meaning of the new vocabularies or instructions. As the result, they could respond to the researcher's instructions. ▪ The students paid more attention to the lesson because the researcher always used interesting media. ▪ The media improved the students' motivation to participate in the learning activities. ▪ The students' understanding towards the learning materials was getting better.
2	Applying	<ul style="list-style-type: none"> ▪ to help the students in 	<ul style="list-style-type: none"> ▪ The songs could help the students

	songs	<p>memorizing the English instruction words so that it could improve the students' listening skills</p> <ul style="list-style-type: none"> ▪ to decrease the students' boredom and build their motivation in following the learning activities, so they would involve and participate actively in the learning activities ▪ to help the students in understanding the learning materials easily 	<p>in memorizing the new English instruction words. It helped the students in responding to the researcher's instructions.</p> <ul style="list-style-type: none"> ▪ The students' boredom decreased, and they participated actively during the learning activities. ▪ Most of the students could participate in singing the songs, and they got better understanding since the songs were appropriate with the learning materials. ▪ The students' motivation to follow the lesson improved, since the songs gave the students a different way of learning the materials and most of them enjoyed the songs very much.
6	Giving appreciation towards the students' work	<ul style="list-style-type: none"> ▪ to maintain the students' motivation in learning, so they would involve actively in the learning process ▪ to encourage the students to be better in doing everything because by appreciating their work, they would try to do better in the next activities 	<ul style="list-style-type: none"> ▪ The students were happy when their work was appreciated by the researcher. ▪ They showed better work in the next activities because they knew that their effort would be appreciated. ▪ The passive students became more active since they knew that the best students would get reward. ▪ Both verbal and non-verbal appreciations encouraged the students to be active participants and they were willing to involve themselves in the learning activities.

Overall, the use of Total Physical Response and the accompanying actions could improve the students' listening skills of the fourth grade in SDN Jomblang

2. Through those activities, the students could respond to the teacher's questions and instructions well. They were also more active to involve themselves in the learning activities. The level of the students' motivation also increased,

meanwhile their boredom decreased. They were more enthusiastic in following the English lesson. As the result, their listening skills improved.

B. Implications

The following are implications on the use of Total Physical Response and the accompanying actions:

1. The implementation of Total Physical response was successful to improve the students' listening skills. The TPR also motivated the students to be active learners. By TPR in whole class or groups, there was interaction between students and teacher and among the students. It made them more eager and confident to communicate in English. It implies that the TPR could be used by the English teacher to improve the students' listening skills and students' involvement because of some benefits:
 - a. They could give the chance for the students to listen and respond to the teacher's questions and instructions.
 - b. They could improve the students' self-confidence, cooperation, responsibility, and autonomy in carrying out the games.
 - c. They could provoke the students to be active participants.
 - d. They could encourage the students to speak in English confidently.
 - e. They could help the students in understanding the learning materials.
 - f. They could decrease the students' boredom and maintain their motivation in the learning process.
2. The use of classroom English was effectively made the students to be more familiar with English. It changed the students' mindset that English was not

as difficult as they thought. Therefore, they were more confident to speak in English and could apply the language functions they studied into their daily communication. It implies that classroom English should be applied by the English teacher to familiarize the students with English. The English teacher may also accompany it by using gestures, repetitions, and mimics to make the students understand.

3. The use of interesting media made the students remembered the meaning of the new vocabularies or instructions. As the result, they could respond to the researcher's instructions. Interesting media should be used by the English teacher in every teaching-learning process she held, because they can help the students to understand the learning materials easily. They can also maintain the students' motivation and attention in following the lesson, so that the students' involvement can be improved.
4. The use of songs could help the students in memorizing the new English instruction words. It helped the students in responding to the researcher's instructions. Besides, songs also helped the students in understanding the learning materials easily. By using songs that were appropriate with the learning materials, the students could get better understanding. It implies that the English teacher should use songs, since the materials supported by appropriate songs could motivate the students to follow the lesson and help them in understanding the materials easily.
5. Giving appreciation towards the students' work maintained their motivation in following the lesson. The students showed better work and tried to be the

best because they knew that their teacher would appreciate every effort they made. It implies that giving appreciation is necessary to motivate the students in learning. The appreciation could be in the form of verbal or non-verbal.

C. Suggestions

1. To the English teacher
 - a. Due to the limited time, the researcher only implemented some Total Physical Response activity. Thus, the English teacher should try to find other TPR activity, which could improve the students' listening skills and encourage the students to involve and participate actively in the teaching-learning process.
 - b. The researcher used classroom English but still within limited contexts. She used it in opening and closing the lesson, delivering the learning materials, and in giving classroom instruction. Therefore she hopes that the English teacher will continue and increase the use of classroom English in the teaching-learning process.
 - c. The learning materials used by the researcher were only limited on several functions. Therefore, she expects that the English teacher could design other learning materials which will attract the students' attention and benefit them for their daily communications. As the scope of English materials for primary schools limited in the classroom context, school context, and students' environment, the English teacher should design the appropriate learning materials in accordance with those contexts.

- d. The songs for the teaching were also still limited based on the materials given. It is expected that the English teacher should combine the use of interesting and familiar materials with songs appropriate with the materials since they could motivate the students and help them to understand the learning materials given.
- e. The media used still limited on several aids. Therefore, it is expected that the English teacher could employ other media such as boards, colored cards, realia, and others which will attract the students' attention and maintain their motivation in learning.

2. To the other researchers

- a. The researcher only implemented one solution to solve the problem of the students' listening skills. It is expected that the other researchers could find other solutions and efforts to improve the students' listening skills. It is also necessary to conduct the research more than two cycles to get more valid data.
- b. Since the researcher conducted the research in the primary school, the other researchers may conduct this research in other levels, such as junior or senior high schools which have different characteristics than primary school students. Therefore, the research findings will be more general and reliable.

3. To English Education Department

The result of the study is expected to be a kind of references for the lecturers of English Education Department when preparing their students

to be English teachers. They are expected to give appropriate and enough knowledge to their students related to teaching English in the primary schools. So, the students could be creative and innovative English teachers who could build effective teaching-learning process.

REFERENCES

- Asher, J., J. 2000. *Learning Another Language through Actions: The Complete Teacher's Guidebook* (6th edition). Los Gatos, CA: Sky Oaks Productions, Inc.
- Brewster, J. and E. Gail. 2004. *The Primary English Teacher's Guide*. Harlow: Longman/Pearson Education.
- Brown, H., D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second edition). White Plains, New York: Longman/Pearson Education
- Brown, Douglas, H. (1987). *Principles Of Language Learning and Teaching* Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Brown, H., D. 2000. *Principles of Language Learning and Teaching* (fourth edition). White Plains, New York: Longman/Pearson Education.
- Cameron, Lynne. (2001). *Teaching Languages to Young Learners* Cambridge.: Cambridge University Press.
- Halliwell, S. 1993. *Teaching English in the Primary Classroom*. London, New York: Pearson Longman.
- Harmer, J. 2008. *The Practice of English Language Teaching*. Harlow: Longman/Pearson Education.

- Helgesen, M., and S. Brown. 2007. *Practical English Language Teaching, Listening*.
New York: McGraw-Hill ESL/ELT.
- Hurlock, E. B. (1994). *Developmental Psychology: a Life-Span Approach*. Fifth Ed.
New Delhi: Tata M. C. Graw-Hill Publishing Company, Ltd.
- Krashen, D., S. 1981. *Second Language Acquisition and Second Language Learning*.
Oxford, New York: Pergamon Press Inc.
- Linse, T., C. 2005. *Young Learners: Practical English Language Teaching*. New
York: McGraw-Hill Companies, Inc.
- Paul, D. 2003. *Teaching English to Children in Asia*. Hong Kong: Longman Asia
ELT.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford, New York: Oxford
University Press.
- Richard, Jack. (1987). *The Context of Language Teaching*. Cambridge: Cambridge
University Press.
- Rivers, W. 1987. *Interactive Language Teaching*. Cambridge, New York: Cambridge
University Press.
- Rost, M. 2002. *Teaching and Researching Listening*. Longman/Pearson Education.

APPENDIX 1

FIELD NOTES

Field note 1

1st meeting : Observation in the English teacher's classroom

Friday, November 30, 2012

09.00 – 10.10 a.m

The teacher (ET), the researcher (R) and the collaborator (C) went to the class at 09.00 am. ET said salam and greeted the students (Ss). ET opened the lesson.

ET : “Ada PR ndak?, (any homework?). Ss: “*enggakada PR og Bu*”. (no homework mam). ET ; “*Oke, kalian masih ingat minggu kemarin kita belajar apa?*” (oke, do you remember what we’ve learned last week?” Alam: “Open the door gitu Bu” (*about open the door Mam*) ?” ET, “Good. Now, help me to clean the blackboard.” ET tried to help him by pointing at an eraser. Alam understood. He then came forward to take the eraser and clean the blackboard.

After that, ET asked Ss to open the Course book, “*sekarang buka buku paketnya halaman 35*” (Ss, please open your textbook at page thirty five). Ss opened the *textbook*. ET continued the learning by saying, “*Oke mari kita baca dahulu, nanti bu guru baca kalian tirukanya!*”. Oke let’s read first, I would read the examples, then you repeat after me). ET then read the dialogs, some Ss in the front rows repeated after her while the others in the back rows and the right side did not listen and were busy playing with their friends. ET warned them, “*Eh, disuruh menirukan kok malah podoribut wae to? Saiki cobobu guru sing ngakon, kalian melakukan perintahnya. Ali, stand up!*” (I told you to repeat after me, but why do you make noise? Now, I would give you some commands then you do what I ask. Ali, stand up!) Ali stood up from his chair. ET continued, “*sekarang Riski, Close the door!*” (Now, Riski. Close the door!) Riski looked confused and just smile. He asked ET, “*Aku dikon opo kae, Gus?*” (What did she ask me to do, Gus?) Agus shook his head.

ET, “*Makane, ojo rame wae. Perhatikan pas bu guru ngajar. Saiki, ulangi maneh dari awal. Cah-cah sing neng mburi ojo rame wae, melu tirukke*” (So, don’t be noisy. Pay attention to me when I teach you. Now, start again from the beginning. All of you who sat on the back, don’t make any noise, and follow me.)

After that, ET asked four Ss to come in front of the class and performed the commands she asked. It was difficult to get some volunteers, so ET pointed at Ss. Some Ss could do the commands, while some others could not and still looked confused of what they should do. When their friends came in front of the class, most other Ss looked bored and made noise.

ET ended the class at 8.40 a.m. Ss shouted and they looked so happy because there was no homework for them.

Field note 2

2nd meeting : pre test

Thursday, April 4th, 2013

09.00 – 10.10 a.m

R arrived at the school at 8.10 a.m. and went to the teacher’s room to meet with ET. Before entered the class, ET and R discussed the pre-listening test. After that, ET and R came to the VB class at 09.00 a.m. ET greeted Ss and Ss replied the greeting. ET said to the Ss that today, Miss Via would give you an English test to know how far your ability is. Do it seriously. Do the test by yourself and not cheating.

R then greeted Ss and Ss replied the greeting. R pass the paper to Ss. Then she asked the students to listen her instruction. She said the instruction of this test is “Listen to your teacher and tick the answer”. R read the question two times but Ss asked R to read the question three to four times. R asked them to be silent and continue the test. At 9.45 a.m. the test was done. R asked two Ss to collect the test. R then thanked Ss and said good bye to them.

Field note 3

3rd meeting : Parts of the Body

Thursday, April 11th, 2013

09.00 – 10.10 a.m

R greet the students “ Good morning everybody”, Ss “Good morning Miss”. R asked their condition “how are you today?”, Ss answer “I’m fine thank you, and you?” R answer “I’m fine too, Thank you”.

R showed a big picture of human’s body. R reviewed the names of parts of the body and gave Ss the example of how to ask and give information about parts of the body. R distributed some pictures of parts of the body to Ss. R asked one S to come in front of the class to act as a model. R mentioned a part of the body, then S who got the word on the paper should come forward and attached the picture on the model’s body. This activity could make Ss got back their concentration in learning the material. To make the learning more fun, R asked Ss to sing “*head, shoulders, knees, toes*” song. This song was intended to get enjoyable practice for Ss in pronouncing the words of parts of the body. Ss listened when R sang the song first. After that, Ss sang the song together with R.

R then explained some instructions related to the material, for example clap your hands, raise your right hand, touch your nose, etc. R asked Ss to practice the instructions. She gave some command to Ss and they did the instructions. She did it again and again to drill Ss so that they could get used to the instructions. R helped by giving gestures. R asked Ss one by one to do her instruction.

R checked the Ss’ understanding by holding test. Ss listened to the questions mentioned by R, then chose by ticking the answer provided. Ss could do the test well. Then R and Ss made a reflection of the lesson. R closed the class activity, R greeted Ss and said good bye.

Field note 4

4th meeting : Around the Town

Thursday, April 18th, 2013

09.00 – 10.10 a.m

R greet the students “ Good morning everybody”, Ss “Good morning Miss”. R asked their condition “how are you today?”, Ss answer “I’m very well thank you, and you?” R answer “ Great, Thank you”.

R showed a big picture of town map. And put it on the blackboard. R reviewed the name of the place in town and give information about the public place in town by using “where are you going” song. To make Ss felt more enjoy, R asked Ss to sing “where are you going?” song. This song was intended to get enjoyable practice for Ss in pronouncing the words of public place in town. R then explained some instructions related to give direction, for example stop, turn right, turn left, etc. R explained the meaning of each instruction by acted out the actions.

R then asked Ss to practice the instructions. R asked the Ss to help her arranged four desks and put picture of public place in town on the desk. R then asked Ss to practice asking and giving direction. R organizing Ss to make groups of seven. R explain the instruction of the activity, the Ss do the activity. After all of them do the activity R checked their understanding by holding test. Ss listened to the questions mentioned by R, then choose by ticking the answers provided. Ss could do the test well. Then R and Ss made a reflection of the lesson. R closed the class activity, R greeted Ss and said good bye.

Field note 5

5th meeting : Things in The Classroom.

Thursday, April 25nd, 2013

09.00 – 10.10 a.m

R greeted the students “ Good morning everybody”, Ss “Good morning Miss”. R asked their condition “how are you today?”, Ss answer “I’m very well thank you, and you?” R answer “ Great, Thank you”.

R distributed some flashcards about things in the classroom to Ss. R then explained the material by touching the real objects and saying *What is it?*, Ss answered *It is a/an....*. R invited Ss to sing “*this is window*” song. This song was intended to get enjoyable practice for Ss in pronouncing the words of things in the classroom. Ss listened when R sang the song. After that, Ss sang the song together with R.

R then explained some classroom instructions related to the material, for example point to the calendar, touch your book, etc. R explained the meaning of each instruction by acted out the actions.

R then asked Ss to practice the instructions. R asked Ss to stand up then R would be the instructor of the class to give instructions. Ss listened to and acted out the actions given. R gave some commands to Ss and they did the instructions. If Ss forgot how to do the instructions, R helped by giving gestures.

R then gave the commands without using any gestures. Ss did the instructions well. Some Ss even wanted R to give the instructions more quickly. Alvian said: “*Lebih cepetan lagi*, Miss (Miss, give the instructions more quickly)”. However when R gave instructions more quickly, like “stand up, point to the door and sit down”, they got confused and did mistakes.

After having had enough practice on doing the instructions, then R checked Ss’ understanding by holding test. Ss listened to the questions mentioned by R, then chose by ticking the answers provided. All Ss could do the test well. Then R and Ss made a reflection of the lesson. R closed the class activity, R greeted Ss and said good bye.

Field note 6

6th meeting : Clothes

Thursday, May 2nd, 2013

09.00 – 10.10 a.m

R greet the students “ Good morning everybody”, Ss “Good morning Miss”. R asked their condition “how are you today?”, Ss answer “I’m fine thank you, and you?” R answer “I’m fine too, Thank you”.

R explained the names of clothes. To make Ss felt more enjoy, R asked Ss to sing “my clothes” song. This song was intended to get enjoyable practice for Ss in pronouncing the words of clothes. Ss listened when R sang the song first. After that, Ss sang the song together with R. R sometimes changed some name of clothes in the song by showing the picture. Ss actually could follow the changes. R then explained some instructions related to clothes, for example put on the shirts!, put off your shoes!, etc. R explained the meaning of each instruction by acted out the actions. Then, R asked Ss to repeat after her, practice to pronounce the instructions and do the gestures of the instructions. She did it again and again to drill the new instruction sentences to Ss.

R divided Ss into two groups and asked them to stand in line. She provided some kinds of clothes in the two fronts desks. She asked two Ss to act as the model. She would call out a command, such as: “put on the hat and shirt to your model”. Ss listened to R’s instructions and then the front Ss would run and find the hat and shirt and put them to the model’s body on. If R called out the “put the clothes off”, Ss should put the clothes from the model’s body off. The first S completed the instruction would be the next instructor replacing R.

After having had enough practice on doing and giving instructions, R would call out an instruction, such as “wear the shoes and the black socks”. The front Ss in each group would run and find the clothes and put them on their body. If they have finished, they should run and stand in front of the whiteboard.

R checked Ss' understanding by holding test. Ss listened to the questions mentioned by R, then chose by ticking the answers provided. Ss could do the test well. Then R and Ss made a reflection of the lesson. R closed the class activity, R greeted Ss and said good bye.

Field note 7

7th meeting : Time

Thursday, May 16th, 2013

09.00 – 10.10 a.m

R great the students “ Good morning everybody”, Ss “Good morning Miss”. R asked their condition “how are you today?”, Ss answer “I’m very well thank you, and you?” R answer “ Great, Thank you”.

R asked Ss to sing a song. The title was “*what time is it?*”. This song was intended to get enjoyable practice for Ss in pronouncing how to tell time. They listened when R sang the song. Next, Ss sang the song together with R. They looked happy with the song and sang it enthusiastically.

Before implement the action R asked Ss to count number 1-60. When playing the game and they came to the pronunciation of 15, R heard that most Ss pronounced it as /faivti:n/. R corrected it by saying, “*Hayo, bukan /faivti:n/ tapi /fifti:n/ ya!*” (It should be /fifti:n/, not /faivti:n/).

After that, R explained how to ask and give information about time in English. R then explained telling time in English. R used big clock to present the time. Ss looked interested with the media used by R and they paid more attention. After that, R asked Ss to do her instructions. R divided Ss into five groups and gave one clock to each group. R explained what they should do by saying that she would call out an instruction such as “Set the clock at four o’clock”. After that, the front children of each team run to take the clock and arranged it by setting the long hand to 12 and the short hand to 4. Most Ss did not have any difficulties in arranging the

clock when the time was about a quarter, a half, and o'clock. However, some Ss still looked confused with the use of past and to. Ss looked so enthusiastic with the activity and they felt enjoy to compete each other.

R checked Ss' understanding by holding test. Ss listened to the questions mentioned by R, then chose by ticking the answers provided. Most Ss could do the test well. Then R and Ss made a reflection of the lesson. R closed the class activity, R greeted Ss and said good bye.

Field note 8

8th meeting : Foods and drinks

Thursday, May 23rd, 2013

09.00 – 10.10 a.m

R great the students “ Good morning everybody”, Ss “Good morning Miss”. R asked their condition “how are you today?”, Ss answer “I’m very well thank you, and you?” R answer “ Great, Thank you”.

R explained the names of food and drink and gave Ss the example of how to ask for and give information about food and drink. To make Ss felt more enjoy, R asked Ss to sing “*what do you like?*” song. This song was intended to get enjoyable practice for Ss in pronouncing the words of food and drink. Ss listened when R sang the song first. After that, Ss sang the song together with R. R sometimes changed the lyric with other name of food and drink in the song by showing the picture. Ss actually could follow the changes.

R then explained some instructions related to ordering food and drink. R then distributed some pictures of food and drink to some Ss. R then asked Ss to practice the instructions. R then explained the rules of the activity that she would say “I am going to the canteen, I want to eat ... and drink ... (called out five kinds of food and five kinds of drink, for example fried rice, pizza, milk, orange juice, etc). S who got

the picture should stand in line behind R (like a train) and moved around the class sang “I like pizza” or “what do you like?” song. In the end of the song, they should compete each other to get a chair to sit.

R checked Ss’ understanding by holding test. Ss listened to the questions mentioned by R, then chose by ticking the answers provided. Ss could do the test well. Then R and Ss made a reflection of the lesson. R closed the class activity, R greeted Ss and said good bye.

Field note 9

9th meeting : Post test

Thursday, May 30, 2013

09.00 – 10.10 a.m

R arrived at the school at 8.00 a.m. and went to the teacher’s room to meet with ET. Before entered the class, ET and R discussed the post-listening test. The test was same with the pre-test. After that, ET and R came to the VB class at 09.00 a.m. ET greeted Ss and Ss replied the greeting. ET said to the Ss that today, Miss Via would give you an English test to know how far your ability after all of you studied with her for 6 meeting. Do it seriously. Do the test by yourself and not cheating.

R greeted Ss and Ss replied the greeting. R checked their attendance and Ss answered that there was no one absent. R then pass the paper to the students. I will read the question only for one to two times, so you have to listen very carefully to me. Are you ready?” Ss, “Yes.” Ss are quite calm at that time and listen to the R seriously. At 9.40 a.m. the test was done. To fill the time, R asked Ss to sing a song. Ss wanted to sing Hokey Pokey. At 10.10 a.m., R thanked Ss and said goodbye.

APPENDIX 2

INTERVIEW TRANSCRIPTS

Interview transcript 1 (meminta ijin kepada kepala sekolah)

Tanggal : 28 November 2012

P : Peneliti

KS : Kepala Sekolah

Tempat : Ruang Kepala Sekolah

P : Assalamu'alaikum Bu...

KS : Wa'alaikumsalam, silahkan masuk mba... Ada yang bias saya bantu?

P : Begini Bu, saya oktaviana yang dulu praktek disini waktu saya kuliah EFC tetapi dulu Kepala Sekolahnya masih Alm. Pak Probo. Saya mau minta ijin untuk observasi dan penelitian disini bu.

KS : O ya pas kapan itu mbak dewi dan mbak Yohana cerita kalau mau ada yang penelitian disini.

P : Iya bu, kebetulan saya masih menyimpan nomernya bu dewi, terus saya di kasih tahu kalau guru bahasa Inggrisnya jg sudah ganti ibu Yohana.

KS : Iya mba. Trus mau kapan waktunya?

P : kalau observasinya rencana saya besok jum'at bu tanggal 30. Tapi kalau penelitiannya semester depan bu.

KS : Ya silahkan boleh-boleh saja mba. Nanti mungkin soal waktu dan di kelas mana silahkan mbak konsultasikan sama bu yohana saja ya.

P : Baik, terimakasih bu. Kalau begitu saya ke ruang guru untuk bertemu dengan bu yohana.

KS : Nggih, silahkan. Bu Yohana ada kok.

P : Baik bu, Assalamu'alaikum.

KS : Ya ya, wa'alaikum salam.

Interview transcript 2 (wawancara dengan guru bahasa inggris)

Tanggal : 28 November 2012

P : Peneliti

GE : Guru Bahasa Inggris

Tempat : Ruang Kepala Sekolah

P : Assalamu'alaikum

Semua Guru : Wa'alaikumsalam.

P : Maaf saya mau bertemu dengan ibu Yohana, Ibu Yohana ada tidak ya bu?

G.K 6 (Guru Kelas 6) : Tunggu sebentar mbak, baru ke kamar kecil.

P : Baik bu.

(beberapa saat kemudian ibu Yohana datang)

GE : Gimana mbak?

- P : Begini bu saya via, mau wawancara ibu sebentar. Rencana besok saya akan mengadakan penelitian disini.
- GE : Oh gitu, ya mbak gak papa. Tapi ojo kaget ya, murid kene ruame-ruame, soale sekelas muridte yo akeh.
- P : Ya bu, setidaknya saya sudah tahu, hehe soalnya dulu waktu EFC saya praktek disini, tapi mungkin ank2 kls 4 dulu masih kelas 2.hehehe
- GE : oh iya ding, kemarin bu dewi cerita nek mbak yang mau penelitian dulu pernah ngajar praktek dsni.
- P : Ngomong-ngomong ibu disini sudah berapa lama?
- GE : ya setelah bu eva pindah mba, baru tahun ini juga sebelumnya saya ngajar di daerah sleman sana.
- P : dulu ibu kuliah dimana?
- GE : saya Alumni UT mba.
- P : O iya bu, rencana besok jum'at tgl 30 saya mau observasi. Apakah ibu ada kelas bahasa Inggris?
- GE : ada mba di kelas 2, 4 dan 6. Nek mau penelitian mending make kelas 4 saja ya, klo kelas 2 kekecilan anak anaknya, klo kelas 6 nanti mau ujian je.
- P : Ya baik bu tdk apa-apa memang rencana saya di kelas 4 kok. Kelas 4 muridnya sekarang berapa bu?
- GE : muridnya 35 mbak. Rame-rame lho. Kudu sabar.
- P : Iya bu. Trus untuk pelajaran bahasa Inggris mereka gimana bu? Trus apa yang ibu biasanya gunakan dalam mengajar?
- GE : Ya mereka nek diterangke sukanya rame mbak, nek kon nggatekke angel, nek dikek i soal lagi meneng nggarap raketan ono sik do ngawur, sebenere aku kewalahan ngajar 35 siswa dalam 1 kelas. Tapi ya piye meneh. Nek normale ki satu kelas kudune 26 anak maksimal kui mbak. Biasanya ya aku nek ngajar pake buku paket sama lks mbak, tak terangin trs tak suruh ngerjain soale.
- P : Brarti termasuknya kelas besar ya bu. Terus fasilitas di sekolah ini apakah sudah memadai bu?
- GE : iya mbak. Kalau soal fasilitas saya rasa belum mbak, media dan alat peraga kurang.
- P : Ibu tidak membuat media sendiri?
- GE : enggak mbak, lha kalau butuh gambar ya di paket dan lks sudah ada, jadi pakai itu saja.
- P : Kalau teknik mengajar ibu selama ini gimana?
- GE : Ya kalau tema baru saya ajarkan dulu kosa katanya, tak suruh ngapalin, tak terangin, terus tak suruh coba latihan ngerjain soal.
- P : Kalau menerangkan pakai bhs inggris atau b Indonesia atau campur bu?
- GE : Campur mbak, malah campur bahasa jawa juga, tapi ya kebanyakan bahasa Indonesia, lha bocah-bocah do ra paham je mbak. Nek pake bahasa inggris mesti kon ngartek ke juga. Jadi untuk menghemat waktu ya tak terangin pakai bahasa Indonesia kadang campur jawa.
- P : Berarti kemampuan listening mereka untuk mendengarkan kosa kata bahasa inggris kurang ya bu?
- GE : Iya mbak, mereka nek diterangin gojek, bayangkan saja 35 anak dalam satu ruangan kalau ada yang rame otomatis aktivitas mendengarkan mereka juga kurang. Seneng nggatekne kancane njuk melu-melu rame malahan mbak.

P : Ibu mengajar listeningnya gimana?
 GE : Paling Cuma repeat after me, sama ngerjain sesuai perintah dan soal di buku paket atau lks mbak.
 P : berarti tidak memakai aktivitas yang membuat mereka merespon langsung atau pakai lagu-lagu gitu bu?
 GE : ya nek instruksi sedikit mba, kebanyakan listening tu dengerin vocab-vocab baru.
 P : Baiklah bu kalau begitu, nanti rencana penelitian saya tentang listening menggunakan metode Total Physical Response di kelas besar bu.
 GE : oh ya bagus mbak itu.
 P : oiya bu, kalau boleh saya mau minta daftar nama anak kelas 4 dan juga contoh RPP yang ibu gunakan kalau mengajar.
 GE : RPP saya tidak membuat e mbak, biasanya ngajar ya ngajar aja ngurutin tema di paket/lks. Kalau daftar nama coba mbak minta ke pak tomi, itu yang TU suruh ngeprinke aja ya.
 P : baik bu, terimakasih atas waktunya.
 GE : Ya mbak, sama-sama

Interview transcript 3 (wawancara pada siswa setelah observasi)

Tanggal : 30 November 2012

P : Peneliti

S : Alam, Alvian.

Tempat : Ruang Kepala Sekolah

P : Haloo, boleh ga Miss Tanya bentar aja. Duh Miss via lupa namamu dulu, siapa ya?
 S1 : Aku Alam Miss. Wes suwe banget yo Miss. Lha kanca-kancamu kae nengendi Miss.
 P : Pada penelitian sendiri-sendiri noh, sesok Miss putri penelitian di kelas 5. Eh Miss mau Tanya dong Bu Yohana nek ngajar gimana biasanya?
 S1 : ya kayak tadi Miss, ndengerin trus ngko kon nggarap.
 S2 : ho'o kadang nggarap LKS kadang paket.
 P : Tapi kalian paham kan?
 S1 : Sitik Miss, nek aku isoh soale les jugak Miss.
 P : Nek kamu gimana? Sapa namamu?
 S2 : aku Alvian Miss, yo sitik Miss, nganti apal, bar diterangke mesti kon nggarap soal. Bosen.
 P : Tapi asline kalian seneng ga to karo bahasa inggris ki?
 S1 : Seneng Miss.
 S2 : Yo seneng Miss, gaul og. Arep mulang neng kene koyo ndisik to Miss?
 P : Insha Allah iya, tunggu aja. Hehe, makasih ya.
 S1 & S2: Yo Miss, sama-sama.

Interview transcript 4 (wawancara setelah observasi)

Tanggal : 30 November 2012

P : Peneliti

GE : Guru Bahasa Inggris

Tempat : Ruang guru

GE : Gimana mbak?

P : Ibu memang jarang menggunakan bahasa Inggris ya?

GE : Ya seperti tadi mbak, kebanyakan bahasa Indonesia dan Jawa. Lha bocah-bocah yo do ra paham je.

P : tadi ibu meminta tolong siswa menghapus juga pakai bahasa Indonesia, kenapa tidak dicoba pakai bahasa Inggris bu?

GE : Sudah pernah saya coba tapi ya ga ada yang maju menghapuskan mba, brarti kan do ra paham. Jadi ya saya juga reflek pakai bahasa Indonesia.

P : gitu ya bu. Baik bu kalau begitu saya rencana penelitiannya semester depan saja ini kan bentar lagi mau semesteran, ndak cukup waktunya nanti, besok saya rencana pretest dulu kemudian ngajar terakhir post test bu.

GE : Oke mbak, Besok mbak sebelum pretest kesini lagi saja kemungkinan jadwal bahasa Inggris ganti semester depan. Jadi kita bias susun jadwal lagi.

P : Baik terimakasih bu. Kalau begitu saya mohon pamit dulu.

GE : ya mbak silahkan.

Interview transcript 5 (wawancara setelah pre-test)

Tanggal : 4 April 2013

P : Peneliti

GE : Guru Bahasa Inggris

Tempat : Ruang guru

P : Maaf permisi bu Yo, saya mau ngobrol-ngobrol sebentar soal pelaksanaan pre-test tadi.

GE : O iya mbak silahkan

P : Gimana menurut ibu tadi pre-testnya? Apakah soal yang saya buat itu sudah bias digunakan untuk mengukur kemampuan listening siswa/

GE : Menurut saya sudah mbak, bagus kok model soalnya. Menarik juga. Cuma anak-anak masih beluma akrab sama model test kaya gitu ya, jadi ada yang masih bingung juga tadi.

P : Menurut ibu soalnya mudah atau susah bu?

GE : Ya standarlah mbak, ga terlalu sulit atau gampang. Sudah pas.

P : Baik terimakasih bu.

Interview transcript 6 (wawancara setelah pertemuan pertama cycle 1)

Tanggal : 11 April 2013
P : Peneliti
S : Alam
Tempat : didepan ruang kelas 4

P : Alam, gimana pelajaran hari ini?
S : beda miss.
P : Beda gimana?
S : Lha biasanya kalo belajar gak gini og Miss, mesti terus nggarap buku.
P : O gitu, enakan belajar kaya biasanya apa kaya ini tadi?
S : Ya enak kaya gini Miss.
P : kenapa?
S : enak soalnya pelajarannya jadi asik, gak mboseni, trus gak ngantuk.
P : Tapi pahami kalau belajarnya pakai aktivitas tadi?
S : Iya Miss, lebih inget soalnya ditunjuk langsung.
P : Masih inget gak tadi belajar apa aja?
S : Belajar parts of the body terus ada perintah juga touch your head, terus suruh nempelin tulisan sebagian tubuhnya Bayu.
P : Susah gak?
S : Gaksih, nek parts of the body ne lumayan hafal, tapi instruksi ne isih sok bingung aku, hehe.
P : Bingung kenapa?
S : Iya, pas tadi diterangin banyak banget sih. Jadi bingung malah. Bosen juga. Tapi lama-lama lumayan dong terus ra bosen, Miss.
P : O, gitu. Terus?
S : Lanjutannya lucu si. Soalnya tadi Miss ngasih tulisan dikertas. Terus suruh nempel-nempelin ketubuhnya si Bayu. Lucu. Mukanya jadi aneh ditempelin tulisan macem-macem gitu.
P : Seneng pas aktivitas itu?
S : Iya. Terus habis itu pake nyanyi-nyanyi juga. Jadi lebih gampang apal dan lebih mudah masuk materinya.

Interview transcript 7 (wawancara setelah pertemuan pertama cycle 1)

Tanggal : 11 April 2013
P : Peneliti
S : Kiki
Tempat : didepan ruang kelas 4

P : Kiki, tadi ngajarnya pake gambar, kamu seneng gak?
S : Seneng, Miss.
P : Senengnya kenapa?
S : Jadi mudah inget arti nama benda-benda yang ada di kelas sama perintah-perintah yang Miss kasih.

P : Oke makasih ya.
S : Oke Miss.

Interview transcript 8 (wawancara setelah pertemuan kedua cycle 1)

Tanggal : 18 April 2013
P : Peneliti
S : Rani
Tempat : didepan ruang kelas 4

P : Rani, gimana pelajaran hari ini?
S : Menyenangkan banget, Miss.
P : Terus pas main gamenya bisa? Gampangkan?
S : iya Miss tinggal ngasih perintah kesupirnya belok kanan, belok kiri, jalan kedepan atau belakang, terus nek udah nyampe tinggal bilang stop.
P : Terus, permainannya hari ini seru gak?
S : Iya, seru banget, Miss.
P : Serunya kenapa?
S : Ya soalnya tadi ada yang salah, ada yang gak denger juga, terus nabrak meja. Terus karena matanya ditutup, ada juga yang saling nabrak. Lucu dan asik banget pokoknya, Miss.

Interview transcript 9 (wawancara setelah pertemuan ketiga cycle 1)

Tanggal : 25 April 2013
P : Peneliti
S : Khansa, Inas
Tempat : diruang kelas 4

R: Khansa Inas, tadi pelajarannya gimana?
S1: Asik, Miss.
S2: Iya, seru, Miss.
R: Bisa ngikutin aktivitasnya?
S1: Bisa, tapi tadi ada yang bikin bingung.
R: Kenapa?
S1: Pas awal, Miss kan gak cepet, jadi gampang ngikutin perintahnya. Tapi makin lama jadi makin cepet. Jadi kadang suka lupa tadi disuruh apa.
S2: Iya, Miss. Perintah lama-lama jadi cepet banget. Aku jadi telat terus pas mau ngikutin perintah.

Interview transcript 10 (wawancara setelah pertemuan ketiga cycle 1)

Tanggal : 25 April 2013
P : Peneliti
S : Agus, Pandu
Tempat : diruang kelas 4

P : Agus, Pandu, gimana pelajaran hari ini?
S2 : seru banget.
P : Tadi pas Miss pake gambar yang gede itu menurut kalian gimana?
S1 : Menarik kok, Miss.
S2 : lebih jelas juga Miss. Ra koyo biasane juga pas karo bu Yo.

Interview transcript 11 (wawancara setelah cycle 1)

Tanggal : 25 April 2013
P : Peneliti
GE : Guru bahasa Inggris
Tempat : diruang kelas 4

P : Kalo pilihan TPR activity di Cycle 1 ini gimana, Bu Yo?
GE : Bagus sekali. Anak-anak juga kelihatan lebih aktif dan tidak bosan selama pelajaran. Mereka juga bisa mengikuti yang diperintahkan guru. Cocok sekali buat ngajarin listening.
P : Apakah menurut Ibu kegiatan di cycle 1 cukup meningkatkan listening siswa?
GE : Menurut saya sudah mbak, terbukti mereka lebih anteng pas mendengarkan jadi bias melakukan instruksi-instruksi yang mbak perintahkan dengan baik.
P : Kalau penerapan classroom Englishnya gimana menurut ibu?
GE : menurut saya lumayan efektif mbak, anak-anak sudah mulai terbiasa dengan penggunaan bahasa Inggris.
P : “kalau pilihanlagu-lagu di Cycle 1 ini menurut ibu gimana bu?
GE : “Bagus. Anak-anak jadi terlihat lebih enjoy selama pelajaran. Apalagi pilihan lagunya sesuai dengan materi yang diberikan. Jadi bisa membantu mereka dalam memahami pelajaran juga. Mereka juga bisa hapa lirikanya meskipun tidak dituliskan di papan tulis. Ini bukti kalo listening mereka juga jadi meningkat gara-gara dikasih lagu-lagu ini
P : Kalau penggunaan gambar gimana bu?
GE : Bagus juga kok mbak, anak-anak jadi lebi ingat materinya. Besok gambar-gambarnya ditinggal disekolahan saja ya mbak.hehe
P : ya bu, boleh saja kalau saya sudah selesai penelitiannya ya.

Interview transcript 12 (wawancara setelah pertemuan pertama cycle 2)

Tanggal : 2 Mei 2013
P : Peneliti
S : Linda, Nafik
Tempat : diruang kelas 4

P : Linda, Nafik, menurut kalian pelajaran hari ini menyenangkan gak?
S1 : Asik banget, Miss.
S2 : kegiatannya menyenangkan pada lucu, pokoknya nyenengke, Miss
P : Menyenangkan gimana?
S2 : ya lucu Miss klambine kegeden. Nek aku sik bingung ki pas rok sama hem, bacane meh podo. Dadi sok kwalik. Hehe
S1 : Iya, bener, Miss. Tapi Gara-gara sering diulang terus, dadi apal.

Interview transcript 13 (wawancara setelah pertemuan kedua cycle 2)

Tanggal : 16 Mei 2013
P : Peneliti
S : Rizal, Ari
Tempat : diruang kelas 4

P : Gimana pelajarannya tadi?
S1 : Apik Miss.
P : Udah bias to sekarang jam dalam bahasa Inggris?
S1 : Nek sik pas sih gampang Miss, nek sik lewat opo kurang gitu isih bingung.
S2 : ho'o po meneh seprapat ngono kui isih kleru kleru e aku.
P : Nanti dipelajari lagi di rumah ya.
S1 & S2 : Ya Miss.

Interview transcript 14 (wawancara setelah pertemuan ketiga cycle 2)

Tanggal : 23 Mei 2013
P : Peneliti
S : Pandu, Rizal
Tempat : diruang kelas 4

P : Pandu, Rizal, gimana tadi?
S1 : Tadi permainannya asik, Miss.
S2 : Iya, hari ini seru banget.
P : Kalo pelajarannya tadi gampang kan?
S1 : Gampang kok. Apalagi tadi sama dinyanyiin, jadi lebih apal sama kata-katanya.
S2 : Karena ada gambar makanan dan minumannya Miss. Tapi marai ngelih e Miss. Pngen maeman e, enak-enak.

Interview transcript 15 (wawancara setelah cycle 2)

Tanggal : 23 Mei 2013

P : Peneliti

GE : Guru Bahasa Inggris

Tempat : diruang guru

P : Menurut ibu bagaimana cycle 2 ini?

GE : Menurut saya lebih sukses ya menerapkan smuanya di anak-anak. Mereka mulai terbiasa menggunakan classroom English. Mereka terbiasa mendengarkan dengan baik kemudia meresponnya, kalo di cycle 1 kemarin mbak banyak mengingatkan mereka dengan gestures pas mereka lupa, kalau di cycle 2 ini mereka sudah lebih ingat.

P : Gimana dengan aktivitas di cycle 2 ini bu?

GE : Aktivitasnya lebih menarik dari yang cycle 1, apa lagi pas bawa real clothes sm jam yang gede itu. Selama ini jam itu hanya di gunakan pas matematika mungkin, saya belum pernah menggunakan malah.

P : Kalau keterlibatan siswa di cycle 2 ini gimana menurut ibu?

GE : Mereka sangat aktif dan antusias dalam mengikuti setiap aktivitas yang mbak berikan. Biasanya susah lho mbak menghandke mereka tu. Tapi pas di aktivitasnya mbak kok mereka nurut-nurut aja.

P : Kalau penerapanlagunya gimana bu?

GE : Sama seperti cycle 1 ya, lagunya sesuai tema sehingga membuat siswa lebih mudah belajar materinya. Mereka sangat antusias dalam bernyanyi dan menghafalkannya. Mereka jadi punya banyak koleksi lagu-lagu dalam bahasa Inggris yang sesuai dengan materi pelajaran mereka.

P : Apakah menurut ibu lagu-lagu tersebut dapat meningkatkan motivasi siswa?

GE : Iya mbak, saya lihat mereka menjadi lebih tertarik dan termotivasi dalam mengikuti pelajaran.

P : Kalau begitu terimakasih banyak ya bu atas bantuannya selama ini.

GE : Sama-sama makasih juga saya sudah dibantu.

LESSON PLAN 1

School : SDN Jomblang 2
School Subject : English
Class/Semester : IV/II
Skill : Listening
Theme : Parts of the body
Time : 2x35 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 berbagai permainan.

Indicator :

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

A. THE OBJECTIVES

Students are able to do the instructions related to parts of the body.

B. THE MATERIAL

♥ **Language function:**





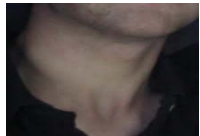
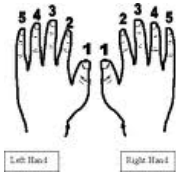

➤ **Instructions**

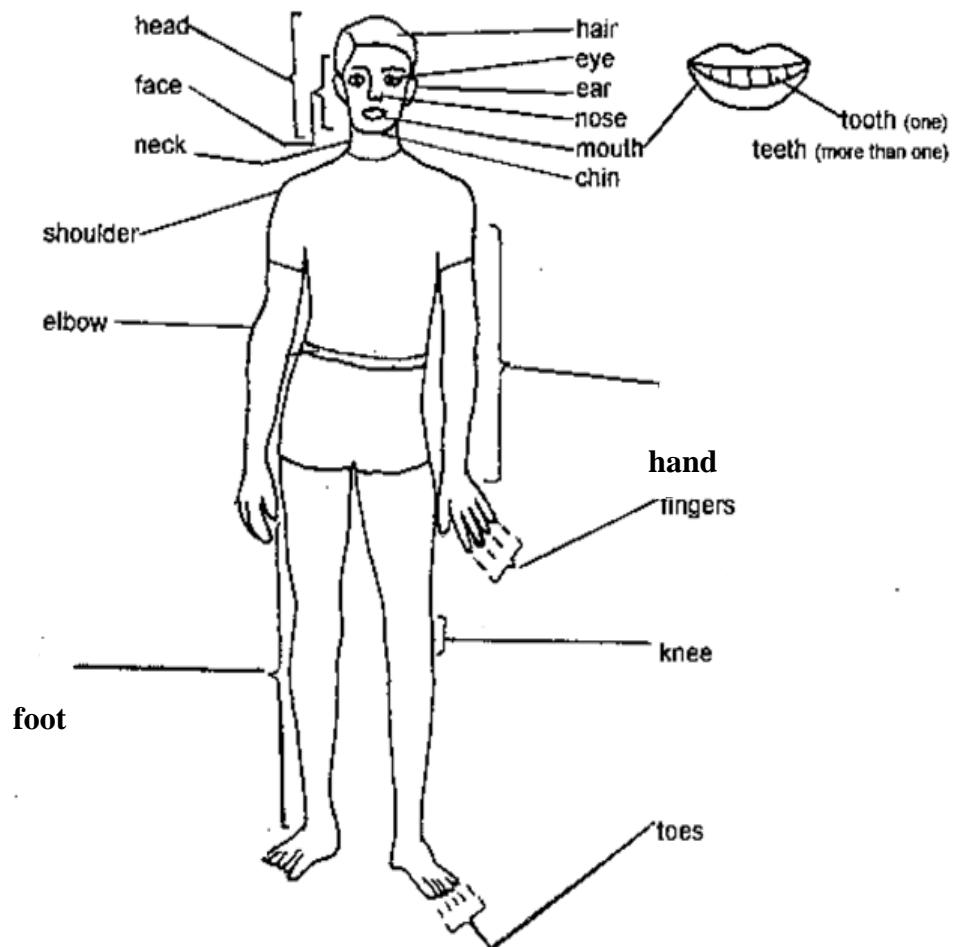
Stand up, please!	Open your eyes!
Sit down, please!	Close your eyes!
Raise your hand!	Shake your hands!
Put your hand down!	Wave your right hand!
Raise two hands!	Nod your head!
Raise your left hand!	Clap your hands!
Put your left hand down!	Shout hooray!

Touch your eyes!

Stamp your feet!

♥ **Vocabularies (parts of the body):**

			
hair	Head	face	forehead
			
eyebrows	Eyes	nose	cheek
			
shoulders	Knees	ears	mouth
			
tooth	Chin	neck	hands
			
fingers	Foot	toes	elbow



C. THE METHOD OF LEARNING : *TPR (Total Physical Response)*

D. THE ACTIVITIES

a. **Opening activities**

- The teacher greets the students then they do a prayer together.
 - The teacher asks the students' condition.
 - The teacher calls the roll.
 - The students listen when the teacher sings "If You're Happy" song.
- After that, the students sing the song together with the teacher.

b. Main activities

- The teacher shows a big poster of human's body and put it on the whiteboard, so that all students could see the picture.
- The teacher asks the students to listen and repeat some words about parts of our body.
- The teacher distributes some pictures of parts of the body to the students. Then she asks one student to come forward and be a model.
- The teacher calls out a part of the body, then the student who gets the picture stands and sticks the picture at the model
- The teacher ask the students to sing "head and shoulders" song and at the same time point the parts of the body.
- The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to the teacher's instructions and act out the actions given.
- The teacher asks two students from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out. This is done until all the students get their turn.
- The teacher checks the students' understanding by choose by holding test related to the material. The students listen to the questions mentioned by the teacher, then ticking the answers provided.
- The teacher gives comment by saying good job/well done/very good/excellent etc to the students who give correct answer in responding the teacher's instructions.

c. Closing activities




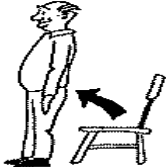








- The teacher asks the students about what they learn today and summarizes the material together.
- The teacher gives further guidance by passing some questions related to the material to the students.
- The teacher and the students make a reflection of the lesson.
- The teacher closes the class by greeting them and saying good bye.





E. REFERENCES

- Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- Sulaiman,S.B, et.al. Basic English 2009. Yudhistira Publisher: Yogyakarta.
- Tim KKG Bahasa Inggris kecamatan Berbah. LKS “Practice Make Perfect” kelas 4 semester 2. 2013. Laras Sukma Press: Berbah
- Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

F. EVALUATION

Listen to your teacher and tick the answer.

1.	Nose	Eyes	Ears	Feet
	(.....)	(.....)	(.....)	(.....)
2.				
	(.....)	(.....)	(.....)	(.....)
3.				
	(.....)	(.....)	(.....)	(.....)
4.				
	(.....)	(.....)	(.....)	(.....)

5.				
	(.....)	(.....)	(.....)	(.....)

No.	Questions	Answer
1.	Part of our body that you can use to listen.	Option 3
2.	Clap your hands!	Option 2
3.	Touch your knees!	Option 3
4.	Raise your two hands!	Option 2
5.	Shake hands, please!	Option 1

G. ASSESSMENT RUBRIC

No.	Listening instruction	Skor
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, April 11th, 2013

The teacher

(Oktaviana Wijayanti)

NIM. 06202244031

LESSON PLAN 2

School : SDN Jomblang 2
 School Subject : English
 Class/Semester : IV/II
 Skill : Listening
 Theme : Around the Town
 Time : 2x35 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 berbagai permainan.

Indicator :

- Students are able to identify rooms at the school.
- Students are able to do the instructions given by the teacher.
- Students are able to give instructions.



A. THE OBJECTIVE




Students are able to give and do the instructions related to the town context.

B. THE MATERIAL

♥ Language function:

➤ Instructions (giving direction)

1.	Turn right, please!	
2.	Turn left, please!	

3.	Go straight, please!	
4.	Turn around, please!	
5.	Walk forward for three steps, please!	
6.	Walk backwards for one step, please!	
7.	Stop!	

C. THE METHOD OF LEARNING : *TPR (Total Physical Response)*

D. THE ACTIVITIES

a. Opening activities

- The teacher greets the children then they do a prayer together.
- The teacher asks the students' condition.
- The teacher checks the attendance list.

b. Main activities

• **Preparation**

- The teacher shows a big picture of the town map and explains some places in the town
- The teacher asks the students to listen and repeat some words about the places in the town and directions.
- The teacher explains about some instructions related to the material.
- The teacher pronounces the instructions and acts out the actions. The students listen when the teacher pronounces the instructions, repeat after her, and follow her actions

• **Core Activity**

- The teacher puts name of the places on the wall of the classroom.

- The teacher asks one student from each line to come forward. Other students ask the teacher “Where are you going?”, then the teacher answers, for example “I am going to the library.” After that, the teacher gives some directions to reach the place.
- Students who can follow the teacher’s directions would be the next instructor. He/she calls one student from each line and gives the direction to reach the place.

- **Following up**

- The teacher provides four desks and puts four pictures of rooms at the school in the desks. She also arranges some desks as the barrier. She divides the students into four groups which consist of six students. The first student will be blind-folded and act as the driver while the rest are the passengers and act as the instructors who give the direction. The teacher gives one picture of rooms at the school to each passenger.
- The teacher explains the rules of the activity that the driver should find the place where the passengers look for by giving instructions. The driver should ask the passenger “where are you going?”, the first passenger answer by saying “I am going to the canteen.”, then gives the instructions such as, turn right, turn left, go straight, walk forward for five steps, walk backward for three steps, and stop. The first driver who can take all the passengers to the right place they look for, will be the winner.
- The teacher checks the students’ understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

c. Closing activities

















- The teacher asks the students about what they learn today and summarizes the material together.
- The teacher gives further guidance by passing some questions related to the material to the students.
- The teacher and the students make a reflection of the lesson.
- The teacher closes the class and said good bye.

E. REFERENCES

- Sulaiman,S.B, et.al. Basic English 2009. Yudhistira Publisher: Yogyakarta.
- Tim KKG Bahasa Inggris kecamatan Berbah. LKS “Practice Make Perfect” kelas 4 semester 2. 2013. Laras Sukma Press: Berbah
- Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.
-

F. EVALUATION

Listen to your teacher and tick the answer.

1.	 (.....)	 (.....)	 (.....)	 (.....)
2.	 (.....)	 (.....)	 (.....)	 (.....)
3.	 (.....)	 (.....)	 (.....)	 (.....)
4.	 (.....)	 (.....)	 (.....)	 (.....)
5.	Hospital (.....)	Market (.....)	Park (.....)	Bank (.....)

No.	Questions	Answer
1.	Go straight, please!	Option 2
2.	Turn left, please!	Option 1
3.	Turn right, please!	Option 3
4.	Don't stop, please!	Option 4
5.	Bank	Option 4

G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, April 18, 2013

The teacher

(Oktaviana Wijayanti)

NIM. 06202244031

LESSON PLAN 3

School : SD N Jomblang 2
School Subject : English
Class/Semester : IV/II
Skill : Listening
Theme : Things in the classroom
Time : 2x35 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 berbagai permainan.

Indicators :

- Students are able to identify things in the classroom.
- Students are able to do the instructions given by the teacher.

A. THE OBJECTIVE

Students are able to do the instructions related to things in the classroom.

B. THE MATERIAL

- **Language function:**

- **Instructions**









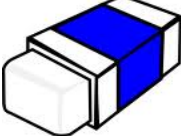

Stand up, please!	Put your book on the table!
Sit down, please!	Clean the whiteboard!
Point to the calendar!	Close the door!
Touch the book!	Open the window!

Raise your book!	Take the paper and give it to me!
Put your book down!	Sweep the floor!

▪ **Asking and giving information about things in the classroom**

- Asking: What is it called in English?
- Answering: It is a/an ... (a book, a dustbin, an eraser, etc)

♥ **Vocabularies (things in the classroom):**

				
a book	a chair	a table	a pen	a lamp
				
a pencil	a pencil sharpener	a pencil case	a ruler	a fan
				
a bag	a map	chalks	a calendar	a paper
				
a window	a door	an eraser	a board marker	a broom

				
a whiteboard	a clock	a flag	a flower vase	a dustbin

C. THE METHOD OF LEARNING : *TPR (Total Physical Response)*

D. THE ACTIVITIES

a. Opening activities

- The teacher greets the children then they do a prayer together.
- The teacher asks the students' condition.
- The teacher checks the attendance list.
- The students listen when the teacher sings "Hokey Pokey" song. After that, the students sing the song together with the teacher.

b. Main activities

• Preparation

- The teacher distributes some pictures of things in the classroom to the students
- The teacher asks the students to listen and repeat some words about things in the classroom.
- The teacher explains about some class instructions related to things in the classroom.
- The teacher pronounces the instructions and acts out the actions. The students follow the teacher's actions.

• Core Activity

- The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to the teacher's instructions and act out the actions given.

- The teacher asks a student from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out.
- The four students invite their four friends and do the same action like before. This is done until all the students get their turn.

- **Following Up**

- The teacher explains the rules of the game that the teacher will call out a command, such as Simon says: Point the calendar, and the students must do what the teacher say. However, when the teacher call out a command, such as point your book with your right hand (leaving out Simon says), the students must not do the actions. The student who makes mistake will out of the game. The students who can do the instructions correctly till end become the winner of the game.
- The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

c. Closing activities





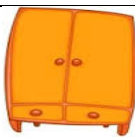
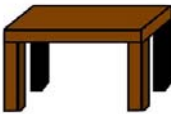


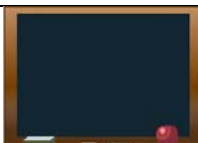





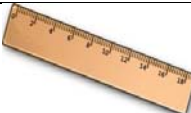





- The teacher asks the students about what they learn today and summarizes the material together.
- The teacher gives further guidance by passing some questions related to the material to the students.
- The teacher closes the class by greeting them and saying good bye

E. REFERENCES

- Sulaiman,S.B, et.al. Basic English 2009. Yudhistira Publisher: Yogyakarta.
- Tim KKG Bahasa Inggris kecamatan Berbah. LKS "Practice Make Perfect" kelas 4 semester 2. 2013. Laras Sukma Press: Berbah
- Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

F. EVALUATION

Listen to your teacher and tick the answer.

1.	 (.....)	 (.....)	 (.....)	 (.....)
2.	 (.....)	 (.....)	 (.....)	 (.....)
3.	 (.....)	 (.....)	 (.....)	 (.....)
4.	 (.....)	 (.....)	 (.....)	 (.....)
5.	 (.....)	 (.....)	 (.....)	 (.....)

No.	Questions	Answer
1.	Point the eraser!	Option 2
2.	Point the pencil case!	Option 4
3.	Point the blackboard!	Option 1
4.	Bring me the ruler!	Option 3
5.	Bring me something to write!	Option 1

G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, April 25, 2013

The teacher

(Oktaviana Wijayanti)

NIM. 06202244031

LESSON PLAN 4

School : SDN Jomblang 2
School Subject : English
Class/Semester : IV/II
Skill : Listening
Theme : Clothes
Time : 2x35 minutes

Standard Competence: 1. Comprehend very simple instructions related to the school contexts by doing actions.

Basic Competence : 1.2. Respond to the simple instructions orally.

Indicators :

- Students are able to identify kinds of clothes.
- Students are able to do the instructions given by the teacher.
- Students are able to give instructions.

A. THE OBJECTIVE

Students are able to give and do the instructions related to clothes.

B. THE MATERIAL

♥ Language function

➤ Instructions

- Wear the bandana!
- Put off your shoes!
- Put on the shirts!
- Run and find the hat!

➤ Asking and giving information about clothes

- Asking: What are your favorite clothes?
- Answering: I like to wear ... (a skirt, a jacket, shorts, etc)

♥ **Vocabularies (clothes):**

			
a hat/cap	a veil	a bandana	a T-shirt
			
a shirt	a dress	a blouse	a singlet
			
a coat	a sweater	a jacket	a swimsuit
			
a skirt	shorts	trousers/pants	gloves
			
a uniform	shoes	socks	pyjamas

			
a raincoat	sandals	a tie	a belt

C. THE METHOD OF LEARNING : TPR (Total Physical Response)

D. THE ACTIVITIES

a. Opening activities

- The teacher greets the students and the students replied.
- The teacher asks the students' condition.

b. Main activities

➤ **Teaching-Learning**

- The teacher provided some real clothes. She then explains the name of clothes by showing it to the students. for example, she takes a jacket, shows it to the students, and saying "I like to wear jacket".
- The teacher then asks the students to sing "my clothes" song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.
- The teacher explains about some class instructions related to clothes.
- The teacher pronounces the instructions and acts out the actions.
- The teacher asks some students to come forward and asks them to follow her actions.
- The teacher divides the students into two groups and asks them to stand in line. She provides some kinds of clothes in the two fronts desks. She asks two students to act as the model. She will call out a command, such as: put on the hat and shirt to your model. The students listen to the teacher's instructions and then the front students will run and find the hat and shirt and put them on

to the model's body. If the teacher calls out the "put the clothes off", the students should put off the clothes from the model's body. The first student completed the instruction will be the next instructor replacing the teacher.

- The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

c. *Closing activities*

- The teacher asks the students about what they learn today and summarizes the material together.
- The teacher gives further guidance by passing some questions related to the material to the students.
- The teacher and the students make a reflection of the lesson.
- The teacher closes the class by saying goodbye

E. REFERENCES

- Sulaiman,S.B, et.al. Basic English 2009. Yudhistira Publisher: Yogyakarta.
- Tim KKG Bahasa Inggris kecamatan Berbah. LKS "Practice Make Perfect" kelas 4 semester 2. 2013. Laras Sukma Press: Berbah
- Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta

F. EVALUATION

Listen to your teacher and tick the answer.

1.	 (.....)	 (.....)	 (.....)	 (.....)
2.	 (.....)	 (.....)	 (.....)	 (.....)
3.	 (.....)	 (.....)	 (.....)	 (.....)
4.	 (.....)	 (.....)	 (.....)	 (.....)
5.	 (.....)	 (.....)	 (.....)	 (.....)

No.	Questions	Answer
1.	Put on the skirt!	Option 1
2.	Wear the T-shirt!	Option 4
3.	Put on the green veil!	Option 2
4.	Wear the black belt!	Option 4
5.	Wear the yellow shirt!	Option 3

G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, May 2nd, 2013

The teacher

(Oktaviana Wijayanti)

NIM. 06202244031

LESSON PLAN 5

School : SDN Jomblang 2
School Subject : English
Class/Semester : IV/II
Skill : Listening
Theme : Time
Time : 2x35 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 berbagai permainan.

Indicator :

- Students are able to set the clock based on the instructions given by the teacher.
- Students are able to identify numbers and tell the time when they are spoken.
- Students are able to apply the question and answer of time.

A. THE OBJECTIVES

Students are able to ask and give information about time and do the instructions related to telling time.

B. THE MATERIAL

- **Language functions:**

- **Instructions**

- Set the clock hands at ...!

- **Asking and giving information about telling time**

- Asking time: What time is it?
 - What is the time, please?
 - Do you know the time?

- Could you tell me the time, please?
- Answering: It is ... (ten o'clock, a quarter past ten, etc)

♥ **Vocabularies (numbers):**

1	One	16	Sixteen	31	Thirty one	46	Forty six
2	Two	17	Seventeen	32	Thirty two	47	Forty seven
3	Three	18	Eighteen	33	Thirty three	48	Forty eight
4	Four	19	Nineteen	34	Thirty four	49	Forty nine
5	Five	20	Twenty	35	Thirty five	50	Fifty
6	Six	21	Twenty one	36	Thirty six	51	Fifty one
7	Seven	22	Twenty two	37	Thirty seven	52	Fifty two
8	Eight	23	Twenty three	38	Thirty eight	53	Fifty three
9	Nine	24	Twenty four	39	Thirty nine	54	Fifty four
10	Ten	25	Twenty five	40	Forty	55	Fifty five
11	Eleven	26	Twenty six	41	Forty one	56	Fifty six
12	Twelve	27	Twenty seven	42	Forty two	57	Fifty seven
13	Thirteen	28	Twenty eight	43	Forty three	58	Fifty eight
14	Fourteen	29	Twenty nine	44	Forty four	59	Fifty nine
15	Fifteen	30	Thirty	45	Forty five	60	Sixty

C. THE METHOD OF LEARNING : *TPR (Total Physical Response)*

D. THE ACTIVITIES

a. Opening activities

- The teacher greets the students then they do prayer together.
- The teacher asks the students' condition.
- The teacher calls the roll.
- The students listen when the teacher sings "what time is it" song. After that, the students sing the song together with the teacher.

b. Main activities

- The teacher gives explanation on how to ask and give information about time.
- The teacher explains about telling time using a mini-clock.
- The teacher asks the students to sing "what time is it?" song. This song is intended to get enjoyable practice for the students in pronouncing how to

tell time. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.

- The teacher asks a student from each row to come forward and gives a mini-clock for each of them.
- The other students use the asking time expression (for example what time is it?) and then the teacher will call out a certain time (for example it is a quarter past five). The four students are asked to listen to the time mentioned by the teacher, then they move the long and short hands of the clock to show the time.
- The four students invite their four friends and do the same action like before. This is done until all students get their turn.

c. Production activity

- The students are divided into four groups and the teacher gives one mini-clock for each group. They stand in line beside their tables. The teacher explains the rules of the game that the teacher will call out a time, for example “Set the clock hands at seven o’clock”. After that, the front children of each team run to take the clock and arrange it to show the time. The first team to represent the time correctly will get a point and the team that can show the more correct time will be the winner.
- The teacher checks the students’ understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided

d. Closing activities






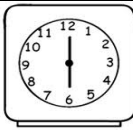










- The teacher asks the students about what they learn today and summarizes the material together.
- The teacher gives further guidance by passing some questions related to the material to the students.
- The teacher and the students make a reflection of the lesson.
- The teacher closes the class by greeting them and saying good bye.

E. REFERENCES

- Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- Sulaiman,S.B, et.al. Basic English 2009. Yudhistira Publisher: Yogyakarta.
- Tim KKG Bahasa Inggris kecamatan Berbah. LKS “Practice Make Perfect” kelas 4 semester 2. 2013. Laras Sukma Press: Berbah
- Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

F. EVALUATION

Listen to your teacher and tick the answer.

1.	 (.....)	 (.....)	 (.....)	 (.....)
2.	 (.....)	 (.....)	 (.....)	 (.....)
3.	 (.....)	 (.....)	 (.....)	 (.....)
4.	 (.....)	 (.....)	 (.....)	 (.....)
5.	5 (.....)	15 (.....)	25 (.....)	50 (.....)

No.	Questions	Answer
1.	Please come at eight o'clock!	Option 3
2.	Please take a nap at two o'clock!	Option 4
3.	Please take a bath at half past four!	Option 1
4.	Please go to lunch at twelve o'clock!	Option 1
5.	Fifty	Option 4

G. ASSESSMENT RUBRIC

No.	Listening instruction	Skor
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, May 16th, 2013

The teacher

(Oktaviana Wijayanti)

NIM. 06202244031

COURSE GRID (Cycle 1)
IMPROVING THE TEACHING AND LEARNING PROCESS OF LISTENING SKILLS IN A BIG CLASS
THROUGH TOTAL PHYSICAL RESPONSE IN GRADE 4 OF SD N JOMBLANG 2 IN THE ACADEMIC YEAR OF 2012/2013

Meeting	Standard Competence	Basic Competence	Theme	Indicators	media	Learning Materials		Learning activities	Description of TPR
						Grammar	Vocabulary		
1st	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 berbagai permainan.	Parts of the body (2x35')	1. Students are able to identify parts of the body. 2. Students are able to do the instructions given by the teacher.	Media : Pictures of parts of our body.	<ul style="list-style-type: none"> Imperative - Touch your ...! 	Head, hair, eyes, chick, nose, ears, mouth, hands, knees, leg.	a. Opening activities <ul style="list-style-type: none"> - The teacher greets the students then they do prayer together. - The teacher asks the students' condition. - The teacher calls the roll. - The students listen when the teacher sings "if you're happy" song. After that, the students sing the song together with the teacher. b. Main activities <ul style="list-style-type: none"> Preparation <ul style="list-style-type: none"> - The teacher shows a big poster of human's body and put it on the whiteboard, so that all students could see the picture. - The teacher asks the students to listen and repeat some words about parts of our body. 	<ul style="list-style-type: none"> The Total Physical Response Total Physical Response is a language teaching built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.

								<ul style="list-style-type: none"> • Core activity <ul style="list-style-type: none"> - The teacher distributes some pictures of parts of the body to the students. Then she asks one student to come forward and be a model. - The teacher calls out a part of the body, then the student who gets the picture stands and sticks the picture at the model - The teacher ask the students to sing “head and shoulders” song and at the same time point the parts of the body. • Following up <ul style="list-style-type: none"> - The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to the teacher’s instructions and act out the actions given. - The teacher asks two students from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out. This is done until all the students get their turn. - The teacher checks the students’ understanding by 	
--	--	--	--	--	--	--	--	--	--

								<p>choose by holding test related to the material. The students listen to the questions mentioned by the teacher, then ticking the answers provided.</p> <ul style="list-style-type: none"> - The teacher gives comment by saying good job/well done/very good/excellent etc to the students who give correct answer in responding the teacher's instructions. <p>c. Closing activities</p> <ul style="list-style-type: none"> - The teacher asks the students about what they learn today and summarizes the material together. - The teacher gives further guidance by passing some questions related to the material to the students. - The teacher and the students make a reflection of the lesson. - The teacher closes the class by greeting them and saying good bye. 	
2 nd	5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.	5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima	Around The Town (2x35')	<ul style="list-style-type: none"> - Students are able to identify rooms at the school. - Students are able to do the instructions given by the 	Media : Pictures	<ul style="list-style-type: none"> • Imperative - Turn right, please! - Turn left please! - Turn around please! 	Hospital, Park, Mosque, Bank, School, Market, Bus station.	<p>a. Opening activities</p> <ul style="list-style-type: none"> - The teacher greets the students then they do prayer together. - The teacher asks the students' condition. - The teacher calls the roll. <p>b. Main activities</p>	<p>• The Total Physical Response</p> <p>Total Physical Response is a language teaching built around the coordination of speech and action, it</p>

		dalam konteks kelas dan berbagai permainan		<p>teacher.</p> <ul style="list-style-type: none"> - Students are able to give instructions. 				<ul style="list-style-type: none"> • Exploration <ul style="list-style-type: none"> - The teacher shows a big poster of parts of the house and put it on the whiteboard, so that all students could see the picture. - The teacher asks the students to listen and repeat some words about parts of the house. - The teacher distributes some pictures of parts of the house to the students. - The teacher reviews the names of rooms at the house. • Elaboration <ul style="list-style-type: none"> - The teacher gives the students some pictures of parts of the house (the pictures without the name of part of the house) each students gets one picture. - The teacher asks the students to see the picture and hide it. - The teacher calls the name of part of the house then the students who have the picture of it stand up and show it in front of the class. - This is done until the teacher called 5 parts of the house. • Confirmation <ul style="list-style-type: none"> - The teacher asks one student 	<p>attempts to teach language through physical (motor) activity.</p>
--	--	--	--	---	--	--	--	---	--

								<p>from each line to come forward. Then the teacher asks the students to point the name of part of the house. This is done until all the students get their turn.</p> <ul style="list-style-type: none"> - The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers. <p>c. Closing activities</p> <ul style="list-style-type: none"> - The teacher asks the students about what they learn today and summarizes the material together. - The teacher gives further guidance by passing some questions related to the material to the students. - The teacher and the students make a reflection of the lesson. - The teacher closes the class by greeting them and saying good bye 	
3 rd	5. Memahami instruksi sangat sederhana dengan tindakan dalam	5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara	Things in the classroom. (35'x2)	<p>1. Students are able to identify things in the classroom.</p> <p>1. Students are able to do the instructions</p>	Media : - Pictures -Real objects in the classroom	imperatives	Door, window, blackboard, chalks, chairs, tables, cupboard, pictures,	<p>a. Opening activities</p> <ul style="list-style-type: none"> - The teacher greets the children then they do a prayer together. - The teacher asks the students' condition. - The teacher checks the 	<p>• The Total Physical Response</p> <p>Total Physical Response is a language teaching built around the coordination of</p>

	konteks kelas.	berterima dalam konteks kelas dan berbagai permainan		given by the teacher.			eraser, book, bag, pencil, calendar.	<p>attendance list.</p> <ul style="list-style-type: none"> - The students listen when the teacher sings “Hokey Pokey” song. After that, the students sing the song together with the teacher. <p>b. Main activities</p> <ul style="list-style-type: none"> • Presentation <ul style="list-style-type: none"> - The teacher distributes some pictures of things in the classroom to the students - The teacher asks a question: “What is this?” by showing the pictures and the students answer it by saying “It is a/an ...”. The student who gets the picture stands and sticks the picture at the blackboard. - The teacher asks the students to sing “this is window” song. This song is intended to get enjoyable practice in pronouncing the words for the students. The students listen when the teacher sings the song. After that, the students sing the song together 	speech and action, it attempts to teach language through physical (motor) activity.
--	----------------	--	--	-----------------------	--	--	--------------------------------------	--	---

								<p>with the teacher.</p> <ul style="list-style-type: none"> - The teacher explains about some class instructions related to things in the classroom. - The teacher pronounces the instructions and acts out the actions. The students follow the teacher's actions. - The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to the teacher's instructions and act out the actions given. - The teacher asks a student from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out. - The four students invite their four friends and do the same action like before. This is done until all the students get their turn. - The teacher asks the 	
--	--	--	--	--	--	--	--	--	--

								<p>students to play Simon Says Games. The teacher explains the rules of the game that the teacher will call out a command, such as Simon says: touch the calendar, and the students must do what the teacher say. However, when the teacher call out a command, such as touch your book with your right hand (leaving out Simon says), the students must not do the actions. The student who makes mistake will out of the game. The students who can do the instructions correctly till end become the winner of the game.</p> <ul style="list-style-type: none"> - The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided. <p>c. Closing activities</p>	
--	--	--	--	--	--	--	--	---	--

								<ul style="list-style-type: none">- The teacher asks the students about what they learn today and summarizes the material together.- The teacher gives further guidance by passing some questions related to the material to the students.- The teacher closes the class by greeting them and saying good bye	
--	--	--	--	--	--	--	--	---	--

COURSE GRID (Cycle 2)
IMPROVING THE TEACHING AND LEARNING PROCESS OF LISTENING SKILLS IN A BIG CLASS
THROUGH TOTAL PHYSICAL RESPONSE IN GRADE 4 OF SD N JOMBLANG 2 IN THE ACADEMIC YEAR OF 2012/2013

Meeting	Standard Competence	Basic Competence	Theme	Indicators	media	Learning Materials		Learning activities	Description of TPR
						Grammar	Vocabulary		
1st	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 berbagai permainan.	Clothes (2x35')	1. Students are able to identify parts of the body. 2. Students are able to do the instructions given by the teacher.	- Pictures Real clothes	- Imperatives : - Wear the bandanna! - Put off your shoes! - Run and find the hat! - Put on the shirts!	a skirt, a jacket, a hat/cap, shorts, a veil, a T-shirt, a shirt, a dress, a blouse, a sweater, trousers/pants, gloves, a uniform, shoes, shocks, raincoat, a tie, a belt	a. Opening activities - The teacher greets the students then they do prayer together. - The teacher asks the students' condition. - The teacher calls the roll. a. Main activities • Preparation - The teacher provided some real clothes. She then explains the name of clothes by showing it to the students. - The teacher asks the students to repeat after her. - The teacher explains about some class instructions related to clothes. - The teacher pronounces the instructions and acts out the actions. - The teacher asks some students to come forward and asks them to follow her actions. • Core activity - The teacher asks the	• The Total Physical Response Total Physical Response is a language teaching built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.

								<p>students to play Dressing Up Relay game. The teacher divides the students into two groups and asks them to stand in line. She provides some kinds of clothes in the two fronts desks. She asks two students to act as the model. She will call out a command, such as: put on the hat and shirt to your model.</p> <ul style="list-style-type: none"> - The students listen to the teacher's instructions and then the front students will run and find the hat and shirt and put them on to the model's body. If the teacher calls out the "put the clothes off", the students should put off the clothes from the model's body. The first student completed the instruction will be the next instructor replacing the teacher. - The team which can do the fastest and the more correct matching will be the winner • Following up - The teacher asks the students to play Clothes Race Game. The teacher divides the students into two groups and asks them to 	
--	--	--	--	--	--	--	--	---	--

								<p>stand in line. The teacher provides some kinds of clothes in the two fronts desks. The teacher explains the rules of the game that the teacher will call out an instruction, such as wear the shoes and the black socks. The front students in each group will run and find the clothes and put them on their body. If they have finished, they should run and stand in front of the whiteboard. The first team which can wear the clothes correctly will get a point. The team with the highest point will be the winner</p> <ul style="list-style-type: none"> - The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided. • Closing Activities <ul style="list-style-type: none"> - The teacher asks the students about what they learn today and summarizes the material together. - The teacher gives further guidance by passing some questions related to the material to the students. 	
--	--	--	--	--	--	--	--	---	--

								<ul style="list-style-type: none"> - The teacher and the students make a reflection of the lesson. - The teacher closes the class 	
2 nd	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 berbagai permainan.	Time (2x35')	<ol style="list-style-type: none"> 1. Students are able to set the clock based on the instructions given by the teacher. 2. Students are able to identify numbers and tell the time when they are spoken. 	- Real Clock - Picture	Imperatives: <ul style="list-style-type: none"> - Set clock at ...! - Please come at . . . ! 	Clock, come, lunch, take a bath, take a nap. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, half, quarter.	<ol style="list-style-type: none"> a. Opening activities <ul style="list-style-type: none"> - The teacher greets the students then they do prayer together. - The teacher asks the students' condition. - The teacher calls the roll. b. Main activities <ul style="list-style-type: none"> • Preparation <ul style="list-style-type: none"> - The teacher teach numbers from 1 (one) until 60 (sixty) to the students. - The teacher asks the students to repeat the numbers after her. • Core Activity <ul style="list-style-type: none"> - The teacher asks a student from each row to come forward and gives a mini-clock for each of them. - The teacher asks the students to set the clock mentioned by the teacher. • Following up <ul style="list-style-type: none"> - The teacher asks the students to play Clock Race Games. - The students are divided into four groups and the teacher gives one mini. clock for each group. They stand in line beside their tables - The teacher explains the rules of the game that the teacher will call out a time, 	<ul style="list-style-type: none"> • The Physical Response Total Physical Response is a language teaching built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.

								<p>for example “Set the clock hands at seven o’clock”.</p> <p>After that, the front children of each team run to take the clock and arrange it to show the time. The first team to represent the time correctly will get a point and the team that can show the more correct time will be the winner.</p> <ul style="list-style-type: none"> - The teacher checks the students’ understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answer provided. <p>c. Closing activities</p> <ul style="list-style-type: none"> - The teacher asks the students about what they learn today and summarizes the material together. - The teacher gives further guidance by passing some questions related to the material to the students. - The teacher and the students make a reflection of the lesson. - The teacher closes the class by greeting them and saying good bye. 	
3 rd	5. Memahami instruksi sangat sederhana dengan	5.1 Merespon dengan melakukan tindakan sesuai	Food and drink (2x35’)	1. Students are able to identify kinds of food. Students are	Pictures	Imperatives: - Bring a plate of fried rice to ..., please! - Bring a	(food and drink): (food : rice, fried rice, noodle, bread, fried fish, fried chicken, roasted	<p>a. Opening activities</p> <ul style="list-style-type: none"> - The teacher greets the children by singing “Good morning” song then they do a prayer together. The teacher asks the students’ 	<p>• The Physical Response</p> <p>Total Physical Response is a language</p>

	tindakan dalam konteks kelas	dengan instruksi secara berterima dalam konteks kelas dan berbagai permainan		<p>able to identify kinds of drink.</p> <p>2. Students are able to do the instructions given by the teacher.</p> <p>3. Students are able to give instructions</p>		<p>glass of hot chocolate to. . . , please!</p>	<p>chicken, sandwich, doughnut, chocolates, pizza, cake, cheese, egg, a bowl of meatball, satay. (drink: a glass of milk, an ice cream, a glass of ice tea, a glass of orange juice, a glass of fresh water, a cup of coffee, a glass of hot chocolate, a bottle of soft drink, a cup of tea)</p>	<p>condition.</p> <ul style="list-style-type: none"> - The teacher checks the attendance list. <p>b. Main activities</p> <ul style="list-style-type: none"> • Preparation: - The teacher explains the name of food and drink and asks the students to repeat after her.. - The teacher explains about some class instructions related to ordering food and drink to the students. She pronounces the instructions and acts out the actions. • Core Activities: - The teacher distributes pictures of food and drink for some students. - The teacher give 	<p>teaching built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.</p>
--	------------------------------	--	--	---	--	---	--	---	--

LESSON PLAN 6

School : SDN Jomblang 2
School Subject : English
Class/Semester : IV/II
Skill : Listening
Theme : Food and Drink
Time : 2x35 minutes

Standard Competence: 1. Comprehend very simple instructions related to the school contexts by doing actions.

Basic Competence : 1.2. Respond to the simple instructions orally.

Indicators :

- Students are able to identify kinds of food.
- Students are able to identify kinds of drink.
- Students are able to do the instructions given by the teacher.
- Students are able to give instructions.

A. THE OBJECTIVE

Students are able to give and do the instructions related to food and drink.

B. THE MATERIAL

♥ Language function

➤ Instructions

- | |
|--|
| • Bring a plate of fried rice to table 1, please! |
| • Bring a glass of hot chocolate to table 5, please! |

























➤ Asking and giving information about food and drink

- Asking: What do you order?
- Answering: I want to order ... (a plate of rice, a bowl of fried noodle, etc) and ... (a glass of milk, a cup of hot chocolate, etc)









- I am hungry. I want to eat a pan of pizza.
- I am thirsty. I want to drink a glass of orange juice.


♥ Vocabularies:

Food

			
A plate of rice	A plate of fried rice	A bowl of noodle	A slice of bread
			
Fried fish	Fried chicken	Roasted chicken	A slice of meat
			
Sandwich	Doughnut	3 slices of chocolate	A pan of pizza
			
A cake	Cheese	A bowl of crisp	An egg
			
Candies	A bowl of meatball	A bowl of chicken soup	Pudding
			
Gum	Five biscuit	Fruits	Vegetables

Drink

			
A glass of milk	An ice cream	A glass of ice tea	A glass of syrup
			
A glass of fresh water	A cup of coffee	A glass of hot chocolate	A glass of orange juice

			
A bottle of soft drink	A cup of tea		

C. THE METHOD OF LEARNING : *TOTAL PHYSICAL RESPONSE*

D. THE ACTIVITIES

a. Opening activities

- The teacher greets the students
- The teacher asks the students' condition.

b. Main activities

- The teacher explains the name of food and drink and gives the students the example of how to ask and give information about food and drink.
- The teacher then asks the students to sing "What do you like?" song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.
- The teacher explains about some class instructions related to ordering food and drink to the students. She pronounces the instructions and acts out the actions.
- The teacher distributes some pictures of food and drink to some students. After that, the student who gets the picture does the action.
- The teacher distributes pictures of food and drink to each student. The teacher explains the rule of the activity, she will say "I am going to the canteen, I want to eat ... and drink ... (call out five kinds of food and five kinds of drink, for example fried rice, pizza, milk, orange juice, etc). The student who gets the picture should stand in line behind the teacher (like a train) and move around the class singing I like pizza or what do you like? song. In the end of the song, they should compete each other to get a chair to sit.

- The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

c. Closing activities

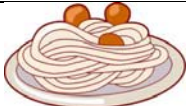











- The teacher asks the students about what they learn today and summarizes the material together.
- The teacher gives further guidance by passing some questions related to the material to the students.
- The teacher and the students make a reflection of the lesson.
- The teacher closes the class and said goodbye.









E. REFERENCES

- Sulaiman,S.B, et.al. Basic English 2009. Yudhistira Publisher: Yogyakarta.
- Tim KKG Bahasa Inggris kecamatan Berbah. LKS "Practice Make Perfect" kelas 4 semester 2. 2013. Laras Sukma Press: Berbah
- Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta

F. EVALUATION

Listen to your teacher and tick the answer.

1.	 (.....)	 (.....)	 (.....)	 (.....)
2.	 (.....)	 (.....)	 (.....)	 (.....)
3.	 (.....)	 (.....)	 (.....)	 (.....)

4.	 (.....)	 (.....)	 (.....)	 (.....)
5.	 (.....)	 (.....)	 (.....)	 (.....)

No.	Questions	Answer
1.	Bring me noodles!	Option 1
2.	Bring me orange juice!	Option 3
3.	Bring me something to drink!	Option 1
4.	I am hungry. Bring me the fried chicken, please!	Option 2
5.	Bring me a cup of coffee!	Option 4

G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, May 23rd, 2013

The teacher

Oktaviana Wijayanti

NIM. 06202244031

Daftar Nilai Listening Test Kelas IV

No.	Nama	Pre-Test	Post-Test
1	Abu Rizal Ramadhan	6.3	9.3
2	Ageng Nurpagi Dias Mara	7	9.3
3	Agus Hendra P	4.3	8.0
4	Alfian Rizay Dwi Pamungkas	8	10
5	Ari Sujatmiko	5.6	8.6
6	Aurelia Nur Rahmah	5.6	8.3
7	Bayu Irwanto	5	8.6
8	Bayu Satrio Aji	5.3	8.6
9	Devana Rani Setia Putri	7	9
10	Erlang Priatmono	6.3	10
11	Fatikha Nurzahra Putri A	6.3	8.6
12	Ferda Musticha Alam	8.3	10
13	Hanifah Nur H	4.6	8
14	Inas Dwi Khasanah	6	8
15	Khansa Afifah	6.6	9.6
16	Kiki Murdian Dini	4.6	8
17	Langlang Dwi Kuncoro	7.3	9
18	Linda Dwi S	5.6	8.3
19	Listiani Dwi Setyaningrum	5	8
20	Lutfi Miftahkul Janah	8	10
21	M. Ali Mahmud	6	8.6
22	Marsa Eka Setia Putri	6	8.3
23	Muh. Ismail R	5	8.6
24	Muh. Lathiful Adib	4.6	8
25	Muh. Riski	5.6	8.3
26	Nafik Ernawati	6.6	9.3
27	Nur Ihsan Rusydi	5.6	9.3
28	Pasca Albata A	8	9.6
29	Rifani Kismiyati	6.6	9
30	Salsabila AZ	5	7
31	Siska Damayanti	4.3	7
32	Thomas Pandu F	8	9.6
33	Wahyu Risky Ananta	6.6	9.6
34	Yuda Pratama	6.3	9.3
35	Yulfika Anggi Firnanda	5	8.3
Rata-rata		6.1	8.8

Questions

1. Raise your hand!
2. Touch your ear!
3. Touch your head!
4. Touch your eyes!
5. Touch your nose!
6. Go straight, please!
7. Turn left, please!
8. Turn right, please!
9. Don't stop, please!
10. Point the eraser!
11. Point the table!
12. Point the blackboard!
13. Bring me the ruler!
14. Bring me something to write!
15. Put on the skirt!
16. Wear the T-shirt!
17. Wear the red shoes!
18. Put on the green veil!
19. Wear the black belt!
20. Wear the yellow shirt!
21. Please come at eight o'clock!
22. Please take a nap at two o'clock!
23. Please take a bath at half past four!
24. Please go to lunch at twelve o'clock!
25. Bring me noodles!
26. Bring me orange juice!
27. Bring me something to drink!

28. I am hungry. Bring me the fried chicken, please!


29. Bring me a cup of coffee!














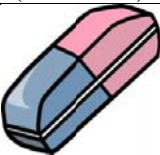






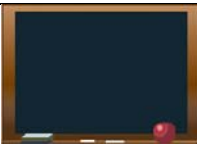




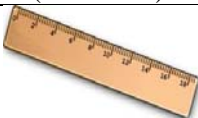






30. Bring me something to eat!

Listening Tests (pre-test and post-test)





























Name :

Class/Student's number :

1.	 (.....)	 (.....)	 (.....)	 (.....)
2.	 (.....)	 (.....)	 (.....)	 (.....)
3.	 (.....)	 (.....)	 (.....)	 (.....)
4.	 (.....)	 (.....)	 (.....)	 (.....)
5.	 (.....)	 (.....)	 (.....)	 (.....)
6.	 (.....)	 (.....)	 (.....)	 (.....)

7.				
	(.....)	(.....)	(.....)	(.....)
8.				
	(.....)	(.....)	(.....)	(.....)
9				
	(.....)	(.....)	(.....)	(.....)
10.				
	(.....)	(.....)	(.....)	(.....)
11.				
	(.....)	(.....)	(.....)	(.....)
12.				
	(.....)	(.....)	(.....)	(.....)
13.				
	(.....)	(.....)	(.....)	(.....)
14.				
	(.....)	(.....)	(.....)	(.....)

15.	 (.....)	 (.....)	 (.....)	 (.....)
16.	 (.....)	 (.....)	 (.....)	 (.....)
17.	 (.....)	 (.....)	 (.....)	 (.....)
18.	 (.....)	 (.....)	 (.....)	 (.....)
19.	 (.....)	 (.....)	 (.....)	 (.....)
20.	 (.....)	 (.....)	 (.....)	 (.....)
21.	 (.....)	 (.....)	 (.....)	 (.....)
22.	 (.....)	 (.....)	 (.....)	 (.....)
23.	 (.....)	 (.....)	 (.....)	 (.....)

24.				
	(.....)	(.....)	(.....)	(.....)
25.				
	(.....)	(.....)	(.....)	(.....)
26.				
	(.....)	(.....)	(.....)	(.....)
27.				
	(.....)	(.....)	(.....)	(.....)
28.				
	(.....)	(.....)	(.....)	(.....)
29.				
	(.....)	(.....)	(.....)	(.....)
30				
	(.....)	(.....)	(.....)	(.....)

SONG LYRICS

1. Head, shoulders, knees, toes

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees and toes,

Knees and toes.

2. Where are you going?

Going going where are you going?

Going going where are you going now?

I am going to the library

Library

Going going where are you going now?

Going going where are you going now?

I am going to the teacher's room

Teacher's room

3. This is the window

This is the window

This is the door

This is the whiteboard

This is the floor

4. My clothes

<p>This is the way wear our clothes Wear the clothes Wear the clothes This is the way we wear the clothes We wear it in the morning</p> <p>This is the way wear the shirt Wear the shirt Wear the shirt This is the way we wear the shirt We wear it in the morning</p>	<p>This is the way wear the shorts Wear the shorts Wear the shorts This is the way we wear the shorts We wear it in the morning</p> <p>This is the way wear the dress Wear the dress Wear the dress This is the way we wear the dress We wear it in the morning</p>
---	---

5. What time is it?

It's five o'clock
Five five five five five o'clock
What time is it?
It's nine o'clock
Nine nine nine nine nine o'clock

6. I like pizza

It's yummy yummy yummy (raise the thumbs)
to my tummy tummy tummy (hold stomach)
yummy yummy yummy (raise the thumbs)
to my tummy tummy tummy (hold stomach), **all rirght**
Pizza, pizza (bring the picture of pizza)
I like pizza (stick the right thumb up, and the left hand hold the picture of apples)
Fried chicken, fried chicken (bring the picture of bananas)

7. What do you like?

What do you like, what do you like?

I like bread

What do you like, what do you like?

I like cake

8. Hokey pokey

You put one hand in

You put one hand out

You put one hand in and you shake shake shake shake shake

You do the hokey pokey and turn around

Everybody turn around

You put two hands in

You put two hands out

You put two hands in and you shake shake shake shake shake

You do the hokey pokey and clap your hands

Everybody clap your hands

You put one foot in

You put one foot out

You put one foot in and you shake shake shake shake shake

You do the hokey pokey and sit down

Everybody please sit down

You put two feet in

You put two feet out

You put two feet in and you shake shake shake shake shake

You do the hokey pokey and stand up

Everybody please stand up

You put your head in
You put your head out
You put your head in and you shake shake shake shake shake
You do the hokey pokey and sing a song
La la la la la la la

You put your back side in
You put your back side out
You put your back side in and you shake shake shake shake shake
You do the hokey pokey and be quite!
Everybody please be quite
Shhhhhhhhhhhhhhhhhhhhhhhhhhhhh.....

You put your whole self in
 You put your whole self out
 You put your whole self in and you shake shake shake shake shake
 You do the hokey pokey and take a bow
 Everybody take a bow

Observation Checklists

Observation scores per meeting (Cycle 1 and Cycle 2)

No.	Observation items	Observation score/meeting					
		1	2	3	4	5	6
A	Pre-teaching						
	1. The teacher greets the students.	2	2	2	4	3	3
	2. The students respond to the greeting.	2	2	2	3	3	3
	3. The teacher asks the students' condition.	3	3	3	4	3	3
	4. The students tell their condition to the teacher.	3	3	3	3	3	3
	5. The teacher calls the roll.	3	3	3	3	3	3
	6. The students tell who is absent.	3	3	3	3	3	3
	7. The teacher asks students to sing a song.	2	4	3	2	4	3
	8. The students sing a song.	3	4	3	3	4	3
	9. The teacher outlines the materials.	3	3	3	3	3	3
	10. The teacher explains the goal of teaching and learning.	3	3	3	3	3	3
B	Whilst-teaching						
	1. The students are ready to learn the materials	3	3	2	3	3	3
	2. The teacher explains the material (the vocabularies and the language function of asking and giving information).	3	3	3	3	3	3
	3. The teacher uses media (game, flashcards, a big picture, and puppet) in helping to deliver the material.	3	3	4	4	3	4
	4. The students' respond towards the teacher's explanation.	2	2	3	3	3	4
	5. The teacher asks students to sing a song.	3	3	3	3	3	3
	6. The students sing the song.	2	4	3	2	4	3
	7. The teacher acts out the instructions.	2	2	3	3	3	3
	8. The students listen and follow the teacher's actions.	3	3	3	3	3	3
	9. The teacher gives chances to the students for asking questions	3	3	3	3	3	3
	10. The students ask questions.	3	0	0	2	2	2
	11. The students practice the instructions.	2	2	3	4	4	4
	12. The students offer themselves to be the volunteer.	2	2	3	3	4	4
	13. The teacher give enough time to the students to arrange their seat/to move in groups.	3	2	2	4	3	4

	14. The teacher asks the students to play a game.	2	3	2	3	2	3
	15. The teacher explains the rules of the game.	3	3	3	3	3	3
	16. The students understand the rules of the game.	2	2	3	3	3	3
	17. The students play the main game.	3	3	3	3	4	4
	18. The students cooperate well in the game.	3	3	3	3	4	4
	19. The students speak in English during the game.	0	0	0	3	3	3
	20. The teacher checks the students' understanding by holding listening test.	2	2	3	3	3	3
C	Post-Teaching						
	1. The teacher and students summarize the lesson.	3	3	3	3	3	3
	2. The teacher gives further guidance.	3	3	3	3	3	3
	3. The students reflect their learning	2	2	3	3	3	3
	4. The teacher gives rewards and motivate the students to participate more in the next meeting	3	3	4	4	3	4
	5. The teacher says good bye.	3	3	3	3	2	3

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

Observer

(Yohana Andhang S, S.Pd.)







