**IMPROVING STUDENTS' INVOLVEMENT THROUGH OPTIMIZING THE USE OF THE AVAILABLE MEDIA IN CLASS V OF  SD TAMANSARI I YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/ 2011**

**A Thesis**

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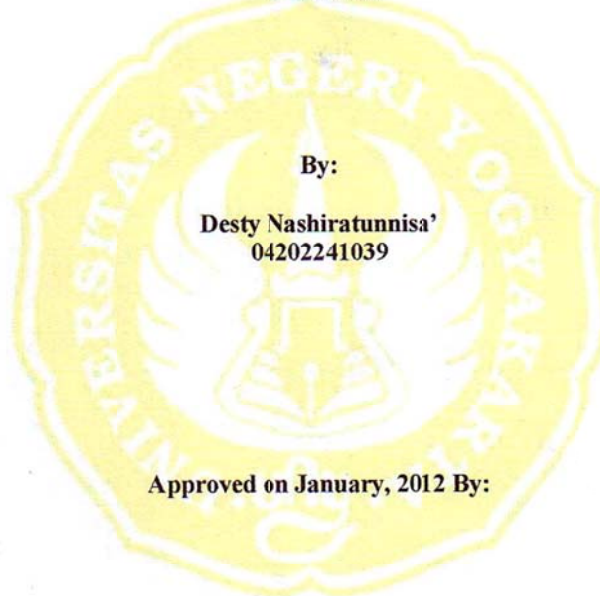in English Language Education



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2012**

# APPROVAL

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Media in Class V of SD Tamansari I Yogyakarta
in the Academic Year of 2010/2011**

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have fulfilled the requirements to attain the *Sarjana Pendidikan* Degree
in English Language Education

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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, Januari 2012
Penulis,

Desty Nashiratunnisa'

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DEDICATIONS


This thesis is dedicated to:


my beloved Mother, Father and Grandmother for your support,

patience, and continuous prayers along my life.

This thesis is finally finished because of your prayer.


my brother and sister,

my beloved friends for your never ending support

my lempeng.com

# MOTTO


Jika memang tidak bisa berlari,
Berjalanlah…
Jangan berhenti sebelum selesai
(My best friend Simon)

# ACKNOWLEDGMENTS

At last, I do realize that this thesis is still far from being perfect. However, I hope that this thesis is useful and gives a positive contribution to the improvement of the English teaching learning process in the elementary schools.

Yogyakarta,  January 2012
The Writer

Desty Nashiratunnisa'

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# IMPROVING STUDENTS' INVOLVEMENT THROUGH OPTIMIZING THE USE OF THE AVAILABLE MEDIA IN CLASS V OF SD TAMANSARI 1, YOGYAKARTA, IN THE ACADEMIC YEAR OF 2010/2011

## ABSTRACT

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The objective of this study is to improve the students' involvement in the teaching and learning process through optimizing the use of the available media in class V of SD Tamansari 1 Yogyakarta in the academic year of 2010/2011. It is intended to be one of the real efforts to overcome the problem of the low students' involvement in the teaching and learning process.

This study is action research. It involved the students of class V at SD N Tamansari 1, Yogyakarta in the academic year of 2010/2011, the English teacher, and the researcher. It was carried out in the second semester. The observation and interview to identify the problems were carried out from January $18^{th}$ to February $10^{th}$, 2011 and the actions were implemented from April $5^{th}$ to April $21^{st}$ , 2011. The research was conducted in two cycles. The researcher implemented some media in the teaching and learning process to improve the students' involvement. The steps of the research were reconnaissance, planning, implementing, and having reflection. The data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher. The instruments for collecting the data were observation guidelines and interview guidelines. The data were in the form of field notes, interview transcripts, and photographs. The data were analyzed by coding the data, eliminating unneeded data, presenting the essential and supporting data, and drawing conclusion/verification based on Miles and Huberman's theory. The validity of the data was obtained by applying democratic, outcomes, process, catalytic, and dialogic validities.

The result of this study showed that the students' involvement in the class improved during the use of various media. The use of various media and the developing of the lesson plan were successful to make the students interested and actively involved in the teaching and learning process. The students answered the questions from the teacher, practiced the role play, joined the games enthusiastically and paid attention to the teacher during the teaching and learning process.

# CHAPTER I

# INTRODUCTION

### A. Background of The Study

Involvement is a key of the success of the teaching and learning process. All of students' activities, either mental or physical are a sign showing the involvement of the students and the quality of the learning process. This involvement can be maximized if it is supported by efforts to improve that involvement.

There are some factors that may influence the students' involvement, i.e. teachers, students, materials, place, time and facilities. Each factor has its own contribution. A teacher plays an important role in the teaching and learning process. The teacher is considered as the key component in encouraging students' involvement, since most elementary schools in Indonesia still consider teachers as the centre in the teaching and learning process. The next factor is the material. Teaching materials have a big impact on the learning achievement. Materials provide a stimulus to learning: they encourage learners to learn. The fourth factor is a place. The classroom is a place where mostly a teaching and learning process takes place. The more comfortable the place to learn, the more comfortable the students will be. The fifth factor is the time. The time available will determine the selection techniques and methods used by the teacher. In the longer time the teacher may use activities which

require long duration such as treasure game, while in shorter time the teacher can apply writing game or guessing game. The last factor is the facilities. These include equipment and media used.

Media as said before is one of the factors that influence the students' involvement. Media are tools to transform message and information from the teacher to the students. Media also make the communication and interaction between the teacher and students in the teaching and learning process more effective.

Each school has different types of media: it depends on the human resources and the school financial. A poor school with good human resources will be able to provide simple media which are made from their creativity. Some schools may lack of teaching media, but some schools may be equipped with complete media by the government.

SD Tamansari I is one of schools in Yogyakarta which are defined as '*Sekolah Rintisan Bahasa Inggris'*. It is stated on '*Keputusan Kepala Dinas Pendidikan dan Olahraga Provinsi Daerah Istimewa Yogyakarta Nomor 1008 tahun 2009 tentang Penetapan Gugus Sekolah Program Rintisan Bahasa Inggris di Sekolah Dasar'*. On that program the government supports this school with media such as; boards, puppets, books, flash cards, interactive CDs, and others.

On January 18th and 25th 2011, the researcher conducted an observation in SD Tamansari I on both the teaching and learning process and the facilities or media

available in that school. As stated previously, Tamansari I as one of *'Sekolah Rintisan Bahasa Inggris'* is equipped with complete media.  Based on the researcher's observation to the available media it is found that the teacher did not use the media optimally.  On the observation to teaching and learning process of the English class at SD N Tamansari 1 class VB, it is found that a number of students were lack of motivation to learn English. They felt bored with the monotonous activities done on each teaching and learning process. Because of that condition, they had low involvement in the classroom activity. Since Tamanasari 1 is *'SD Terpadu'* it should be taken into account by the teacher that the intelligence level of the students is different. Some of them may have high intelligence level and some may have very low intelligence level. In this case, teachers play an important role in handling the problem. Teachers should find appropriate activities to make all students get involved in all activities and give them the same chance. From the observation, the researcher found that only certain students take part actively in the teaching and learning process, such as, games and answering questions from the teacher while the others were passive in the teaching and learning process.

The aim of this research is to improve students' involvement by optimizing the use of available media  in the school. It is expected that the use of interesting media will make them interested and get involved in the teaching and learning process.

B. **Identification of the problems**

There are some problems found in improving the students' involvement. They may come from the students themselves, teachers, methods, facilities, time and the classroom condition.

During the observation conducted on January 18$^{th}$ and 25th, 2011, the researcher found some problems in the teaching and learning process. The description of the English teaching and learning processes situation could be seen in the following vignette.

---

Vignettes of the observation

Date : Tuesday, January 18th 2011

Time : 09.30 – 11.30

Class : VB

Unit : At the school

Number of students : 26 students

*At 09.35 the English teacher came to the class. The English teacher asked the students who were still playing outside to come to the class. She asked all the students to bring their foods inside. Some students asked to the teacher 'Ms Dwi, nanti gamenya apa?' before entering the class. Then the teacher replied "sudah masuk dulu, nanti miss Dwi kasih tau'. Then the students entered the class and sat on their chairs.*

*The class is quite small with 20 tables and 30 chairs inside the classroom. The space between tables was too close.*

*The class was noisy, some students chatted with their friends, walked around the class and ate their snacks. The teacher asked the students to be quiet by saying 'be quiet please'.*

*The teacher then greeted the students by saying 'Good morning?' then the students replied with loud voice 'Good morning ms'. 'How are you today? Do you feel happy this time?' some students replied ' Yes ms', but a few students replied 'no, ms'.*

*The lesson was started by singing a song.  The teacher asked the students to stand up and sang 'Hockey Pokey' song.  Most  students sang together with loud voice. They sang and moved their body.*

*After that, the teacher asked the students 'Any homework?' and students replied 'No ms'. The teacher then asked some questions related to the previous lesson about At The Classroom. 'Ayo anak-anak, di sekolah ada apa saja?'. Almost all students answered 'Ada hall, school yard, kantor guru, WC miss, canteen, etc'. Then the teacher asked the students to listen and repeat some words (e.g. office, hall, school yard, classroom, library, rest room, canteen, etc ).*

*On the next section, the teacher asked the students to do the task on their workbook. Since some students had not get the workbook yet, so they joined their friend.  While doing the exercise on the workbook, some students asked about some difficult words to the teacher, for example 'Miss, membaca itu apa to?'. The teachers answered the question and suggested them to borrow dictionaries from the library.*

*The class was very noisy at that time. Adnan, the trouble maker in that class began to move around the class and threw paper to his friends, some students chatted and played with their friend, but some of them did the exercise seriously. Almost all the time the teacher said' Be quiet, please' with the loud voice and got angry.  During the class, some students were asking permission to the rest room for several times and the teacher permitted them. While the students were doing the exercise, the teacher walked around the class and checked the students' workbook.*

*After 80 minutes (09.45 – 10.35) done the workbook the teacher then said "Itu LKS'nya buat PR ya,,minggu depan dicocokkan, sekarang kita main game'.*

*Almost all students felt happy with that idea. 'game apa ms?*

*The teacher asked students to sit on their chair and be quiet. Then, she divided the class into two groups based on the position of their seats. Each group consists of 13 students and they should make a line between the tables. The teacher drew 2 stairs and numbered them based on the number of the students in each group. One by one, each student should write down one word on the stairs.  A group with the fastest speed to draw 13 words will be the winner.*

*Because some students were dishonest, and some of them just walked along the class the teacher stopped the game and decided to change the game with Guessing Game, so the students still could continue the game on their own seat to minimize the*

*possibility students moved around the class. This time, the teacher divided the class into 4 groups based on the tables' line.*

*First, the teacher gave an example ' I see something in the classroom beginning with letter L', then some students answered 'Lamp'.*

*Next, the teacher drew the score board on the whiteboard.*

*In turn, the teacher gave one question to each group, starting from group A, then B, C, and D. In the middle of the game one group thought that the game was not fair. They thought that other groups were given easier questions. 'Ms,,,masak pertanyaanya gampang banget, tadi pas kelompok saya kok susah,, ah ga adil ms. The teacher then gave the response by giving more score to them 'Ya udah,, karena tadi pertanyaannya agak susah maka skornya bukan 25 tapi 50. And it made other groups felt that the game was not fair.*

*Some students began to feel bored with the game. They were little bit angry because they got low score.*

*One student shouted 'Ms,, bosen,,bosen'.*

*And the other students shouted the same thing.' Iya mis...bosen.bosen,,curang,,curang''*

*The teacher then asked students to sing a song together. Then she closed the class by saying 'Wassalamualaikum wr, wb'*

After conducting the observation, the researcher then conducted interviews with the students and the teacher. The researcher then formulates the problems as follow:

| No | Problems | Code |
|---|---|---|
| 1 | There was a clear gap of students' intelligence level  in SD Tamansari I Yogyakarta | S |
| 2 | A number of students did not study seriously | S |

Continued

| No | Problems | Code |
|----|----------|------|
| 3 | Some students' involvement in teaching learning English was low | S |
| 4 | The students talked to their friend and made noise during the classroom activities | S |
| 5 | Some students went outside the classroom for several times during the lesson | S |
| 6 | The students played with their friend when the teaching-learning process was conducted | S |
| 7 | The teacher sometimes felt too tired to give warning to the students who made noise in the class | T |
| 8 | The material was not varied enough, most of them taken from the LKS | M |
| 9 | The teacher presented the material with the same technique | T |
| 10 | Since the class was conducted after the physical exercise sometimes the students lacked concentration and attention | S |
| 11 | Some students frequently become the troublemakers | S |
| 12 | The teacher sometimes makes unclear instruction | T |
| 13 | The students felt bored easily and moved to their own activity | S |
| 14 | The teacher felt difficulty to control and manage the class | T |
| 15 | The teacher's ability to pay attention to the whole students was not optimum | T |
| 16 | Big numbers of students feel jealous. They assumed that the teacher treats them differently | S |
| 17 | The media, which are available and owned by the school were not used optimally | M |

Continued

| No | Problems | Code |
|----|----------|------|
| 19 | The teacher mostly used flash cards as the media in the teaching and learning process | M |
| 20 | The teacher did not use the time effectively, she asked the students to spent lot of time in doing the LKS only | T |
| 21 | The class was too small and the seats were too narrow for the students | F |

From the problems above the researcher then classified them into four major problems. The first one was related to the teacher. The teacher was giving less attention to each of the students during the teaching and learning process. Moreover, she rarely used various media and materials. She only used flashcards and LKS during the teaching and learning process. It made the teaching and learning process monotonous. Therefore, sometimes the situation and condition during the teaching and learning process were noisy. Some students did not pay attention to the lesson. Consequently, most of the students did not participate actively on the teaching and learning process.

The second problem was related to the students. From the interview conducted by the researcher, some students felt jealous with a student who was regarded as the smartest. They felt that the teacher treated them differently. The monotonous materials and media used by the teacher influence the students'

involvement. They felt reluctant to join the activities. Only some students were active in joining every activity and some of them were passive.

The third problem was related to the materials. The teacher only used the textbook and LKS for the materials in the teaching and learning process. During the class, the students spent their time doing exercises from the LKS.

The fourth problem was related to the media. There were various media available in this school, but the teacher rarely used the various media to make the students more interested in joining the class. She only used one kind of media that is flash cards.

## C. Limitation of the problems

From the identification of the problems above, the numbers of problems were found in the teaching and learning process. Since media plays an important role in arousing students' attention and interest the researcher would focus on optimizing the use of available media to improve students' involvement in the teaching and learning process.

The research members believe that in the teaching and learning process, the students' involvement has a big contribution to the improvement on the effectiveness of all the teaching and learning activities.

**D. Formulation of the problem**

The problem in this study is formulated as follows: How can the students'
involvement  be improved through optimizing the use of the available media in SD
Negeri Tamansari 1 Yogyakarta?

**E. Objective of the study**

In relation to the formulation of the problem above, the objective of the study
is find ways in improving students' involvement through optimizing the use of the
available media in SD Negeri Tamansari 1 Yogyakarta.

**F. Significance of the study**

1. For the English teacher of SD N Tamansari I, this research can be used as a
   means to improve the students' involvement of the English teaching and
   learning process and to choose suitable media for their material.

2. For the teachers of SDN Tamansari I, this research can be used as a model to
   improve the quality of the teaching and learning process.

3. For the headmaster of SDN Tamansari 1, this research can show him the
   importance of media in the teaching and learning process and it can be used
   as consideration to provide more media for the school.

4. For the researcher in the same topic, this research is expected to give them an
   input to their research.

# CHAPTER II

# LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

## A. LITERATURE REVIEW

### 1. Teaching and Learning English to Young learners

a. Teaching English to Young learners

Teaching English to children is not the same as teaching to adults. They have special characteristics. Piaget in Hudelson (1994; 156) says that children in primary or elementary school are usually in the concrete operational stage of the cognitive development. They hardly 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/she teaches.

In learning the language, children are more accepting and tend not to analyze. Their ability to mimic is extremely good. Children, particularly in a classroom setting, also understand things in more holistic way than adults and concentrate much more on the total message itself and not on the message's individual components such as speed, grammar and vocabulary. Thus, in children language classroom, teachers are suggested to provide the language in natural chunks because the necessity to break these chunks into individual pieces

in presenting the language is of much less relevant for children than for adult learners (Abe, 1991: 266).

Phillips (1993:7) says that young learners have the advantage of being great mimic, often unselfconscious, and usually prepare to enjoy the activities by the teachers. The kinds of activities that work well are games and songs with actions, total physical response activity, and tasks which involve colouring, cutting, sticking, simple repetitive stories, and simple repetitive speaking activities. These tasks have the obvious communicative value. Phillips (1993:7) adds that as a children mature, they bring more intellectual, motor and social skills to the classroom.

Cameron (2001; xiii) says that children have a less complicated view of the world than older children and adults, but this fact does not imply that teaching children is simple or straightforward. She also says that it is misleading to think that children will only learn simple language, such as colours and numbers, nursery rhymes and songs, and talking about them. Children do more than the adult think they can and they have huge learning potential.

b.  Characteristics of young learners

There are many characteristics of young language learners. First, children know the context of language. It is supported by Halliwell (1993:3) who suggest that young children are able to understand what is being said to

them even before they understand the individual words. They can guess the meaning of unknown words from intonation, gestures, facial expressions and actions.

The second characteristic is that children learn everything indirectly rather than directly (Harmer, 2002: 37). They are unconsciously acquiring the language. Halliwel (1993; 5) says that children will understand easily through indirect learning because their mind is not engaged on the language.

The third characteristic is that young learners can understand the language not only from the explanation, but also from what they see and listen, and when they interact with others (Harmer, 2002: 37). Furthermore, Halliwell (1993;7) states that young learners like to talk with others, for example doing pair work or discussion.

The fourth characteristic is that children are more accepting and tending rather than analyzing: children's ability to mimicries is extremely good (Abe, 1991).

The fifth characteristic is related to the children's curiosity. They are very curious about many things around them (Harmer, 2002; 38). They have high enthusiasm with many things around them. Therefore, it is important for the teacher to use various learning media.

Next, the children like to ask for teacher's attention and have approval from him/her (Harmer, 2002: 38). Meanwhile, praise can be given to motivate them.

The seventh characteristic is proposed by Harmer (2002; 38). He states that children have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes. Similarly Cameron (2001: 15) states that children are more easily diverted and distracted by other learners. Therefore, they should have enormous activities which will make them interested.

In addition Brewster, et al (2002:27) explain some characteristics of the children that are diffrent from older learners, i,e:

a. Children have a lot of physical energy and often need to be physically active.

b. Children have a wide range of emotional needs.

c. Children are more emotionally excitable.

d. Children are developing conceptually and are at an early stage of their schooling.

e. Children are developing literacy in their first language.

f. Children learn more slowly and forget things quickly.

g. Children tend to be self-oriented and preoccupied with their own world.

h. Children get bored easily.

i. Children are exellent mimics.

j. Children can concentrate for a surprisingly long time if they are interested.

k. Children can easily distracted but also very enthusiastic.

c. Principles of teaching English to young learners

In English learning children have their own characteristics as said before. In relation with the language development, Scott and Ytreberg (1993; 5) say that there are some principles that can be taken into account by a language teacher.

1. Words are not enough

It means that spoken words are not enough. The teacher in classroom activities at least should be a model for his or her student. In delivering the material the teachers are able to use as many demonstrations as possible ordering the student to move, active and so forth.

2. Play with the language

Telling the story, playing games and singing songs are the good ways in the leaning the language. The students are leaded to learn a language through

their own experiment of words, and allowing the students to explore and manipulate the language by means of natural experiment.

3. Language should be learned as language

The children still face the difficulty in understanding the language. They need a bridge in learning English that should be considered by the teacher. Learning the language through facial expression, movements, gestures are effective in this area.

4. There should be a variety in the classroom

A variety in the classroom is purposed to accommodate the children's concentration and attention that is very short. A variety can be applied on activities in the teaching learning process

5. Routines should be established

Establishing routines and some rules in the classroom is necessary for teachers to do. The children can get advantages from knowing the rules and being organized. The teacher should plan the lesson and use familiar and effective and enjoyed activities.

6. There should be cooperation and competition

Cooperation and competition create safe atmosphere for the student. By carrying out those in the class, the interaction and togetherness among the students will come up. Therefore all students can get involved in the teaching learning process.

Williams (1995) mentioned that there are ten principles for teaching English to young learners. The first is 'start where the child is'. It means that the task designed by the teacher should be meaningful, involving, and interesting for the learners.

The second principle is 'encourage social interaction in learning '. It is actually an interactive process. This implies that the teacher should be able to develop social interaction.

The third principle is 'support negotiation of meaning and collaborative talk early.' Primarily, all learners need to be working with ideas and opinions not merely facts, for the talk to be meaningful and motivating. The teacher should give the students a chance to express their ideas or to talk about themselves.

The fourth principle is ' allow children to be active participants in the learning process'. In the learning process, the participants should be cognitively active to encounter challenges and take risks. Guiding the students to be active, the teacher should be paying his attention to the materials hat will be delivered.

The fifth principle is 'pitch input within the zone of proximal development'. The teacher does not give input at the learners' present linguistic level. There should be a gap to stimulate and to challenge learners to develop their language. It is necessary for the teacher to give the students more challenging materials in the classroom in order to make them happy and active.

The sixth principle is ' introduce language at a discourse level'. In the young learner classroom, stories, songs and plays are examples of how learners can be exposed to comprehensible, meaningful language at a discourse level. The children usually get pleasure to learn English through such activities.

The seventh principle is ' plan meaningful and purposeful activities within a clear and familiar context'. In a learning process, learners should know why they do that or this activity. Besides, to know the purpose of doing an activity will also important for the teacher in order to reach the teaching purposes.

The eighth principle is 'help learners to become more independent and autonomous'. In the young learner classroom, this should include the introduction stage of pair and group work and the use of dictionaries and reference materials. These activities could help the children to learn by themselves.

The ninth principle is 'develop a supportive, not threatening, enjoyable learning environment'. The teacher should create a learning atmosphere that is interesting for children. Singing, drawing, and playing games are activities that could drive the students' motivation in learning English.

The last principle is 'test and assess in the way that we teach'. It is essential to test and assess the learners in the classroom, so that the teacher knows the development of the students' ability. The teacher should not always test or assess the

children in the classroom like the way he teaches, but it should be based on the purpose of the test itself.

## 2. Learning Media

a. Definition of learning media

According to Gagne (1970) in Sadiman (2006: 6), media are components in the students' environment that are used as stimulus in the learning process. AECT (Association of Education and Communication Technology, 1997:9) define media as a channel that is used to transform message and information. In addition, Hamalik (1986: 23) defines media as tools, method and techniques that are used to make the communication and interaction between the teacher and learners in the teaching and learning process in the classroom more effective.

Moreover, media are always a means. They are a means of achieving the learning objectives. In the teaching learning process itself, media are used as tools to match the learning objectives and the learning product (Bambang Sugeng, 1997: 110).

b. Functions of media

In general the function of media in the learning activity is to increase the quality of interaction between the teacher and the students in the teaching learning process optimally.  By using the media, the teacher does not have to explain all the materials orally. The media can be used to replace some of the explanation. For example, by using board of family tree the students can understand the relation between family members by looking at the tree. Specifically, the function of media in the teaching learning process according to Celce and Murcia (2001; 461) are:

1) Media serve as an important motivation in the language teaching process

2) Media material can lend authenticity to the classroom situation, reinforcing the students to the direct relation between the language classroom and the outside world.

3) Media provide a way of addressing the needs of both visual and auditory learners.

4) By bringing media into the classroom, teacher can expose his/her students to multiple input sources.

5) Media provide teachers with a means of presenting material in a time efficient and compact manner, and stimulating students' sense, thereby helping them into a process of information more readily.

In addition, Kemp and Smellie (1989) propose some contributions of media to the learning process as follows:

1) The content of a topic can be more carefully selected and organized.

2) The delivery of instruction can be more standardized.

3) The instruction can be more interesting.

4) Learning becomes more interactive.

5) The length of time required for instruction can be reduced.

6) The quality of learning can be improved.

7) The instruction can be provided when and where desired or necessary.

8) The positive attitude of individuals toward what they are learning and to the learning process itself can be enhanced.

9) The role of the instructor can be enhanced.

c. Pictures

According to Webster's New World dictionary (1988:1494) a picture is an image or likeness of an object, person, or scene produced on a flat surface especially by painting, drawing or photography.

Harmer (2002; 134) says that pictures can be in the form of flashcards (small cards which can be hold up for students to see), large wall pictures (big

picture for everyone to see in details), cue cards (small cards which students use in pair or group work), photographs or illustration (typically in a text book).

The use of pictures as an instructional media influences the teaching and learning process. The students become more enthusiastic and more willing to do their task. The use of pictures can give the students a new atmosphere and something different in the classroom.

Pictures of all kinds can be used in a multiplicity of ways, as the following examples show (Harmer, 2001: 134):

1. Drills: with low-level students, a traditional use of picture-especially flashcards- is in cue-response drills. We hold up one (the cue) before nominating the students and getting response. Then we hold up another one, and nominate different student and other. Flashcards are particularly useful for 'drilling 'grammar items, for cueing different sentences or practicing vocabulary. In other hand, flashcard is an easy way to give drills to the students, flashcards has clear and interesting image to show the meaning.

2. Communication games: pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities where one student describes a picture and paired classmate has to draw the picture without looking at the original. Pictures help students to imagine the meaning without looking at the original.

3. Understanding

   One of the most appropriate uses for pictures is for presenting and checking of meaning. It is so important for the students to know and imagine the original thing when they learn new vocabularies, so using pictures is the effective way to help students in understanding about the original thing.

4. Ornamentation: pictures of various kinds are often used to make work more appealing. In many modern course books, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way in the newspaper and magazines articles. The more colorful a picture, the more interested the students are.

5. Prediction: pictures are useful for getting students to predict what is coming next in a lesson. Thus students may look at the pictures and try to guess what is shown (are the people in it brother and sister, husband or wife, and what are they arguing about- or are they arguing? and so on). It means that the picture has a function to help the students to build up mind about the next lesson, in order they have prediction about the next lesson and they do not feel blank when they have to learn the next lesson.

6. Discussion: pictures can be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures. The teachers might ask students to write a description of a picture; they might ask them to invent the conversation taking place between two people in a picture, or in a particular role-play activity, ask them to answer the question. Students have  a limited

imagination sometimes, so using pictures help them to discuss the matter in easy way.

Wright (1989: 2) states that in language teaching, specifically, pictures contribute to three aspects:

1) Interest and motivation

2) A sense of the context of the language

3) A specific reference point or stimulus

He suggests that pictures can be used as a reference and stimulus in order to promote five very different language teaching emphases, such as structures, vocabulary, functions, situations and skills.

Furthermore Wright (1989:7) states that by using pictures in many activities in the language teaching, these will offer challenge and opportunities for the students. In relation to opportunities the students are encouraged to express feeling and ideas and to exchange experiences.

d. Puppet

A puppet is an inanimate object or representational figure. It is one of the very old forms of simulation for practicing the language (Brown,1969: 333). He states by using simulation, games, or dramatization the responsibilities of teachers are not in telling students what and how but rather in setting up conditions under which they can proceed, with minimum guidance, toward enjoyable and spontaneous

learning experience. Through games, students may practice language arts; through simulations they may gain insights and knowledge about problems, social processes, and personal responsibilities and through dramatization, role play, or puppetry activities, students may become more creative and free to communicate.

In addition, Greensmith states that learning through play is fundamental for students' education. Puppets can stimulate students' imagination, encourage creative play and discovery and are a wonderful interactive way to introduce narrative to even the most reluctant reader. They can be a powerful way of bringing story time to life; puppets can provide a focus for role play, encouraging the students 'imagination and involvement in activities and can play a fundamental part in the recitation of stories and verse.

Brown (1969: 334) proposes five types of puppets which are commonly used in educational works:

1) **Hand puppets**. These generally consist of a head figure and a loose garment or dress fitted over the operator's hand.

2) **Glove-and-finger puppets.** These puppets make use of gloves to which small costumed figures are attached. To make finger puppets, cut off the first and second glove finger. The operator uses the index and middle finger as puppet legs. Puppet bodies can be either flat cutouts or doll-like figures. These puppets are operated from the back of the stage.

3) **Rod puppets.** Rods can be used to push cutouts, stage furniture, or scenery on or off stage or to move them while on stage.

4) **Marionettes.** Flexible, joined puppets operated by string or wires attached to a crossbar and maneuvered from directly above the stage are called marionettes.

5) **Shadow puppets.** Pieces of thin cardboard or wood are usually used to form shadow puppets. Handles are attached to permit manipulation behind (and close to) a rear-lighted white cloth or milk-plastic screen. What is seen from the front is a series of sharply focused, moving shadow.

e.  Scrabble board

Soeparno (1987; 76-79) says that a scrabbled word is the activity of the rearrangement unscrambled letters and makes them into a correct word. The aim of this is to increase the students' vocabulary.

Randolph (2003; 1970) defines that scrabble is to mix words, ideas, sentences, etc, so that they are not in the right order and do not make sense. It means that scrabbled word test is an activity of rearranging the letters into a correct word.

According to Josephin (2003; 40) a scrabbled word activity helps to improve the students' reading and writing as it reinforces their visual memory of

the words and helps them to spell the words they want to write. It means that scrabbled words can improve the students' vocabulary mastery and also help them to write and read.

### 3. Students' involvement in English Teaching and Learning

a. Students' involvement

Students' involvement is the core of the teaching learning process. It can be an important factor that determines the success of the teaching. In the classroom activities, the students should be encouraged to be active participants because by doing this, they can learn best. This statement is accordance with what Piaget (1995) says. He says that an activity in the language classroom is  a must and experience to experiment the language for the students is a primary importance.

Piaget's theory is in relevance to Brown's theory. Brown in Alatis (1981) suggests that:

> 'The process of learning a second language is one that involves a total commitment from the learner. A total physical, intellectual, and emotional response is necessary to successfully send and receive linguistic messages'.

According to the theory above, the students can learn successfully if they are involved actively in second or foreign language learning. The involvement is not only from their physical response but also from intellectual and emotional responses.

In addition, Halliwell (1992:21) proposes two kinds of students' involvement in the English teaching and learning process. They are mental engagement and actual occupation.

1) Mental engagement

In order to do the mental activities, Halliwell (1992: 2) says that the young learners have to think. Besides, such activities also engage emotions. According to him, types of work such as games, puzzles, remembering competition, imagining and talking about themselves reflect the mental engagement.

2) Actual occupation

According to Halliwell (1992: 22), the actual occupation means that the young learners are physically doing something. He says that activities such as reading aloud, writing, drawing and repetition reflect the actual occupation.

b. Factors influencing students' involvement

1) Teacher

A teacher plays an important role in increasing the students' involvement. The teacher's verbal and non verbal behaviour is important to build a positive classroom climate. Kindsvatter et al. (1996:47) point out that verbal and non verbal behaviour that expresses teacher interest, such as, speaking to each student at least once in a period and trying to have some individual communication daily, is important for positive classroom climate. Withal (1969) in Levin and Nolan (1996:53) stresses that the most important variable in determining the climate of the classroom is the teacher's verbal and non verbal behaviour. Appropriate students' behaviour can be enhanced when the teacher communicates trust, respect and caring.

Helping the students to develop positive attitude about themselves is one way to show the caring. According to Kindsvatter et al. (1996:44), helping the students to feel good about themselves, as well as to believe in their ability to be successful in a school subject is important. Teacher must help the students to develop positive attitude by convincing them of their potential for success through supportive comments, reinforcement and individual help as needed.

2) Students

Students are the centre of the teaching learning process, so they have to be involved in almost all phases of classroom interaction. In relation to the students' motivation, Brown (2000) says that the foreign language learner who is intrinsically meeting needs in learning the language will be positively motivated to learn. When students are motivated to learn, they usually pay attention, become actively involved in the learning process and direct energies to the learning task.

3) Materials

Materials are a visible product of activity regardless of whether such an activity is useful or even necessary (Hutchinson and Waters, 1987:106). Teaching materials have a big impact on the learning achievement. Materials also have a role in determining students' involvement. Materials provide a stimulus to learning, 'they encourage learners to learn'.

Hutchinson and Waters (1987: 107) mention characteristics of good materials as follows:

a) Interesting text

b) Enjoyable activities which engage the learners' thinking capabilities

c) Opportunities for learners to use their existing knowledge and skills

d) Content, which both learner and teacher can cope with.

4. Place

The places give effects on students' involvement. The classroom is a place where the teaching learning process takes place. Seating arrangement is one of the aspects of places arranged to accommodate and facilitate learning activities. The teacher can change seating arrangement to fit with certain activities. Parkay and Standford (1998: 315-316) suggest that although seating by rows may be very appropriate for whole group instruction or examination, other arrangements may be more beneficial for other activities. Teacher has to ensure that as many students as possible are located at appropriate positions in the room so that they gain maximum participation in the ongoing activities (Marsh, 1996:41).

Class size may also influence students' involvement. Glass and Smith (1978) in Marsh (1996:36) find that class size is an important factor affecting students learning.

In addition to seating arrangement and class size, noise may also contribute to students' involvement. Jacobsen et al. (1989:234) point out that students do not like to learn in chaotic environment.

Finally, the teacher and the school member are encouraged to make sure the physical setting facilities of learning. If the school is attractive, and comfortable it will be a pleasant place to live, work, play and learn.

5. Time

The time available determines the students' involvement. The time available will determine the teachers to select appropriate techniques and methods that may be used.

According to Burden and Byrd (1999: 23), within the time available, teachers need to use a variety of activities and resource to achieve lesson objectives and maintain students' motivation.

Time can also affect the students' attitude. Harmer (1992:211) states that the attitude of the students is often affected by time. If the class takes place just before lunch, students may tend not to pay too much attention as the lunch hour approaches. This condition will also affect the students' involvement. When their attention is less, they will feel reluctant to get involved in the teaching and learning process.

6. Facilities

Facility can be defined as 1) a qualities which makes learning or doing things easy or simple; or 2) aids or circumstances which make it easy to do things (Hornby, 1974: 305).  Facilities also give a great influence to students' involvement. Facilities are needed to support the teaching learning process. Collier et al. (1967:165) state that physical facilities may enhance or impede a learners' enthusiasm for school and thus affect the learning climate. Learners

who are enthusiastic will have much interest in taking part actively in the teaching and learning process.   Facilities include equipment and media used.

In this discussion, the facility is focused on educational technology and teaching aid or equipment. Language teachers need to use technology and a variety of teaching aids to explain language meaning and construction, involve the students in a topic, or as the basis of a whole activity. In this case, teaching aids are also called 'instructional media,' which refer to things facilitating a teaching process.

Hamalik (1986) in Arsyad (2002: 15) asserts that utilizing instructional media in the teaching and learning process can encourage the students' interest and willingness- by using interesting media the students might be willing to join in every phase in the teaching and learning activities , arouse their motivation, stimulate their activeness, attracts their  involvement, and even give them psychological influences.

Instructional media can effectively improve the students' involvement. It is related to the principle of its functions, especially visual media, which are suggested by Levie and Lentz (1982) in Arsyad (2002: 16).

These are the functions of instructional media:

a. Attention function; instructional media can function as the attention catcher. It can attract and direct the students' attention so that they concentrate to the lesson.

b. Affective function; visual media can arouse the students' emotion and attitude, for example, when reading a text related to social or racial problem.

c. Cognitive function; many researchers have found that symbols or visuals used as media can facilitate students in understanding and memorizing information sent through the symbols or visuals.

d. Compensatory function; media can help students who lack reading ability understand texts or reading materials. In other words, it can help students who have low cognitive ability learn more easily.

In addition, Vale and Feunteun (1995: 106) in Krashen says that teachers can use visual aid to:

a. support understanding when the young learners are learning

b. put across the meaning of vocabulary

c. prompt and support reading

d. provide a topic or visual focus to prompt speaking and writing

e. provide a visual link between the first language and English

f. provide support and motivation

g. provide ways around communication barriers

Students can be involved in the teaching and learning process if the learning activities are interesting and amusing. In this case, such situation can be obtained by utilizing instructional media that are not only facilitating them in understanding lesson materials, but also interesting and effective to use.

B. Conceptual Framework

Involvement is a key of the success of the teaching and learning process. All of students' activities, either mental or physical are sign showing the involvement of the students and the quality of the learning process. There will not be any learning if the students are not involved. Therefore, it is important for the teachers to make their students actively involved in the lesson so that they can deliver the materials well.

On January 18th and 25th 2011, the researcher conducted an observation in SD Tamansari I Yogyakarta. She observed the condition of teaching and learning process in class V. At that time she worked collaboratively with the English teacher, the class teacher and the school principal to discuss the learning condition and to find the significant solution of the problems. Based on the discussion with the research members and observation done by the researcher, the numbers of problems were found. The first problem was related to the teacher. The English teacher taught the students in monotonous ways and rarely used the media. The second problem was

related with the students. From the observation, it was found that the students' involvement was low.

To solve the problems above, the researcher proposes some actions. The first one is developing the lesson plan. The lesson plans are based on the syllabus for the fifth grade students. By developing the lesson plan, the researcher expects that the quality of the teaching and learning process can be increased. The second one is optimizing the use of the available media. Since SD Tamansari 1 Yogyakarta is one of '*Sekolah Rintisan Bahasa Inggris'*, the school is equipped with complete media by the government. There are various media available in the school, such as,pictures and flash cards, puppets, scrabble boards, interactive CD's, books, a large of wall board, and others media.

The first media is Pictures and flash cards. There are groups of pictures, such as, foods, vegetables, transportation, animals, family, things around us, household equipment, and others. The second media is puppets. The puppets available in the school are puppets of family, consisting of grandmother, grandfather, mother, father, uncle, aunt, brother, and sister. There are also puppets of animals, such as, lion, tiger, rabbit, chicken, and zebra. The third media is scrabble boards. Each set of scrabble board consists of a game board and letters. The fourth media is interactive CD's. The students can learn the vocabulary of foods, fruits, numbers, animals, and others using these CD's. The fifth media is books. There are many kinds of books available in this school, such as, story books, fairy tale books, and others.

In this research, there will be three kinds of media used in the teaching and learning process. There are pictures, puppets, and scrabble boards. They are used because they are more applicable and suitable with the materials that will be taught. It is believed that the use of various media will initiate the students' participation and interest toward the teaching materials, which hopefully can improve their involvement during the learning process.

# CHAPTER III

## RESEARCH METHOD

A. Types of the research

 This research was an action research study in a natural setting. Burns (1999) defines action research as the application of fact finding to practical problem solving in a social situation by involving the collaboration and cooperation of researcher, practitioners and laymen.

 According to Burns (1999;30), action research is contextual, small-scale and localized. It implies that in doing action research, a researcher identifies and investigates problems in a specific situation. And the purpose of action research is to make changes and improvement.

 In this study, the action research was implemented to improve students' involvement through optimizing the use of available media in grade 5 of SDN Tamansari 1 in the academic year of 2010/2011. The researcher and the English teacher collaborated and worked together in finding the problems in the teaching learning process, identifying the collected problems, planning and carrying out the actions and doing the evaluation and reflection of the action.

B. Setting and time of the research

The research took place in SDN Tamansari 1. It is located on Jl. Kapten Tendean 43 Yogyakarta. This school has 21 main rooms. There are 12 classrooms, a headmaster office, a teacher room, a library, a meeting room, a school health centre, 2 canteens, a mosque, and also a computer room.

The research was conducted after the mid semester test. It was on March until May 2011.

C. Members of the research

This research involved the headmaster, the English teacher, the students of class VB SD N Tamansari I and the researcher. The subjects of this research were class 5B students at SDN Tamansari 1 in the academic year of 2010/1011. There were 9 male students and 17 female students.

D. Data collection

To collect the data, the researcher conducted class observation and interview with the teacher and the students. The data were in the form of field notes and interview transcripts. The instruments for collecting the data were observation guidelines and interview guidelines.

E. Procedure of the data collection

   Since the research was an action research study, the research was done in two cycles in which each cycle consist of a circle of activities. In this study, the researcher used the following action research procedures suggested by Kemmis (Winter, 1989:12)

1. Reconnaissance

 a. Identifying the field problem

   The class was observed to identify to identify the obstacles and the problems. The English teacher and the students were also interviewed to identify the problems.

 b.  Weighting the field problems

   The problems found were classified based on the level of seriousness by the researcher and the English teacher.

 c. Selecting the field problems

   The selected problems were classified based on the level of urgency.

 d. Accessing the field problem's feasibility

   The problems then were determined based on the level of feasibility.

2. Action

   a. Planning

The researchers with the research member (English teacher) discussed some actions that would be implemented in the class. Then the researcher interviewed the students' feeling, opinion, and suggestion about the previous teaching learning process done by the English teacher in the observation before. Then she collaborated with the English teacher to list the activities for improving students' involvement.

   b. Implementation

The researcher together with the English teacher implemented the action. The researcher observed and recorded the students' response and reaction when the action was taking place. Based on the observation, records, and notes, the researcher discussed the action and the changes which were happened with the English teacher.

   c. Result

The researcher wrote the result of the actions based on the observation and interviews.

   d. Evaluation

The researcher and the English teacher evaluated and analyzed the effect, obstacle and other possibilities of developing and conducting the actions. She also interviewed the students about their feeling, opinion, and suggestion about the action.  Both the researcher and the English

teacher evaluated and analyzed the action done before and that would be improved on the next section.

e. Reflection

In this step, the researcher reviewed the implemented action. When the action was considered to be successful, it would be used as one of the alternative efforts to improve students' involvement in the teaching learning process. Conversely, when the action was not successful, the teacher and the researcher would analyze the constraints and the problems occurred on the previous implementation then decided the further actions that would be implemented on the next cycle.

F. Data Analysis

1. Data Analysis Technique

Miles and Huberman (1994) state some steps to analyze the action research data of which most of the data are in form of words, sentences, phrases, and other expressions: (1) coding the data in order to make them easier to be analyzed, (2) eliminating unneeded data in order to keep the focus on the primary data, (3) presenting the essential and supporting data in the research finding, and (4) drawing conclusion/verification.

2. Data Validity

To fullfill the validity of the research, the researcher followed five criteria propossed by Burns (1999: 161-163). They were democratic validity, outcomes validity, process validity, catalytic validity, and dialogic validity.

a) Democratic validity, which is related to the stakeholders' chance to give their personal opinion, ideas and comments about the implication of the action. The researcher would fullfill the democratic validity by asking the English teacher, the principal, and the students of class VB to work collaboratively to improve the teaching and learning process in the class.

b) Outcomes validity, which is related to the notion of action leading to outcomes, those are successful within research context. The researcher would fullfill the outcomes validity by providing the genuine data.

c) Process validity, which raises questions about the process of conducting the research. The researcher would fulfill the process validity by planning, implementing, and revising the actions.

d) Catalytic validity, which allows participants to deepen their understanding the research by monitoring other participants. The researcher would fulfill the catalytic validity by interviewing the teachers and the students, and asking the students to give their feedback.

e) Dialogic validity, which is related to the notion that the research was conducted through reflective dialogue with critical friend or other practitioner researchers.

# CHAPTER IV

# RESEARCH FINDING

## A. Steps of Study

| The identification of the field problems |
|---|

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| 21 identified field problems |
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| The weighting of the field problems |
|---|

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| Order the problems based on category |
|---|

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| Selection of the field problem based on the seriousness |
|---|

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| Selection of the field problem based on the urgency |
|---|

↓

| Selection of the field problem based on the feasibility |
|---|

↓

3 Problems to be solved:

1. The activities in the teaching and learning process were monotonous
2. The media, which are available and owned by the school were not used optimally
3. The students involvement was low

| Conclusion, implications, and suggestion |
|---|

Cycle 1: R → P, E, R, I, P

Cycle 2: P, I, R, E, R

The actions:
1. Optimizing the use of available media at school
2. Developing the lesson plan (RPP)

| Determining the efforts to overcome the field problems |
|---|

| Causes of the problems |
|---|

| Prerequisite analysis |
|---|

Note:

☐ : plan    ☐ : implementation    △: result    ◯ evaluation    ⬡ reflection

Chart 1: **Steps of the Study**

## B. The Procedure of deciding the manageable field problem

### 1. Identification of the field problems

The researcher began to conduct the interviews, observations, and discussions after having discussion with the research members- the school principal and the English teacher. The researcher conducted the observation on January 18$^{th}$ and 25$^{th}$ to the English teaching and learning process. On February 8$^{th}$ and 10$^{th}$ the researcher did the observation again. She observed the available media on SD Tamansari I and then conducted an interview with the teachers and students. The objective of those activities was to identify the field problem occurred during the teaching and learning process. As the result, 21 field problems were identified as follow:

Table 1 : The English teaching and learning problems in SD N Tamansari

1 Yogyakarta

| No | Problem |
|----|---------|
| 1 | There was a clear gap of students' intelligence level |
| 2 | A number of students did not study seriously |
| 3 | Some students' involvement in the English teaching and learning process was low |
| 4 | The students talked to their friend and made noise during the classroom activities |
| 5 | Some students went outside the classroom for several times during the lesson |

Continued

Continued

| No | Problem |
|---|---|
| 6 | The students played with their friend when the teaching-learning process was conducted |
| 7 | The teacher sometimes felt too tired to give warning to the students who made noise in the class |
| 8 | The material was not varied enough, most of them taken from the LKS |
| 9 | The teacher presented the material with the same technique |
| 10 | Since the class was conducted after the physical exercise, sometimes the students lacked concentration and attention |
| 11 | Some students frequently become the troublemakers |
| 12 | The teacher sometimes makes unclear instruction |
| 13 | The students felt bored easily and moved in their own activity |
| 14 | The teacher felt difficult to control and manage the class |
| 15 | The teacher's ability to pay attention to the whole students was less maximum |
| 16 | Big numbers of students feel jealous. They assumed that the teacher treated them differently |
| 17 | The media which are available and owned by the school were not used optimally |
| 18 | The teacher rarely used interesting and various media in the teaching and learning process |
| 19 | The teacher mostly used flash cards as the media in teaching and learning process |
| 20 | The teacher did not use the time effectively, she spent lot of time in doing the LKS only |
| 21 | The class was too small and the seats were too narrow for the students |

Then the researcher and the teacher grouped the identified field problems on the basis of teaching and learning components as the following:

Table 2: The order of the problems on the basic of components

| No | Problems | Code |
|----|----------|------|
| 1 | There was clear gap of students intelligence level | S |
| 2 | A number of students did not study seriously | S |
| 3 | Some students' involvement in the English teaching and learning process was low | S |
| 4 | The students talked to their friend and made noise during the classroom activities | S |
| 5 | Some students went outside the classroom for several times during the lesson | S |
| 6 | The students played with their friends when the teaching-learning process was conducted | S |
| 7 | The teacher sometimes felt too tired to give warning to the students who made noise in the class | T |
| 8 | The material was not varied enough, most of them were taken from the LKS | M |
| 9 | The teacher presented the material with the same technique | T |
| 10 | Since the class was conducted after the physical exercise, sometimes the students lacked concentration and attention | S |
| 11 | Some students frequently become the troublemakers | S |
| 12 | The teacher sometimes makes unclear instruction | T |
| 13 | The students felt bored easily and moved in their own activity | S |

Continued

| No | Problem | Code |
|----|---------|------|
| 14 | The teacher felt difficult to control and manage the class | T |
| 15 | The teacher's ability to pay attention to the whole students was less maximum | T |
| 16 | A big number of students feel jealous. They assumed that the teacher treated them differently | S |
| 17 | The media which are available and owned by the school were not used optimally | M |
| 18 | The teacher rarely used interesting and various media in the teaching and learning process | T |
| 19 | The teacher mostly used flash cards as the media in the teaching and learning process | M |
| 20 | The teacher did not use the time effectively, she spent lot of time in doing the LKS only | T |
| 21 | The class was too small and the seats were too narrow for the students | F |

S      : students          T      : teacher
F      : facilities         M      : materials


## 2. The weighting of the field problems

Weighting the group list problems was the next steps. The researcher asked all the five research members. They were the headmaster, the class teacher, two English teachers and also the researcher herself to give the weight of the field problems by distributing a sheet which contains all the identified field problems. There was a

consensus that a problem was considered as very serious (VS) when it was too hard to overcome, serious problem (S) when it was a serious problem and possible to be overcome, not serious (NS) when it was not serious and easy to overcome.

Here are the results of the weighing of the problems.

Table 3: The result of the weighting of the field problem

| No | Problems | Categories | | |
|----|----------|-----|---|----|
|    |          | VS  | S | NS |
| 1 | There was clear gap of students' intelligence level | 1 | 1 | 3 |
| 2 | A number of students did not study seriously | 1 | 3 | 1 |
| 3 | Some students' involvement in the English teaching and learning process was low | 1 | 4 | - |
| 4 | The students talked to their friend and made noise during the classroom activities | 3 | 2 | - |
| 5 | Some students went outside the classroom for several times during the lesson | 1 | 2 | 2 |
| 6 | The students played with their friend when the teaching-learning process was conducted | - | 2 | 3 |
| 7 | The teacher sometimes felt too tired to give warning to the students who made noise in the class | - | 2 | 3 |
| 8 | The material was not varied enough, most of them taken from the LKS | - | 3 | 2 |

Continued

| No | Problem | Categories | | |
|----|---------|-----|----|----|
| | | VS | S | NS |
| 9 | The teacher presented the material with the same technique which made the students get bored easily | 2 | 3 | |
| 10 | Since the class was conducted after the physical exercise, sometimes the students lacked concentration and attention | - | - | 5 |
| 13 | The students felt bored easily and moved in their own activity | 2 | 3 | - |
| 14 | The teacher felt difficult to control and manage the class | 4 | 1 | - |
| 15 | The teacher's ability to pay attention to the whole students was less maximum | 3 | 2 | - |
| 16 | A big number of students feel jealous. They assumed that the teacher treated them differently | 3 | 2 | - |
| 17 | The media, which are available and owned by the school were not used optimally | - | 3 | 2 |
| 18 | The teacher rarely used interesting and various media in the teaching and learning process | - | 3 | 2 |
| 19 | The teacher mostly used flash cards as the media in the teaching and learning process | - | 2 | 3 |
| 20 | The teacher did not use the time effectively, she spent lot of time in doing the LKS only | - | 3 | 2 |
| 21 | The class was too small and the seats were too narrow for the students | 3 | 1 | 1 |

**3. The selection of the field problem based on the category**

From the 21 identified field problems, there are eight problems regarded as serious problems. Here is the result:

Table 4: The eight most serious problems

| No | Problems |
|----|----------|
| 1 | A number of students did not study seriously |
| 2 | Some students' involvement in the English teaching and learning process was low |
| 3 | The material was not varied enough, most of them were taken from the LKS |
| 4 | The teacher presented the material with the same technique which made the students get bored easily |
| 5 | The students felt bored easily and moved in their own activity |
| 6 | The media, which are available and owned by the school were not used optimally |
| 7 | The teacher rarely used interesting and various media in the teaching and learning process |
| 8 | The teacher did not use the time effectively, she spent lot of time in doing the LKS only |

From the eight identified problems above which regarded as serious problems, the researcher and the research members had discussion then limited the problems into four most serious and manageable problems to be solved, as follows:

Table 5: The four most serious and manageable problems to be solved

| No | Problems |
|----|----------|
| 1 | Some student's involvement in teaching learning English was low |
| 2 | The material was not varied enough, most of them taken from the LKS |
| 3 | The teacher presented the material with the same technique |
| 4 | The media, which are available and owned by the school were not used optimally |

From the table above the problems arising in the class have a chain reaction. First, the teacher always takes materials from the LKS and did not vary the materials from other sources. She came to the class and then asked the students to do the exercise on LKS. As said before, the teacher only used games when there were spare time and moreover she rarely used the media. It made the teaching and learning process run not in proper way because sometimes the students felt it hard to understand the lesson without any aids. The use of media can help the students to pay attention and get involved in the teaching and learning process. The lack of media used in the class and uninteresting techniques made the students easily get bored and lack their motivation to study English and it would result on their low involvement.

**C. Determining the Action to Overcome the Selected Field Problems**

The researcher discussed the identified field problems with the English teacher to share ideas and to determine some efforts to overcome the problems. Based on the discussion, some efforts that had been taken were as follows.

1. Optimizing the use of available media in the school

As stated before that SD N Tamansari 1 as one of '*Sekolah rintisan bahasa Inggris*' in Yogyakarta was equipped with complete media by the government. There were various media available in that school that could be used by the teachers to support them during the teaching and learning activities.

Based on the interview and observation done by the researcher during the English teaching and learning process, the researcher found that the English teacher rarely used various media. She only used LKS during the activities. The monotonous activities made the students got bored easily and felt reluctant to get involved in the teaching and learning process.

Here the researcher aimed to make the students got involved in the teaching and learning activities by optimizing the use of the available media. The researcher selected some available media in the school to be used in the teaching and learning activities. She chose the media based on the material that would be taught. There would be one or two kinds of media in every teaching and learning process based on the activities that would be done.

2. Developing the lesson plan (RPP)

Based on the interview and observation done by the researcher, the English teacher did not use the lesson plan in conducting the teaching and learning activities. As mentioned in the field note above, the English teacher entered the classroom then asked the students to do the exercise on the LKS without any introduction about the materials that would be taught that day. There were no clear objectives that would be attained, no steps that would be followed, no clear skills that would be developed, and the available time would not be used effectively without any lesson plan. These conditions made the teaching and learning process unorganized.

To increase the quality the teaching and learning process, the researcher developed the lesson plan. There were four main elements that should be taken into account when developing the plan, as proposed by Harmer (2001:308). There were activities, skills, language and content.

**Activities:** the researcher decided the activities that the students would be doing in the classroom. There would be games, discussion, practicing dialogue with partner, performing monologue and other activities to keep students' motivation and interest to get involved and to avoid the boredom in the teaching and learning process. The researcher would apply a variety of activities within a class period.

**Skills:** there were four main skills that the students needed to be developed. There were listening skills, speaking skills, reading skills, and writing skills.

**Language:** the researcher decided the language that the students needed to be learnt and practiced. The researcher focused on the language functions, such as asking and giving information, describing people, asking and giving advice, and others.

**Content:** the researcher modified the subject and content which have been stated on the syllabus and course book.

By optimizing the use of available media in the school and developing the lesson plan, the researcher hoped that the quality of the teaching and learning process and also the students' involvement could be increased.

## D. Report of Cycles

### 1. Cycle 1

#### a. Planning

The researcher and the teacher discussed   the materials that would be taught. Based on the course grid there would be two materials left after the semester test. The first material is about family and the second material is about health and hospital. The researcher and the teacher worked collaboratively to decide which material would be taught in the first cycle. After having a decision, the researcher and the teacher

discussed the lesson plan and the appropriate media that would be used. The teacher

suggested dividing the material into three meetings.

Table 6: The materials and the schedule of the first cycle were as follows:

| No | Day/ Date | Topic and Materials | Skills | Media |
|----|-----------|---------------------|--------|-------|
| 1 | Tuesday, April 5th 2011 | My Family<br>• Family members | Speaking Reading | Family tree Pictures Scrabble board |
| 2 | Thursday, April 7th 2011 | My Family<br>• Family members<br>• Describing Family members | Speaking Listening | Family Tree Pictures |
| 3 | Tuesday, April 12th 2011 | My Family<br>• Describing the family members | Speaking | Picture Puppet |

Based on the table above, the researcher and the English teacher developed

the lesson plans including the material and deciding the appropriate media which

suitable with the materials. The learning materials were taken from some books

borrowed from the library and some materials were taken from the internet.

By developing the lesson plans, the materials and also deciding the media

used, the research members expected that the teaching and learning process could

maximize the students' involvement in the teaching and learning process.

**b. Implementation**

The first cycle was done is three meetings as written on the schedule above. The first meeting was done on Tuesday April 5th 2011, the second meeting was done on Thursday, April 7th 2011and the third meeting was done on Tuesday April 12th 2011.

**1. Implementation I**

The first meeting was conducted on Tuesday April 5th 2011. The topic of the first meeting was 'My family'. Here the students were expected to know about the members of the family and also their relationship.

The media used on this meeting were pictures. The first picture was a big picture consisting of the family tree and the other pictures consisted of one family member in each picture.

The researcher used the pictures of the family tree to help the students to understand the relation in a family. As stated by Harmer (2001: 134) a picture can be used to understand things. He stated that one of the most appropriate uses for pictures is for presenting and checking of meanings. It is so important for the students to know and imagine the original things when they learn new vocabularies so using pictures is the effective way to help students to understand about the original things.

The teacher began the class by greeting the students and checking the attendance. Some students were still playing outside and some still eating their meal. The researcher tried to arouse their attention by asking some questions to relate them with the materials. However there were still few students who did not answer the questions. They were still talking with their friends. Then the researcher stuck the pictures on the wall. Most all students directed their attention to the pictures of the family tree. The researcher realized that the use of media/pictures in the beginning of the lessons helped the student to focus their attention into the lesson. The family tree stuck on the whiteboard helped them to understand the relation among family members easier. It seemed that the picture helped them to understand the material as said by one student below:

> ''*Miss..miss kalo pake gambar yang tree tadi lho mis jadi agak gampang. Kalo dulu ditanyain hubungan pak siapa dengan bu siapa gitu misalnya tu susah we mis.. soale kadang cuma awangen gito lho mis.. (interview on Thursday, April 5th 2011)*

> ''Miss..the used of family tree made the materials easier to be learnt. On the previous lesson, I was confuse to find the relationship between Mr x with Mrs y because I could only imagine the family tree. (interview on Thursday, April 5th 2011)

Unfortunately the students who sat on the back row said that the letters consisted of the names of each family member were too small for them, as said below:

> *'Wah..namanya tu ga jelas we miss,,jadi ga langsung tahu jawabannya..mbok ditulis pake spidol aja miss namanya..''*

> 'The names of the family members are not clear, so I cannot answer the questions well, could you write them with the board marker, please''

On the next section, the students played the scrabble board game. The researcher distributed scrabble board and letters to the students. They should work in pair. The researcher asked some questions related to the family members. They answered the questions given by the researcher by arranging the letter and sticking them on the board. It was effective for checking the students' writing skill.

On the last section, the researcher distributed a descriptive text about a family and a worksheet contain of a blank family tree. The students had to find the information on the text and fill the blank on the worksheet.

## 2. Implementation 2

The second meeting was done on Thursday, April 7th 2011. The material was still about the family members. The media used were also the same as the previous lesson, but here the researcher added more pictures. There were still picture of a family tree and some pictures of people (family members). Here the researcher

would teach about describing family members. Harmer (2001: 134) stated that pictures can be used in many ways. One of them is for Communication games. He stated that picture is extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describing and drawing activities.

The researcher found that the number of students who were ready to have a lesson was higher. There were no students playing outside the class, although few students were still talking with their friends when the researcher came to the class. The researcher began the lesson by greeting and checking the attendance list. Here the researcher reviewed a little about the previous lesson about the family members and their relationship by giving some questions.

*'Siapa yang masih ingat, ada siapa saja dalam family tree kemarin?'*

'Do you still remember the members of the family tree on the previous lesson? Who are they?

Some students answered their relationship and some of them also remembered the name.

*'Ada grandmother miss,, ada father,, ada Mr Ahmad juga miss..' etc.*

'There were grandmother, father, and also Mr Ahmad miss,,' etc.

This indicated that the pictures were still kept in the students' memory.

In the second meeting, the students learnt how to describe people (family members).  She showed two pictures of family members. She made simple descriptions about the characteristics of the people on the pictures. She gave another example by getting the students involved as the model that would be described. She made the students to get involved in this activity by asking some questions as follows:

*'ayo anak-anak..bagaimana rambutnya Adnan? Straight, curly apa wavy?..* *(*Students answered). Then she wrote the answers on the board to show the students the way how to describe people as 'Adnan has wavy hair', etc. After that the researcher stuck some pictures on the board. She made description about one person and the students were asked to guess the picture which was suitable with the description.

On the next section, in groups the students were playing guessing game. The class was divided into some groups. Before the researcher applied this game, she asked all students to be silent and to pay attention to what the researcher had described. Here the students were focused on the listening activity.  The researcher read some description about people and the students should guess the pictures which were suitable with the description. The example of the description was as follow:

Researcher     : 'Who am I?'

'I am beautiful. I have long and black hair. I have a pointed nose. I wear a pair of glasses'.

Most all students were enthusiastic with the activity, as said below:

> *"Miss…besok lagi main tebak-tebakan kaya gini lagi ya miss.. tapi gambarnya mbok jangan banyak-banyak kaya tadi..bingung we miss'..* '
>
> *'Miss..* could we play the guessing game again tomorrow miss,, but it will be better if the number of the pictures were limited,, so it will not make the students confused'

But, at the same time one student shouted:

> *''Ah..miss bosen mis dari tadi cuma dengerin terus miss,,marai ngantuk we miss. . .''*
>
> 'Miss..I feel bored and sleepy'.

To reduce the students' boredom, the teacher moved to another activity. She distributed a worksheet and some pictures to the students. The students should write the description of the people based on the pictures given and choose one of their own family members to be described.

## 3. Implementation 3

The third meeting was done on Tuesday April 12th 2011. The material in this meeting was still about family members. Here, the students were expected to be able to make description about their family members orally. The media used in this meeting were puppets of family members.

Since the previous meeting had not finished yet, the researcher decided to continue the lesson plan on the second meeting. Here the researcher reviewed a little about the previous lesson. On the previous meeting the students were asked to make

description about their family member on their worksheet. One student said " . . .*miss aku udah nulis tentang kakakku yang gendut..hehehe..*' Another student said *'...yang penting family nya to miss? Sapa aja boleh kan?'*. This indicated that the students seriously involved and took part actively on the lesson.

After reviewed some materials, the researcher gave a model in describing her family. She brought some puppets consisting of father, mother, grandparents, grandmother, sister, brother, aunt, and uncle. She introduced the puppet first. Then she took one puppet of mother and began to describe her mother. She also mimed to direct students' attention.  Some students were listening to the researcher and the others were practicing their description with their friends. After giving the model, she asked the students to practice their monologue in front of the class.  Almost all students were enthusiastic.  As said by the English teacher (as collaborator) :

> *" Walah mbak... tumben-tumbenan ini anak-anak pada mau ngacung gitu pas maju,,biasanya tu cuma berapa aja yang mau, kalo ga ditunjuk yo cuma diem aja gitu mbak'*
>
> 'it was very surprising. Most students raised their hands to actively take part (come to the front of the class). On the previous lesson, the teacher should point out the students one by one to make them come to the front of the class'

One student also whispered the researcher:

> *"miss.. nanti aku maju ya tapi kalo salah ga papa ya?*
>
> 'Miss,, I will come to the front of the class to practice but is it fine if I made a mistake?'

The class was quite noisy, but they were busy talking and practicing their monologue.

In turn, the researcher let the students to practice their monologue in front of the class one by one. They felt reluctant to come to the front because they felt shy and afraid of making mistake.

Even though the activities in this third meeting were reduced, the students' activeness and involvement were increased since they were given more opportunities to practice and perform their work.

**c. Discussion of the implementation**

1. Developing the Lesson Plan

The researcher developed the lesson plan in order to increase the quality of the teaching and learning activities. Since there were three implementations on the first cycle, the researcher made three lesson plans. These lesson plans were based on the syllabus. The lesson plans would cover the standard of competence, basic competence, the indicators, the objectives of the lesson, the materials, the media used, the activities that would be done, the skills that would be improved and the language functions that would be taught.

First, the course grid was developed based on the syllabus for elementary school. In this cycle, the material that would be taught was about family member. This would cover four skills: reading, writing, listening and speaking.

During the implementation, the researcher found that the teaching and learning process could be done in effective ways. The used of time was also

arranged on the lesson plan so that each step on the teaching learning process could be done completely.

However, the first meeting on this cycle could not be completed because there were too many activities.

2.  Optimizing the use of available media

    a.  Using pictures

        The researcher used various kinds of picture in this cycle. There was a wall picture of the family tree, big pictures for making description in front of the class and small pictures for each student to be used in describing someone. In the first meeting the researcher used a wall picture of the family tree for explaining the members of family and their relationship. In the second meeting the researcher used big and small pictures of people. They were used for describing someone. These pictures were intended to make the students focused on the teaching and learning process and understand the material better.

        During the implementation, it was found that the pictures were very helpful for explaining the materials. The students looked at the pictures enthusiastically. It was revealed from the interview with some students that the students felt happy and enthusiastic when the researcher used

pictures for explaining the materials. The researcher's explanation was also clearer. The interview transcripts below described the situation:

''*Miss..miss kalo pake gambar yang tree tadi lho mis jadi agak gampang. Kalo dulu ditanyain hubungan pak siapa dengan bu siapa gitu misalnya tu susah we mis.. soale kadang cuma awangen gito lho mis.. (interview on Thursday, April 1st 2011)*

''Miss..the used of family tree made the materials easier to be learnt. On the previous lesson, I was confuse to find the relationship between Mr x with Mrs y because I could only imagine the family tree. (interview on Thursday, April 5th 2011)

Although most students were happy with the pictures used as media in the English teaching and learning process, there were a small number of students on the back row who did not enjoy the lesson. It was because the letters on the pictures were too small and unclear for them who sat on the back row. This condition made them difficult to actively take part in answering the questions from the researcher.

b. Using the scrabble board

The scrabble board was used to help the student to memorize the spelling of some words better. The scrabble board was used on the first meeting. The scrabble board game taught the students how to spell and new vocabulary words. In scrabble game, the students should work in group or in pair. This activity was also effective to increase interaction

among the students. The students could operate and discuss together to finish the task.

c. Using puppet

Puppets could stimulate students' imagination and encourage creative play. The puppets were use on the last meeting of the first cycle. The puppets were use on all steps in the teaching and learning process. In the beginning of the lesson puppets were used to attract the students' attention. Those were also used by the researcher to give model to the students in describing someone. On the last step, the researcher asked the students to practice their speaking skill in describing his/her family members using the puppet in front of the class. A numbers of students felt enthusiastic to practice using the puppet.

3. Using supporting activities

a. A matching game

This game was conducted to promote the students' listening. In this game the students should find the suitable pictures based on the researcher's description, so that they should focus on what the researcher described in order to find the right pictures. The students were divided into 4 groups. At first, the researcher stuck 10 pictures of family members on the board. Then, she gave the description of the family members stuck on the board one by one.

b. Question and answer

The question and answer activities were used in almost activities. It was very effective to motivate the students to get involved in the teaching and learning process and to make them speak up. In the beginning of the lesson, the question and answer activities was used as a warming up. It could attract the students' attention. In the middle or in the end of the lesson the question and answer activity was used to check the students' comprehension.

During the implementation it was found that the question and answer activities were very helpful to make the students' speak up. They tried to express their idea or share their answer although sometime they still mixed it with their mother tongue.

**d. Result**

After conducting the action, the researcher asked the students and teacher's response. The students were more enthusiastic in learning English.

The use of lesson plan in each meeting increase the quality of the English teaching and learning process. The various activities implemented on the teaching and learning process could prevent the students from the boredom.  They students were enthusiastic in getting involved on the lesson. The number of students who went outside during the lesson was reduced. The level of noisy when students doing their

own activity could be reduced since they were interested in the lesson, as said by a

student:

> *'Kalo pake gambar gitu ga bosenin miss.. ga cuma liat papan tulis sama LKS*
>
> *terus.."*

Another student also said:

> *''.Kalo aku senengnya kalo pas pake boneka kemarin itu miss..kan bisa maju..hehe..kalo duduk dengerin itu tu jadi malah bosen we miss..."*
>
> ''I was happy when we learnt the materials using puppet. I could practice in front on the class.."

The teacher from another class also gave positive response to the teaching and

learning process:

> *' Wah..mbak anak-anak di ajarin apa we kok tumben sudah ga ada yang keluar-keluar gitu kalo pas pelajaran,,?'(another teacher added) '.. biasane ki do gedumbrengan yo bu?'.*
>
> 'What did you teach to the students? There were no students going outside the classroom during the teaching and learning process? (another teacher added)..' the students usually make noise. Is that right?'

> From the statements above the researcher found that the students' seriousness

in joining the lesson was increased.

**e. Evaluation**

The plan, the implementation, and the result of the first cycle can be seen in the following chart:
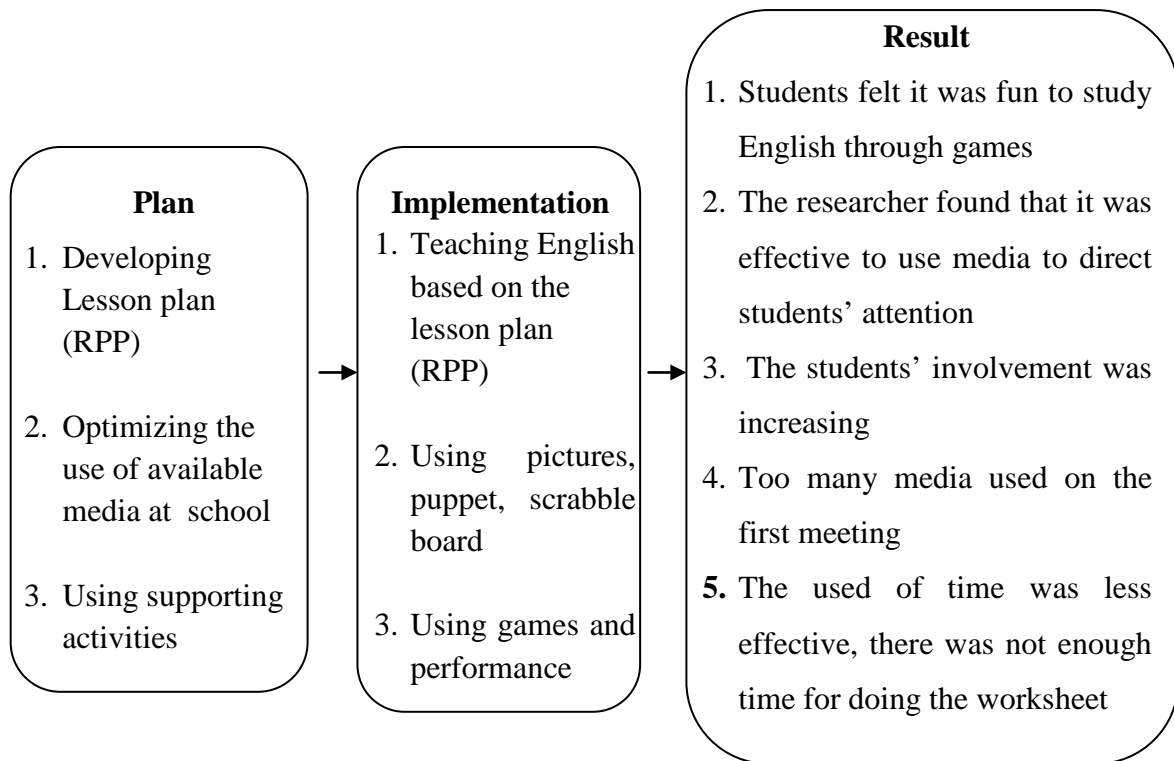
| **Plan** | **Implementation** | **Result** |
|---|---|---|
| 1. Developing Lesson plan (RPP) | 1. Teaching English based on the lesson plan (RPP) | 1. Students felt it was fun to study English through games |
| 2. Optimizing the use of available media at school | 2. Using pictures, puppet, scrabble board | 2. The researcher found that it was effective to use media to direct students' attention |
| 3. Using supporting activities | 3. Using games and performance | 3. The students' involvement was increasing |
| | | 4. Too many media used on the first meeting |
| | | 5. The used of time was less effective, there was not enough time for doing the worksheet |

**f. Reflection**

After implementing the actions, the English teacher and the researcher did some reflections. The reflections were based on the observation during the teaching and learning process, the students' opinion, comments and suggestion from the research members.

The following were the results of the reflection

1) The use of various media was successful to attract and maintain the students' attention. The used of pictures on the beginning of the lesson made the students' interested in joining the lesson. The used of puppet in the last meeting was also effective to make the students speak up and practice their speaking skill in front of the class.

2) The use of Lesson plan in the teaching and learning process was also effective. It helped the researcher to conduct the teaching and learning process in good ways.

3) The use of interesting activities including games and sticking activity was effective to motivate the students to get involved and actively participates in the teaching and learning process.

The weaknesses found in the first cycle were as follows:

1) The names of people on the family tree stuck on the whiteboard were not big enough for the students on the back row. It happened on the first meeting. Therefore, some students who sat on the back row did not fully pay attention to the explanation given by the teacher. Some students walked toward the family tree. This made the class noisy.

2) As arranged on the lesson plan, there were some activities that should be done in each meeting, but there was time when the researcher spent much times in

doing the game using the media. As consequences, the time for doing the worksheet was not enough. On the first meeting, there were three media used at the same time. It made the teaching and learning process ran in hurry.

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The researcher and the English teacher then revised and rearranged the lesson plan for the next cycle. The materials, the media, the worksheet and also the used of time were seriously planned. The media used on each meeting were chosen properly.

## 2. Cycle 2

### a. Planning

The second cycle was conducted by implementing the evaluation of the first cycle. Since the materials on the first cycle were completely done, the researcher and the English teacher decided to use the last material about health and hospital. The second cycle was also done in three meetings. The teaching and learning process was done as follow:

The materials and the schedule of the second cycle were as follows:

| No | Day/ Date | Topic and Materials | Skills | Media |
|----|-----------|---------------------|--------|-------|
| 1 | Thursday, April 14th 2011 | c. Health and hospital | Listening Speaking | Flash card Pictures |
| 2 | Tuesday, April 19th 2011 | d. Health and hospital | Reading Writing | Pictures |
| 3 | Thursday, April 21st 2011 | e. Health and hospital | speaking | Pictures Scrabble board |

The materials in this cycle were taken from the students' workbook then the researcher modified them. She also modified the materials taken from the internet and books. There would be worksheets for students for each meeting. From the evaluation of the first cycle, the media that would be used were chosen properly. There would be at least one or two media in each meeting. There were only pictures and scrabble board in this cycle. It was decided to make the English teaching and learning process run smoothly.

By developing the lesson plans, the materials and also deciding the media used, the research members expected that the teaching and learning process could maximize the students' involvement in the teaching and learning process.

### b. Implementation

1. Implementation I

The first meeting for cycle 2 was done on Thursday, April 14th 2011. When the teacher came to the class, some students were still in the library and most of them were in the class. The topic of the first meeting was about health and hospital. Here, the students were expected to know about some words related to the topic and to give response based on the teacher questions.

The class was begun by asking some questions to relate the students with the new topic about health and hospital. Most students seemed enthusiastic to give their answers. Here the researcher used pictures as media. She used the media to arouse

students' interest and motivation as stated by Wright (1989: 2). It was proved. The students' attention was directed to the whiteboard when the researcher stuck some pictures on it. The researcher stuck many pictures on the board then asked them to identify which pictures were existed in the hospital. On the next section, the researcher drilled the students to pronounce the correct words related to the things in a hospital using the pictures. To check the students' understanding about the things in a hospital, the researcher distributed 10 pictures and 10 cards consisting of the names of the things to the students. Group, the students should match the pictures with the names.

The pictures were expected to make the students understand about the real things, which were impossible to be brought to the class.

As stated by (Harmer, 2001: 134), pictures can be used in many ways. Most appropriate uses for pictures is for presenting and checking of meaning. It is so important for the students to know and imagine the original thin when they learn new vocabularies, so using pictures is the effective way to help students has understanding about the original thing.

It was also proved from the interview conducted by the researcher after the lesson.

> R        : ' Hii..laudia, bagaimana pelajaran hari ini?
>            (Hiii Laudia,, what do you think about the lesson today)
> S1       : 'Ehm.. ga tau miss'.

*(*Ehm..I have no idea )

R　　　: *'Kok ga tau,, maksudnya senang apa tidak?'*
　　　　(Were you happy?)

S1　　　: *Oo…ya seneng mis tapi aku gambarnya ga jelas..*
　　　　(Yes, of course I was happy, but the pictures were not clear)

*(other students came)*

S2　　　: *'Aku juga seneng miss,,*
　　　　(I was happy too miss..)

S1　　　: *' Haiyo karang kowe ketok,,nang ngarep dewe meneh'*
　　　　(No doubt. You could see the pictures clearly because you sat
　　　　on the first row)

S3　　　: *'Iya miss,,tau ga miss kan Adnan tu mosok belum pernah ke*
　　　　*Rumah　　Sakit to miss..hahaha'*
　　　　(Miss..do you know that Adnan has not go to the hospital yet)

S2　　　:*' Yoben tapi kan mau bener le jawab,,weee..*
　　　　*(*That is Ok,,I could answer the questions correctly)

From the interview above, it showed that the pictures were effective to help students' understand about the real things.

## 2. Implementation 2

The second meeting was done on Tuesday, April 19th 2011. The previous meeting was done only in 30 minutes, so the teaching materials on the first meeting had not finished yet. The researcher continued the teaching materials on the first meeting. She begun the class by asking some questions related to the previous lesson. The researcher used 'I spy' games.

The media used on this meeting were pictures and scrabbled board. According to Josephin (2003; 40) *scrabbled word activity helps to improve the students' reading and writing as it reinforces their visual memory of the words and helps them to spell the words they want to write. It means that scrabbled words can improve the students' vocabulary mastery and also help the students to write and read.* On the previous meeting, the students were asked to identify the pictures of things existed in the hospital. This time, students were expected to know the name of the things correctly. Before continued with the game, the researcher reminded some things first. She showed pictures used on the previous lesson, and the students automatically called the name when the researcher showed the pictures one by one.

This activity was proposed by Harmer (2001: 134) as a way to drill students. He said *"Flashcards/ pictures are particularly useful for 'drilling 'grammar items, for cueing different sentences or practicing vocabulary. In other hand, flashcard is an easy way to give drills to the students, flashcards has clear and interesting image to show the meaning.*

On the next section, the students worked in groups. The researcher distributed some small pictures and some letters consisted of the name of those things. They had to arrange the letter into correct words based on the teacher descriptions.

Here the researcher used the time effectively based on the previous discussion on cycle 1. On the last section, the students were provided with reading-text

worksheet. She managed the time so that the students had enough time to finish the worksheet then could discuss it with the researcher.

### 3. Implementation 3

The third meeting was done on Thursday, April 21st 2011. The topic was still about health and hospital. But this time the students were expected to be able to express their feeling of illness.

To the researcher surprised, there were no students playing outside. They were in the class although some of them were still talking with their friends and some of them were moving around the class. When the researcher came in to the class, the students' noisy were reduced.

The media used on this meeting were pictures and puppet. The researcher revised the previous materials and also introduced the materials that would be learnt. Here the students were expected to be able to express their feeling and to have short dialogue with their friends. The dialog was presented in the form of role play. It covered the language focus of asking and giving information, and also giving advice. Such as ' What's the matter with you?', 'Are you sick?', ' I've got a headache', 'I've got cold', etc.

The researcher stuck the pictures of two people on the white board which were consisted of a dialogue. The purpose was to give model of expression for the students. Later, the researcher asked the students to practice their dialogue in front of

the class. The researcher provided the students with pictures of sick people. In pair they had to do the role play. One student acted as a sick people, and another student tried to give advice to his/her friend.

### c.  Discussion of the implementation

1.  Developing the lesson plan

The lesson plans on the second cycle were also based on syllabus. There would be three lesson plans for the three implementations on this cycle. The lesson plans would cover the standard of competence, basic competence, the indicators, the objectives of the lesson, the materials, the media used, the activities that would be done, the skills that would be improved and the language functions that would be taught.

First, the course grid was developed based on the syllabus for the elementary school. In this cycle, the material that would be taught was about health and hospital. On the first meeting the students learnt about things in the hospital to build their vocabulary related to the materials.  And the second and third meetings the students learnt how to communicate with their friends, such as, asking information, giving information and giving advice.

During the implementation, the researcher found that the teaching and learning process could be done in effective ways. The used of time was also increased

since the researcher limited the activities. The limitation of the activities made the students more focus on the activities.

2. Optimizing the use of available media

    a. Pictures

The researcher used various kinds of picture in this cycle. There were big pictures and small pictures. These pictures were intended to make the students focused on the teaching and learning process and understand the material better.

During the implementation, it was found that the pictures were very helpful for explaining the materials. The students looked at the pictures enthusiastically.

    b. The scrabble Board

The scrabble board was used to help the student to memorize the spelling of some words better. The scrabble board was used on the first meeting. The scrabble board game taught the students how to spell the new vocabulary words. In scrabble game, the students should work in group or in pair. This activity was also effective to increase interaction among the students. The students could operate and discuss together to finish the task.

c. Puppets

Puppets could stimulate students' imagination and encourage creative play. The puppets were used on the last meeting of the first cycle. The puppets were used on all steps in the teaching and learning process. In the beginning of the lesson puppets were used to attract the students' attention. Those were also used by the researcher to give model to the students in describing someone. On the last step, the researcher asked the students to practice their speaking skill in describing his/her family members using the puppet in front of the class. A number of students felt enthusiastic to practice using the puppet.

3. Using supporting activities

a. Sticking activity

The sticking activity was used to motivate the students to get involved and actively participated in the teaching and learning process. it was used in the first meeting of the second cycle. It was also aimed to make the students familiar with the new vocabulary related to things in a hospital. First the researcher divided the students into four groups. Then she provided each group with ten pictures and cards consisting of the name of those things. Each member of the group should stick the picture on the board with the correct name.

During the observation, it was found that the students tried to win the game. This game was also effective to provoke the cooperation and competition.

b.  Guessing games

The guessing game was used in the second meeting of the cycle. It was used to stimulate the students to get involved and to make them speak up. The researcher also used the guessing game to drill the students with the things in the hospital. This was also effective for students' listening skill. The researcher gave some clues and the students should answer the questions based on the clue given.

c.  Role play

Role play is an interesting and interactive activity to be applied in the English teaching and learning process. The researcher applied this activity on the last meeting of cycle two. This game was applied to provide opportunities for the students to practice their speaking and listening skills. In this activity, the information gap exists. The students will have many occasions to use English orally through the dialogues. The language focus in this meeting were asking for information, giving information and also giving advice. The real-life situations were provided by the researcher. One student acted as a sick person. He/she had to

express his/her illness through mime them and another student should give advice to his/her friend.

During the implementation, most students wanted to practice the dialog in front of the class. It could be revealed from the researcher' observation that the students did the queue before doing the role play. It indicated that the students' involvement was highly increased.

### d. Result

After the implementation of the action, the researcher found that the use of time based on the lesson plan was effective. The researcher did not spend much time in doing/ using the media. It made the students and the researcher have enough time for doing and discussing the worksheet.

The use of media was also effective since the researcher limited the use of media.

Teacher : *'Mbak.. kalo media yang dipakai ga terlalu dipaksakan untuk dipakai semua kan malah jeadi lebih focus belajarnya,, biasanya anak-anak itu kalau dari awal sudah tahu ada beberapa media yang mau dipakai mesti terus jadi tidak focus gitu kalau lagi pake media yang satu..mesti terus pengen ganti yang lainya karena penasaran gitu'..*

Researcher : *'Kalau hari ini bagaimana buk penggunaan medianya?*

Teacher : *Walaupun cuma satu tapi kan tadi dipakainya dengan*

*beberapa cara, jadi ya tetep ga bosen mbak..sudah gitu anak-*

*anak juga malah tetep lebih bisa focus gitu,, ga keburu- buru*

*lagi kan?*

Researcher   *:Iya buk*

e.  **Evaluation**

The plan, implementation and result of the second cycle were presented in the chart below:
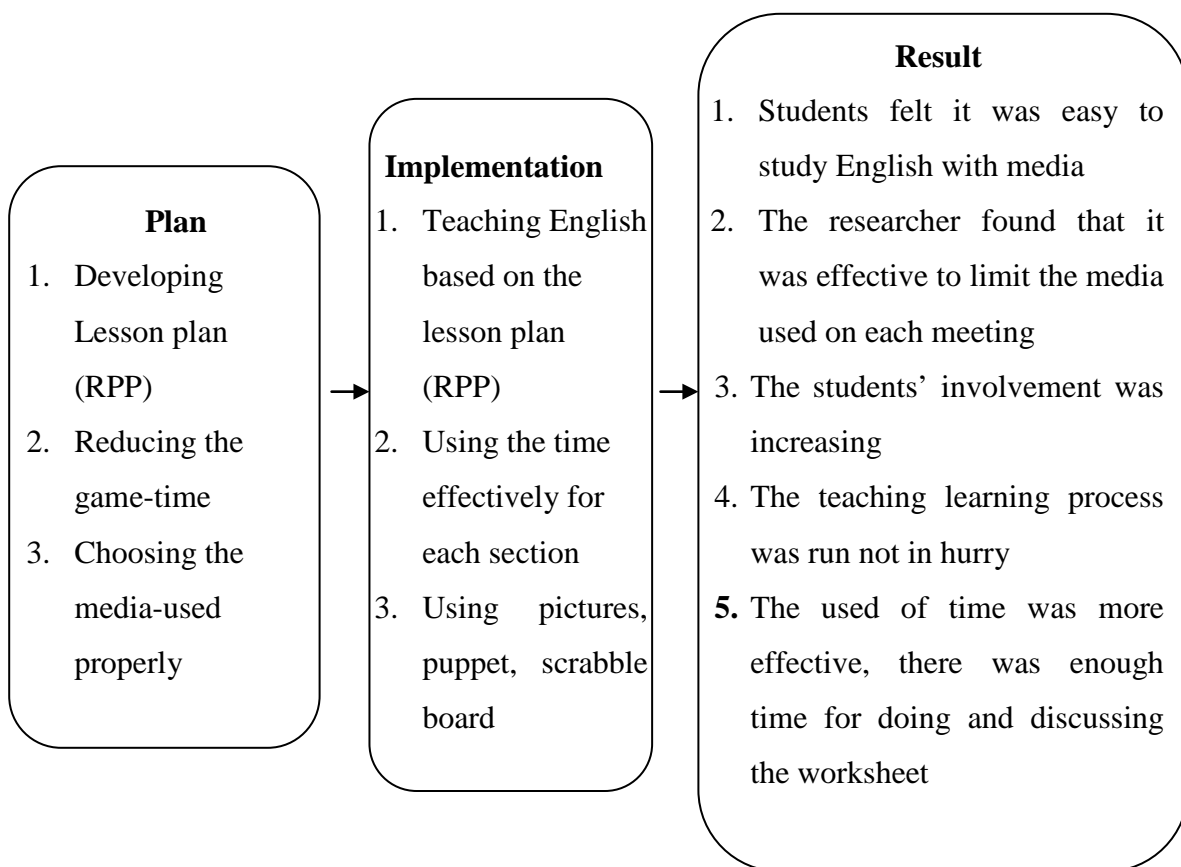
**Plan**

1. Developing Lesson plan (RPP)
2. Reducing the game-time
3. Choosing the media-used properly

→

**Implementation**

1. Teaching English based on the lesson plan (RPP)
2. Using the time effectively for each section
3. Using pictures, puppet, scrabble board

→

**Result**

1. Students felt it was easy to study English with media
2. The researcher found that it was effective to limit the media used on each meeting
3. The students' involvement was increasing
4. The teaching learning process was run not in hurry
5. The used of time was more effective, there was enough time for doing and discussing the worksheet

**f.  Reflection**

After implementing the actions, the English teacher and the researcher did some reflections. The reflections were based on the observation during the teaching and learning process, the students' opinion, comments and suggestion from the research members.

The following were the results of the reflection

1)  The use of various media could change the students' habit. The numbers of students who made noise during the class were reduced and there were only a few students who left the class in the middle of the lesson for any reason.

2)  The use of various media could effectively arouse the students' motivation in learning English. It was proved by the students' activeness to get involved during the teaching and learning process.

3)  The use of lesson plan during the cycles had improved the effectiveness of the teaching and learning process. The researcher could use the time effectively and properly

# CHAPTER V

# CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The research members had collaboratively selected three main problems which were more feasible to be solved. To solve the problems the English teacher and the researcher implemented the use of various media available on school and also developing the lesson plan.

The results were as follows:

1. The use of various media and lesson plan had made the English teaching and learning process become more interesting. It was different from the previous condition that was monotonous.

2. The use of various media in the beginning of the lesson was effective to arouse the students' attention to the material.

3. The use of various media could increase the students' attention span during the teaching and learning process. The students were not busy doing their own activities, such as reading comic or chatting with their friends.

4. The use of various media could help the students to understand the material easily. For example, when studying the family relationship, the students were given a chart of the family tree.

5. The students' involvement had also increased during the implementation of the action. It could be seen from the students' passion to try answering the questions and to follow the game.

6. The use of various media was able to increase students' involvement in the teaching and learning process. It could be seen in almost every meeting, the students actively took part in the teaching and learning process.

7. The use of lesson plan helped the teacher to improve the quality of the teaching and learning process and to use the time effectively.

8. Overall, the use of various media and lesson plan in the teaching and learning process did not only make the students more active in attending the class, participating during the class activities or answering the questions, but also minimizing the students' activities of fooling around and making noise.

B. Implication

From the conclusion above, the implication of the research can be expressed into some points presented below:

1. The use of various media and lesson plan had made the English teaching and learning process become interesting. It implies that the use of various media and lesson plan can be applied in the teaching and learning process for other classes and subjects.

2. The use of various media in the Presentation stage was effective to arouse the students' attention to the material.  It implies that the various media can also be used in every stage of the teaching and learning process.

3. The use of lesson plan helped the teacher to improve the quality of the teaching and learning process and to use the time effectively. It implies that the use of lesson plan helped the teacher to conduct the teaching and learning process in appropriate ways.

4. In general, the use of various media in the teaching and learning process can help the students to actively get involved in the teaching and learning process and keep them from fooling around, making noise, and cheating. It implies that the use of various media increased the students' involvement during the teaching and learning process.

C. Suggestion

Based on the conclusion above, there are some suggestions as follows:

1. English teacher, especially the English teacher of SDN Tamansari I Yogyakarta and other English teacher either at the school or at other school are recommended to keep applying:

    a. The use of various media in the teaching learning process to help the students in understanding the materials easily and enjoying the teaching and learning process.

b.  The use of lesson the plan in order to increase the quality of the teaching and learning process. By using the lesson plan, the teacher were hoped to be able to deliver the materials in a proper way and also to use the time effectively.

2.  The English teacher of SDN Tamansari I should vary their techniques in delivering the materials to the students. It should be noted by the teacher that the elementary school students could easily get bored with the monotonous activities, such as doing the LKS during the whole time in the teaching and learning process.

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# Appendices

# FIELD NOTES

# INTERVIEW TRANSCRIPTS

# COURSE GRID

# LESSON PLANS

# PHOTOGRAPHS

**Field note of the observation**

Date : Tuesday, January 18th 2011

Time : 09.30 – 11.30

Class : VB

Unit : At the school

Teacher : Mrs. Dwi Purwanti, Spd

Number of students : 26 students

At 09.35 the English teacher came to the class. The English teacher, Mrs Dwi asked the students who were still playing outside to come to the class. She asked all the students to bring their foods inside. Some students asked to the teacher 'Ms Dwi, nanti gamenya apa?' before entered the class. Then the teacher replaid "sudah masuk dulu, nanti ms Dwi kasih tau'.Then the students entered the class and sat on their chair.

The class quite small with 20 tables and 30 chairs inside the classroom. The space between tables was too close.

The class was noisy, some students chatted with their friends, walked around the class and ate their snacks. The teacher asked the students to be quite by saying 'be quite please'.

The teacher then greeted the students by saying 'Good morning?' then the students replied with loud voice 'Good morning ms'. 'How are you today? Do you feel happy this time?' some students replied ' Yes ms', but a few students replied 'no, ms'.

The lesson was started by singing a song. The teacher asked the students to stand up and sang 'Hockey Pokey' song. Almost all students sang together with loud voice. They sang and move their body.

After that, the teacher asked the students 'Any homeworks?' and students replaid 'No ms'. The teacher then asked some questions related to the previous lesson about At The Classroom. 'Ayo anak-anak, di sekolah ada apa saja?'. Almost all students answered 'Ada hall, school yard, kantor guru, WC miss, canteen, etc'. Then the teacher asked the students to listen and repeat some words (e.g. office, hall, school yard, classroom, library, rest room, canteen,etc ).

On the next section, the teacher asks the students were asked to do the task on their workbook. Since some students haven't **get** the workbook yet, so they joined with their friend.  While doing the exercise on the workbook, some students asked about some difficult words to the teacher, for example 'Miss, membaca itu apa to?'. The teachers answered the question and suggested them to borrow dictionaries from the library.

The class was very noisy at that time. Adnan, the troble maker in that class began to move around the class and threw paper to his friends, some students chatted and played with their friend, but some of them did the exercise seriously. Almost all the time the teacher said' Be Quite, please' with loud voice and little bit angry. While the students were doing the exercise, the teacher walked along the class and checked the students'workbook.

After 80 minutes (09.45 – 10.35) doing the workbook the teacher then said "Itu LKS'nya buat PR ya,,minggu depan dicocok'kan, sekarang kita main game'.

Almost all students feel happy with that idea. 'game ap ms?

Teacher asked students to sit on their chair and be quite. Then, she divided the class into two groups based on the positoin of their seat. Each group consists of 13 students and they should make a line between tables. The teacher drew 2 stairs and numbered them based on the number of the students in each group. One by one, each student should write down one word on the stairs.  Group with the fastest speed to draw 13 words will be the winner.

Because some students were dishonest**,** and some of them just walked along the class the teacher stopped the game and decided  to changes the game with Guessing Game, so the students stll could continue the game on their own seat to minimize  the possibility students moved around the class. This time, the teacher divides the class into 4 groups based on the table line.

First, the teacher gave an example ' I see somehing in the classroom beginning with letter L', then some students answered 'Lamp'.

Next, the teacher drew the score board on the whiteboard.

In turn, the teacher gave one question to each group, starting from group A, then B, C, and D. In the middle of the game one group thought that the game was not fair. They thought that other groups were given easier questions. 'Ms,,,masak pertanyaanya gampang banget, tadi pas kelompok saya kok susah,, ah g adil ms. The teacher then gave response by giving more score to them 'Ya udah,, karena tadi pertanyaanya agak susah maka skornya bukan 25 tapi 50.  And it made other groups felt that the game was not fair.

Some students began to feel bored with the game. They were little bit agry because they got low score.

One student shouted 'Ms,, bosen,,bosen'.

And the other students shouted the same thing.**'** Iya mis...bosen.bosen,,curang,,curang''

The teacher then asked students to sing a song together. Then she closed the class by saying 'Wassalamualaikum wr, wb'

**Field note of the observation**

Date : Tuesday, January 25th 2011

Time : 09.30 – 11.30

Class : VB

Unit : At the school

Teacher : Mrs. Dwi Purwanti, Spd

Number of students : 26 students

The teacher entered the class at 10.05. The students were still not ready yet to begin the lesson. They felt tired after the physical exercise. Some students were still moving around the class, chatting with their friends and eating their snacks. The teacher begun the lesson by greeting the students and checked the attendance list.

The teacher then asked the students about their homework. Small number of students had finished it, but most of them had not finished it yet. The teacher asked them to finish their homework.

While the students doing their workbook, the teacher checking their work.

During the class, some students went to the restroom for several times and the teacher always permits them. The teacher asked them to finish their workbook at eleven o'clock.

To the researcher surprise, in the middle of the lesson, the teacher asked the researcher to control the class while she was eating her meal in the canteen.

At eleven o'clock the teacher and the students checked the workbook together. The situation was so noisy at that time. The teacher applied new ways in checking the students' work. The students felt confuse since the teacher didn't give clear instruction. Then they decided to use the common way in checking their work.

There were only15 minutes left. Students mentioned the answer together, not one by one. This part was dominated by small number of students, the other were passive.

At 11.20 the teacher finished the lesson by greeting them.

**Field note of the first implementation**

| | | |
|---|---|---|
| Date | : | Tuesday, April 5<sup>th</sup> 2011 |

Date            : Tuesday, April 5th 2011
Time            : 9.30
Class           : VB
Number of students : 25 students
Topic           : My Family
Media           : Family Tree
                  Board and letters
                  Pictures

The researcher entered the class at 9.35 after the physical exercise. There were only few students in the class. Most of them were still in the canteen and sat outside the classroom. The researcher asked them to go inside and gave some time for them to ate their meal and to change their clothes. At 9.45 all students were in the class and sat on their chairs. Almost all students were enthusiastic to join the lesson since he researcher is the new person for them.

The researcher greeted the students and checked the attendance list. She also introduced herself and called the students name one by one.

One student asked ' *Mbak...nanti maen game y'*. It was followed by the others 'Iya mbak..', '*Game apa sing a song mbak..'.* the researcher said that there would be a game. Almost all students felt happy with the idea.

She begun the lesson by asking about their previous lesson with their researcher, and asked some questions related to the family, such as 'do you have a family?', 'how many family members in your house?', or '*siapa yang tinggal sama grandmother and grandfather?'',* etc to make them get in on the lesson.

The researcher also told the class about her family. Such as ' I live with my family. They are my father, my mother, my younger brother, and my younger sister'.

One student shouted ' *younger it ap mbak?'*. Another student named Lilo answered it '*nek younger ki lebih muda, nek older itu lebih tua, ya kan mis?'*. The researcher nodded her head and said 'Yes, right Lilo'.

The researcher then showed some pictures of family members to the students and asked some questions to make them familiar with the pictures first.

Such as, 'Is he older?, Is she young?"

The researcher then made a family tree on the board. She stuck the pictures of family members, made them familiar with the family members' name and checked the students understanding about the relation between family members, such as

'Who is Mr Bambang's son?' or 'Riri ini Mrs Karina's ...."

The researcher then asked the students to work in group of 4 and distributed the board and letters to each group. She asked them to name their group. She explained the rule of the game. She checked the students' readiness before begun the game.

The researcher asked some questions related to the family tree stuck on the white board. And they had to answer the questions by arranging the letters and stuck them on their own board.

E.g     Who is Mr. Ahmad's brother?

        Who is Karina's niece?

        Mrs. Yunita is ahmad's . . . . . .

All students were seriously following the game. The first group which correctly answered the questions would get high score. The researcher finished the game after scoring them.

In the next section, the researcher distributed worksheet consisting of text about family and a sheet of family tree. They have to find information on the text and

filled it on the family tree. While the students doing their worksheet, the researcher walked around the class to check their understanding. At eleven o'clock, the bell rang and the students asked the students to finish their worksheet as the homework.

The researcher finished the class by greeting the students and saying a prayer.

**Vignette of the second implementation**

| | | |
|---|---|---|
| Date | : | Thursday, April 7th 2011 |
| Time | : | 9.30 |
| Class | : | VB |
| Number of students | : | 25 students |
| Topic | : | My Family |
| Media | : | Flash Cards |
| | | Family Tress |

The researcher entered the class at 9.30 after the bell rung. That time the learning process was moved to another class which was smaller than the class VB. The spaces between tables were too narrow and the arrangements were not in good order.

The researcher asked the students to sit on their own chairs. She begun the lesson by greeting them and checked the attendance list. The class was quite calm, some students just sat on their chair and read some books and checked their homework.

Since on the previous lesson, the worksheet had not been corrected yet, so the researcher asked them to open their worksheet and then discussed the answer with the students. There was too noisy since the students tried to give their answer. It made some of the students didn't hear the answer clearly. So the researcher wrote the answer one by one on the whiteboard after the students answered them. It also aimed to correct the writing.

About 9.50 they finished correcting the homework.

The researcher begun to check the students understanding about the previous lesson. She asked some questions about family member and the relationship. Most of students were enthusiastic answering the questions which were related to their daily life.

The lesson would be about the description of family members. The researcher showed a picture of her mother and begun to describe about her mother. 'This is

my mother. Her name is Mrs Martini. She is slim and tall. She has white skin, etc'. The students listen to the description given by the researcher. She also wrote the sentences on the whiteboard to show the way in describing someone.

The researcher then showed some big pictures of people one by one. *'Look at this girl, ayoo dilihat anak, She is tall or short? What about her hair? Straight, wavy or curly?'*. The researcher gave the questions in English and sometimes she had to translate them into Indonesia. She also wrote the some difficult words on the whiteboard.

She showed some pictures of people and students gave the description about those people. Everyone seemed active in giving their description. They more enthusiasts when the researcher asked one or two of the students to stand in front of the class and asked the other to describe their friends.

The researcher then asked two students to help her stuck some pictures on the board. There are 10 pictures of people. Here the researcher gave descriptions of people and the students should guess the suitable pictures that have been described.

The researcher decided to give only six descriptions because the time is almost up. There were only 15 minutes left. She distributed a worksheet to the students 'Draw and describe'. On the worksheet students had to choose 3 members of their family and made descriptions about them.

While the students doing their worksheet, the researcher walked around the class to check whether the students had difficulties or not. At 10.50 the researcher ended the lesson and asked them to continue their worksheet as the homework.

**Vignette of the third implementation**

Date : Tuesday, Tuesday 12<sup>th</sup> 2011

Date : Tuesday, Tuesday 12$^{th}$ 2011

Time : 9.30

Class : VB

Number of students : 25 students

Topic : My Family

Media : Puppet

The researcher entered the class at 9.30 after the bell rung. Again the lesson was moved to another class since the previous class was used for competency test of class VI. The class was bigger and more comfortable.

The researcher began the lesson by greeting the students and checking the attendance list. Some students were enthusiastic with the belonging brought by the researcher. This time the researcher brought 6 finger puppets consisting family member, there are grandmother, grandfather, father, mother, brother and sister. One or two students took the puppet and begun to have monolog. It made the other students want to experience the same thing with the puppet.

Here, the researcher focused on the students speaking skill. That's why the activities were making a short monologues telling about the students' family member orally.

On the first section, the researcher took one of the puppets. She gave the example to the students as follow :

Hiii friends…
Good morning… I'm Desty..
This is my mother. Her name is Ms Martini.
Does she beautiful? (Some students said ' Yes').
Yes, she is beautiful. She is tall and slim.

Her hair is black and curly. Her skin is fair.

She is very kind. I love her very much.

Then the researcher took one more puppet. She asked the students some question related to the puppet, such as 'does he handsome?', 'what does she wear?', ' what is his hair looks like?' etc.

One of students shouted 'Mis,, *aku nanti mau nyritain simbahku aj'*. .then the researcher replied ' Wow,,good..OK.. *Kalian bisa  nyritain bapak, ibu, adik, kakan atau simbah kalian nanti'. Siapa yang sekarang mau?*

Lilo, one of smart students said ' *Aku mau mis, tapi nanti di depan diajari ya kalau salah'*  and the other students were trying to prepare their monolog with their friend, but some of them were  shy to come to the front of the class to practice their monologue at the first time.

For about 5- 10 minutes the students prepared their monologue.

 At first, the researcher didn't point the students one by one. She let the students to practice after they were ready. Most of students were enthusiastic to use the puppet and to practice their monologue and only few of them who were shy and afraid to practice their monologue.

**Vignette of the fourth implementation**

Date                     :   Thursday, April 14th 2011

Time                     :   9.30

Class                   :   VB

Number of students   :   23 students

Topic                   :   Health and Hospital

Media                :   Flash Cards

                                    Word cards and small picture

The researcher entered the class at 09.30. There would be only 30 minutes left since the students would go home earlier that time. When the resarcher entered ,there were students who still in the library, then one student asked them to join the class. The class was quite ready to begin the lesson.

The reasearcher greeted the students and checked the attendance list. They were 3 students absent that time. They begun to ask some questions to stimulate the students and to introduce the new materials that would be learned about health and hospital.

Such as 'Have you been in hospital?, what did you do there?, what can you find in hospital?'

Almost all the students were enthusiastic to give their answer. The class were noisy since most of students tried to answer at the same time. The researcher then asked them to raise their hands and she would point the students one by one to share their experience in the hospital.

As the following example:

Researcher     : 'Have you been in a hospital?"

                        *Ayo..siapa yang pernah ke Rumah Sakit*?"   asked the reaseracher.

Student 1        :'*miss.. aku pernah ke rumas sakit soalnya deman"*

Researcher     :' Och..You've got fever?

Student 1      : Yes, fever

Student 2      : *kalo aku dulu pernah jatuh miss.. terus kakinya diperban.*

Researcer      : broken leg?

Student 2      : *broken leg itu patah ya miss?* (then he nodded his head)

Researcher     : What can you find there? *Apa yang kalian lihat ketika di rumah sakit?*

Students       : *Dokter miss..perawat..nurse..suntikan miss..ambulan miss..etc*

After that the researcher stuck the pictures on the blackboard. Then she asked the students to choose the pictures existing in a hospital. But the pictures were not big enough for the students who sat on the back rows. Most of them were not able to see the pictures clearly. It made one of them move forward to the blackboard and the other followed doing the same thing.

The students then choose the pictures of thing in a hospital.  One by one the student choose the picture and stuck it based on the classification: whether it can be found in a hospital or not. Some of them already known the name of the things, but some of them didn't know yet. The researcher gave the correct pronunciation and they repeated after the researcher.

After that students are divided into 4 groups and the researcher told them the rules of the game. Each group was equipped with 10 pictures of things in hospital and 10 words consisting of the name of the things. Each member of the group stood in line. One by one they had to match the picture with the name and stuck it on the board.  They could not stick more than 1 picture at the same time. The group which correctly matched the pictures would be the winner.  From this activity, the researcher knew that all students were seriously followed the lesson. They tried to match correctly although few of them did not obey the rules by sticking more that 1 picture at the same time.

After they finished 10 numbers, the researcher and the students checked the answer one by one. Here, unconsciously the students were drill to pronounce the words while checking their matching.

After finishing the game, the researcher distributed worksheet for the students. While the students doing their worksheet, the researcher moved around the class. She checked whether the students got difficulties in doing the worksheet.

Suddenly the bell rang before 10.15. The class was finished by having a prayer first.

**Vignette of the fifth implementation**

| | | |
|---|---|---|
| Date | : | Tuesday, April 19th 2011 |
| Time | : | 9.30 |
| Class | : | VB |
| Number of students | : | 23 students |
| Topic | : | Health and Hospital |
| Media | : | Flash Cards |
| | | Word cards and small picture |

The researcher entered the class at 09.30. The class was move to another bigger class. All the students were on the class.

The researcher greeted the students and checked the attendance list. His time the researcher began the lesson by singing a song to build up their spirit. All students felt happy after singing a song. They begun to ask the researcher about the activities that would be done that day.

Since the previous lesson was not finished yet, the researcher continued the previous lesson. She began by giving questions to remind them with the previous lesson about thing in a hospital. She drew the students' attention by giving mini games called 'I spy'.

e.g.     I spy something beginning with A.. (Students tried to answer)

It is kind of vehicle.

It is used for carrying sick people to the hospital.

(The clue given one by one and ended when students were able to guess it)

The researcher gave about 7 questions to remind them with the previous lesson and also to draw the students' attention to the description given by the researcher.

This time the students learn about kinds of illness and the doctor.

The researcher gave some stimulus questions to relate them with the new material that would be given as the example below:

*Siapa diantara kalian yang pernah sakit gigi? (Students answer)*

*Kalo kalian sakit gigi lalu pergi kemana? (Students answer)*

Some materials have been given on the previous lesson, so it was not completely new material. The researcher just enlarged the students understanding.

The researcher showed some pictures which contain of sick people. They got fever, broken leg, cough, toothache, headache, etc. The students' attention was drawn to the interesting pictures. The researcher made them familiar with the name of the illness first.

On the next section, the researcher asked the students to work in pairs and she distributed 12 scramble board and also the letters. After telling the ways how to use the board, the researcher began to give some questions/ clue. She mixed the questions from the two previous meeting with the new one. The students had to guess the answer by arranging the letters on the board, as the example follow:

Who is he?

In hospital he usually wears white coat

He treats the patients' teeth

The students then answered the questions by arranging the letter into 'd-e-n-t-i-s-t'.

The researcher gave for about 10 questions. Almost all pairs answered questions correctly.

By giving the students to feel the experience of using the media, the researcher believed that they were more active to get involve on the lesson and did not just passively listening to the researcher all the time.

After finish with the game, the researcher then distributed worksheet to each student.

At 10.40 the bell rang. But the class teacher asked the researcher to continue the class until 11.00 since she had to finish her job. Then the researcher asked the students to discuss the worksheet together with the researcher.

The lesson finally finished at 11.00 when the class teacher came to the class.

**Vignette of the sixth implementation**

Date : Thursday, April 21st 2011

Time : 9.30

Class : VB

Number of students : 21 students

Topic : Health and Hospital

Media : Scramble Board

The researcher came to the class at 10.00, but there were only few students on the class. Some of them were still joining on the dancing class. Then the class teacher asked the researcher to have class at 10. 15. Since there was a test for the 6th grade students, so the class was moved to another room.

The class began at 10.20 when all students were on the class and ready to have a lesson. The researcher greeted them and checking their attendance list. There were two students absent that day. One student shouted '*Miss...nyanyi dulu miss biar ga lemes''* and followed by other students. '*Iya mis,,,kalo langsung mulai nanti ndak ga semangat soalnya cape miss habis nari'*. The researcher agreed and began to sing a song together.

After that, the students reminded the students with the previous lesson to check their understanding. Almost all the students answer the question at the same time. The still remember the two previous lessons about kinds of illness shown on the pictures.

The researcher gave some questions to relate the students with the material, such as, '*siapa yang pernah sakit? Biasanya apa yang kalian lakukan ketika sakit?'*.

Almost students tried to give their answer. They were enthusiastic to share their answer although most of them mixed with the Indonesia language.

The researcher then gave model how to give advice. She used two puppets and gave model of the conversation of giving advice. The students paid attention to

the researcher. The researcher used puppets to practice the dialog between 2 people as the example below:

A : Ouch..
B : what happen with you?
A: I have got toothache
B : -You should go to the dentist

But one student shouted and followed by the other students.

*'Miss.. ditulis aja miss percakapanya biar jelas bilang ap'.*

Since there were some students who did not understand yet, the researcher wrote the example of the conversation on the board.

After having the explanation, the students were giving chance to give some advice related to the situation given. The researcher showed some pictures of sick people one by one and the students should give their advice.

R   :'What picture is it?'

SS :'Sakit kepala miss..Headache'

R   :'So..what should the girl do?'

SS : 'ehm..go to doctor' , the other students added 'medicine miss..' etc.

Those activities were aimed to make sure that the students' understanding about the material. On the last section, the researcher asked the students to work in pair and make dialog of giving advice. They were free to make the conversation. And later, the students practiced the dialog in front of the class.

The students began to prepare their dialog with. The researcher walked around the class to check if there were difficulties found by the students. Most of students wrote down their dialog on the book and asked the researcher to check their dialog transcript.

After for a while the researcher asked the students to practice their dialog in front of the class. She did not have to point out the students since the students actively and enthusiastically joined the activities.

The class finished after the bell rung.

**RESULT OF INTERVIEW**

**Interview I**

Interview the teacher before the observation

Date    : Tuesday, January 25th, 2011

Time   : 11.30

Place   : SD N Tamansari 1

R = Researcher; T = Teacher (Mrs Dwi Purwanti, S.Pd)


R : " Metode apa saja yang Ibu guru gunakan dalam mengajar di kelas Bahasa Inggris? "

T : Ehm...metode apa ya mbak. Pokonya yang guru dan anak sama-sama aktiv gitu.

R : 'Apa ibu setuju jika dalam pembelajaran Bahasa Inggris diterapkan metode permainan?'

T : 'O..iya mbak, sangat setuju, karena anak paling semangat kalau ada mainya mbak. '

R : 'Seberapa sering Ibu menggunakan permainan dalam mengajar Bahasa Inggris? Setiap pertemuan atau....?''

T : 'Ehm..maybe every meeting..'

R : 'O..jadi setiap pertemuan itu selalu ada game buk? Atau di mix dengan sing juga?'

T : 'Lagu selalu ada. Sesuai dengan task yang dipelajari. Trus kalau kuta masih punya waktu, main game.'

R : 'Menurut ibu, pentingkah model permainan dalam pembelajaran bahasa inggris? Mengapa?'

T : ' Ya penting mbak, soalnya kan itu biasanya bikin siswa semangat, jadi lebih aktiv juga mbak, ga Cuma diem aja.'

R : 'Model permainan seperti apakah yang cocok untuk diterapkan di pembelajaran Bahasa Inggris kelas 5? Yang bersifat competitive atau yang cooperative? Mengapa?'

T : 'Bisa yang competitive, bisa yang cooperative atau gabungan keduanya. Jadi anak tu lebih...lebih...apa ya. Lebih aktiv semua itu lho,,,menyenangkan, have fun.'

R : 'Menurut ibu model permainan manakah yang lebih efektif untuk siswa kelas 5? Indoor atau outdoor? Mengapa?'

T : 'O..bisa indoor and outdoor. Tergantung materinya nanti. Kalau seperti materi yang 'At school' itu bisa outdoor. Kan ada school yard, office, canteen gt.'

R : 'Menurut ibu, selama ini anak-anak lebih tertarik dengan permainan yang sifatnya bergerak (body movement game) , seat-game, atau game dengan gerak lagu (game with song and chant)?'

T : 'Ehm...movement game it's ok, song and chant never mind. Semua bisa saja, seat juga juga bisa. '

R : 'Terus kalau menggunakan body movement game gt kan ruang kelasnya tidak terlalu besar bu.'.

T : 'Nah,, kalau ruanganya kecil, kalau saya sendiri kursi-kursinya saya mundurin, harusnya kan ada ruangan tersendiri untuk bahasa Inggris, jadi karena terbatas ya saya...anu sendiri, dibuat bagaimana biar nyaman anak-anak bermain game.'

R : 'Kalau di halaman gitu memungkinkan tidak buk?'

T : 'Ya memungkinkan, tapi kan kendalanya ada anak yang nanti lari-larian.. selain itu juga kan udaranya panas tu. Kab biasanya pelajaran Bahasa Inggris itu kan ga jam pertama, jadi ya kendalanya itu, panas.'

R : 'Dari beberapa games tadi mana yang lebih efektif buk? Mengingat setting ruangan, jumlah siswa juga.'

T : 'Yang lebih efektif ya seat game.'

R : 'Responya bagus buk?'

T : 'Ya,,bagus. Tapi tergantung muridny. Ya kalau muridnya kadang-kadang kan ga bisa, ya mereka senangnya yang movement game.'

R : 'Kalau pas game gt Ibu biasanya menggunakan Bahasa Inggris saja atau mix dengan Bahasa Indonesia juga?'

T : 'Ya mix, soalnya kalau pakai bahasa Inggris aja banyak siswa yang ga dong (tidak mengerti). Jadi ya dicampur mbak..'

R : 'Dalam satu kali proses pembelajaran Bahasa Inggris berapa model permainan kah yang dapat diterapkan? Hanya satu atau....'

T : 'Ya kadang-kadang satu, kadang dua.'

R : 'Kalau dua game itu dilakukan dalam satu waktu atau yang satu di

awal, yang satu d akhir, atau seperti apa bu?.'

T : 'Ya bisa di awal, biasanya setelah  lagu tapi...biasanya saya di akhir pelajaran.'

R : 'Lalu buk, biasanya berapa menit waktu yang di alokasikan untuk sebuah game?'

T : 'Ehm..itu kalau pelajaran bahasa Inggris kan 40 menit x2 jadi 80 menit. Jadi ya sekitar 40 menit atau 15 menit untuk sekali melakukan game.'

R : 'Media pembelajaran apakah yang biasa dipakai oleh Ibu guru dalam pembelajaran Bahasa Inggris Kelas 5?.'

T : 'Kita biasanya buku, flashcards, terus gambar-gambar kan sama dengan flash cards, sama tape recorder kalau mau listening itu.'

R : 'Kalau model yang  3D gitu pernah juga buk?.'

T : 'Eh..belum.'

R : 'Jadi seperti realia, model itu juga belum pernah buk?.'

T : 'Yang seperti apa ya mbak?'

R : 'Jadi media bentuk tiga dimensi, mungkin contohnya rumah-rumahan, orang-orangan atau boneka.'

T : 'Oh..iya ada. Boneka juga pakai mbak.  Kalau mau cerita itu, misalnya 'i see the moon' . kenapa bisa nyanyi ini, lha nanti diceritakan dulu pakai boneka tangan. Cerita tentang  'i see the moon' setelah itu baru lagunya. Nanti gurunya memberi contoh dulu, baru anaknya'.

R : 'Biasanya kalau ada penggunaan media dalam sebuah game itu biasanya media hanya digunakan Ibu di depan atau digunakan bersama dengan anak-anak juga?'.

T : 'Ya dbisa dipakai gurunya dan muridnya juga, kalau Cuma gurunya biasanya ditaruh di depan jadi anak-anak memperhatikan, tapi kalau ada beberapa biasanya anak-anak bergantian mengunakanya.'

R : 'Media apa yang paling disukai anak-anak buk?.'

T : 'Flashcards, soalnya kan menarik mbak, ada gambar-gambarnya. Lebih jelas.

R : 'Penggunaan media sendiri?'.

T : 'O..kalau penggunaan medianya, misalnya pas pelajaran  mengenai Transportasi, ya nanti menggunakan flashcards atau gambar macam-macam transportasi gitu mbak, jadi untuk membantu menyampaikan materinya.  Nah nanti pada akhirnya bisa digabungkan pada saat game. Jadi gamenya menggunakan gambar itu mbak.. misalnya buat

whispering game.'

R : 'Menurut ibu apakah hambatan pada saat pembelajaran Bahasa Inggris terutama pada saat game?'

T : 'Ehm,, setting ruangan ya mbak, jadi ruanganya kan ga terlalu besar juga bukan ruangan khusus untuk bahasa Inggris kan.jadi ya harus kerja keras untuk mengatur ruangaya supaya nyaman untuk bermain anak-anak kan mbak..'

R : 'Kalau dari anak-anaknya sendiri buk?'

T : 'Paling kalau hambatanya itu ada bebrapa anak yang ga bisa itu lho, itu yang membuat anak jadi kurang responya,,sini kan sekolah terpadu mbak, jadi kan ada anak yang inklusi itu yang kadang membuat repot, kalau anak-anak yang lain ya Alhamdulillah responya bagus mbak, InsyaAllah.'


## Interview 2

Interview of the students during the observation

Date : Friday, January 21st , 2011

Time : 09.30

Place : SD N Tamansari 1

R : Researcher;

C = Claudia,  L = Lilo,   A= Adnan,   F = Farel


R : 'What is your name?'
C : 'Claudia'
F : 'Farel'
L : 'Lilo'
A : 'Adnan'
R : 'Kalian suka pelajaran Bahasa Inggris ga?'
C : 'Suka...suka..'
A : '(loud voice) No..no..no'
R : 'Kenapa g suka?'

| | | |
|---|---|---|
| A | : | 'Karena...karena...(Thinking) pelajaranya ga' enak.' |
| R | : | 'Ga enaknya dimana?' |
| A | : | 'Kalau yang one, two, three, two, three it lho..' |
| R | : | 'Berarti speakingnya? Ngomongnya? ' |
| A | : | (nodes his head) |
| R | | Kalau yang lainya suka tidak? Menulis?' |
| C | : | 'Suka..' |
| R | : | 'Do you like English?' |
| C | : | 'Sedikit...' |
| R | : | 'Kenapa sedikit?' |
| F | : | 'Ehm..kadang ga' enak kok mbak' |
| R | : | 'Ga' enaknya kenapa?' |
| C | : | 'Ni...ni...(Pointing at Lilo)' |
| L | : | 'Apa?' |
| F | : | 'Lilo...Lilo kepinteren mbak (terlalu pintar)' |
| R | : | 'Lilo kepintaran?' |
| C | : | 'Masak mbak,, lagi ngomong disaut sama Lilo' |
| A | : | 'Semua yang jawab Lilo' |
| R | : | 'O..jadi kalian juga pengen jawab tapi keduluan sama Lilo gt?' |
| F | : | 'Nggak,, kan gurunya lagi nerangin langsung disaut sama Lilo' |
| C | : | 'Lilo itu sok tau mbak..' |
| A | : | 'Iya mbak' |
| L | : | 'Ya kan aku emang tau,' |
| R | : | 'Suka bahasa Inggris? (looking at Lilo)' |
| L | : | 'Suka...' |
| R | : | 'Kenapa?' |
| L | : | 'Ehmmm... karena pinter. Karena suka aja' |
| R | : | 'Pelajarannya susah ga' menurut kamu?' |
| L | : | 'Nggak..' |
| R | : | 'Paling suka kalau Pelajaran Bahasa Inggris diajarin apa?' |
| A | : | 'Hewan..' |
| C | : | 'Ehm...apa ya? Kalau aku suka daily activities' |
| F | : | 'Buah-buahan' |
| A,C, | : | 'Ehm,,classroom, zoo, hobbies, etc.' |
| L | | |
| R | : | 'Trus kalau pas pelajaran Bahasa Inggris menurut kalian paling susah disuruh ngapain?' |

| | | |
|---|---|---|
| A | : | 'Aku..aku.. |
| R | : | 'Nulis atau apa?' |
| A | : | 'Permainan yang ABC' |
| R | : | 'Permainan ABC?' |
| C | : | 'O..yang tangga itu' |
| A | : | 'Bukan..bukan..yang dapet nilai itu lho, yang kaya kemarin itu.' |
| R | : | 'O..guessing game?' |
| A | : | (nodes his head)'Itu mbingungi mbak (membingungkan)' . |
| R | : | 'Kenapa?' |
| A | : | 'Lha itu ngomongnya pake bahasa Inggris terus kok mbak' |
| C | : | 'Kalau ngomongny pakai bahasa Inggris aj yang tau cuma Lilo mbak,,' |
| A | : | 'Iya mbak,,,' |
| C | : | 'Kalo Lilo kelompok B, ntar yang menang kelompok B' |
| R | : | 'Berarti kalian pengenya bahasanya campur gitu? Bahasa Indonesia sama Inggris?' |
| F | : | 'Ya sdikit aja mbk..' |
| | | Soalnya kalau  Mrs Dwi itu kebiasaanya pake bahasa Inggris terus, jadi yang tau cuma Lilo' |
| R | : | 'O..trus kalau pas Bahasa Inggris paling senang/ gampang  kalau disuruh ngapain?' |
| A | : | 'Game..' |
| C & L | : | 'Iya pas game..' |
| C | : | 'Sama sing' |
| L | : | 'Sama yang disuruh nulis profession juga' |
| A | : | 'Eh..sing juga' |
| R | : | 'How about you Lilo?' |
| L | : | 'Iya sama, sing juga' |
| R | : | 'How about game? Kalian suka game ga?' |
| All | : | 'Suka mbak..suka' |
| R | : | 'Sukanya kenapa?' |
| C | : | 'Ya..suka aja mbak seru..' |
| | | Kalau suruh nggarap, suruh diem bosan mbak..' |
| F | : | 'Iya mbak bosen' |
| R | : | 'Paling suka game apa?' |
| A | : | 'Tangga' |
| C | : | 'Iya tangga' |

R  :  'Yang kaya kemarin itu ya?'
A  :  'Kalo aku suka yang milih hewan..'
      Nanti kalau kuda apa bahasa Inggrisnya..'
R  :  'O..jadi nanti bu Dwi bilang Horse terus kalian ambil gambarnya gitu..'
A  :  'Ora..misalnya ini gambar kuda trus nanti cepet-cepetan jawab gt.'
R  :  'Kalau kamu? (looking at Lilo and Claudia)'
L  :  'Tangga'
C  :  'Tangga'
F  :  'Aku yang bisik-bisikan itu'
R  :  'O..whispering game?'
F  :  'Iya..'
R  :  'Selain tangga game apa lagi yang biasanya dikasih bu Dwi?'
F  :  'Ehm...apa itu yang..yang...'
C  :  'Yang diturunin itu lho...yang hang..hang..'
R  :  'Hangaroo?'
F  :  'Iya..'
A  :  'Itu paling susah'
R  :  'Kenapa?'
F  :  'Soalnya ga pakai kata kunci'
L  :  'Clue'nya sedikit''
A  :  'Yang paling nyebelin tu yang kotak dikasih A, B itu lho..'
C  :  'Ya...itu Hangman itu..'
A  :  'Iya..iya..itu paling susah,,g enak'
R  :  'Trus kalau main game, lebih suka yang berkelompok apa sendiri-
      sendiri?'
A  :  'Berkelompok..'
C  :  'Sendiri-sendiri,,kalau kelompok gt suka ricuh mbak,,,'
R  :  'Kalau sendiri-sendiri game'nya seperti apa?'
C  :  'Yang kaya jawab gt'
R  :  'Kalau Lilo (Looking at Lilo)'
L  :  'Sendiri-sendiri mbak biar ga' ricuh'
A  :  'Kalau aku kelompok, biar lucu...hehehhe'
C  :  'Kalau aku sendiri mbaka,,soalnya kalau kelompok tapi ga bisa kerja sama
      kan bubrah mbak..'
F  :  'Kalau aku juga sukanya sendiri mbak,, soalnya kalau kelompok itu nanti
      jadi rame '
R  :  'Kalian suka game yang sambil gerak (moving game) apa yang duduk

(seat game) gt?'

| | | |
|---|---|---|
| All | : | 'Yang gerak mbak..gerak' |
| A | : | 'Yang follow,,,follow,,follow me' |
| R | : | 'Kalau yang duduk gitu ga' suka?' |
| F | : | 'Nggak mbak,,' |
| C | : | 'Nggak asik mbka, bosenin' |
| R | : | 'Kalau game yang bergerak biasanya apa?' |
| A | : | 'Itu lho yang gini (move his body)' |
| L | : | 'Follow me.., ' |
| A | : | 'Sama yang pegangan itu lho..' |
| C & F | : | 'Hockey Pockey..' |
| L | : | 'Sama yang orang,, kereta itu lho' |
| F | : | 'Apa ya?' |
| C | : | 'Ya..itu follow me' |
| C & F | : | (Sing a game song) |
| R | : | 'Kalian kalau pelajaran Bahasa Inggris apa pas main game gt, Bu Dwi suka pakai media g?' |
| C | : | 'Kemarin-kemarin paling, dulu itu pernah pakai boneka' |
| L | : | 'Kemarin juga pakai, yang gambar-gambar itu' |
| R | : | 'Kalian senang ga kalau main game'nya pakai media gt?' |
| A | : | 'Nggak..nggak suka kalau aku' |
| C | : | 'Kalau aku iya,, seneng biar  ada variasinya, jadi ga bosen' |
| F | : | 'Kadang- kadang seneng kadang nggak,,' |
| R | : | 'How about you?' |
| L | : | 'Nggak, biar praktis, ga repot' |
| R | : | (looking at Adnan) |
| A | : | 'Kalau aku biar ga disuruh- suruh ngambil gt' |
| F | : | 'Tapi bu Dwi kadang pakai media' |
| A | : | 'Turno nek go media aku meneng wae (tapi kalau pakai media, aku diam saja)' |
| All | : | (laughing) |
| C | : | 'Iya mbak,,kalau pas pakai media gt dia diem aja, tapi kalau pas disuruh ngerjain di rame mbak..' |
| R | : | 'Tapi selama ini pas pelajaran Bahasa Inggris Bu Dwi selalu pakai game?' |
| L | : | 'Iya' |

C : 'Kadang-kadang'

F : 'Tapi seringnya sing mbak kalau sebelum ngerjain gitu'

A : 'Paling sering nyanyi mbak''

## Interview 3

Interview of the students during the observation

Date :

Time : 09.30

Place : SD N Tamansari 1

R : Researcher; S (student/ Adnan)

R : Hiii,,,what is your name?
Namanya siapa?

S : Adnan

R : Adnan..gimana tadi pelajaran Bahasa Inggris sama Miss Dwi?

S : Ehm..ga enak..ga enak
(The boys shouted)

R : Lho,,kenapa?

S : Dimarahin terus…

R : Lho kenapa dimarahin?

S : Ga tau..

R : Kamu rame ga?

S : Nggak..

R : Kok dimarahin..tapi pelajaranya kamu suka ga?

S : Nggak,,aku ga suka..

R : Kenapa?

S : Lha soalnya ga enak..

R : Kalau games suka ga?

S : Nggak..soalnya pelit

R : Ehm..ok thank you adnan

**Interview**

Interview of the students during the observation

Date    :

Time    : 09.30

Place   : SD N Tamansari 1

R       : Researcher;

Frida (Fi),  Farel (Fa), Lita (L), Adnan (A), Aries (Ar)


| | | |
|---|---|---|
| R | : | Hii..what is your name? |
| Fi | : | Frida, |
| Fa | : | Farel |
| Li | : | Lita |
| R | : | Gimana menurut kalian pelajaran bahasa inggris hari ini? |
| A | : | (adnan shouted) ga enak…ge enak…ga enak… |
| R | : | Seneng ga? |
| Li | : | Seneng…soalnya ada miss desty |
| ALL | : | Laughed |
| R | : | Pelajaranya gimana? Senang atau gimana? |
| Li | : | Nyebelin, soalnya ga ada gamesnya |
| R | : | How about you Farel? |
| Fa | : | Gamenya ga pernah ganti-ganti terus |
| R | : | Ohh..gamenya ga pernah ganti-ganti. Terus kamu? |
| Ar | : | (came) Aries.. |
| R | : | Menurut kamu gimana? |
| Ar | : | Seneng… |
| R | : | Seneng sama bahasa Inggris? |
| Ar | : | (nodded) |
| R | : | Kalau pelajaranya bagaimana? |
| Ar | : | Ehm..biasa aja miss.. suka pelajaranya tapi kadang bosen gitu-gitu terus.. |

**Interview (on the first meeting)**

Date          : April 5th 2011

Time         :09.30

R (researcher), S (student/ Lilo)

| R | : | Halo…. |
|---|---|---|
| S | : | Hiii.. |
| R | : | Bagaimana pelajran hari ini? |
| S | : | Ehm…. |
| R | : | Seneng ga? |
| S | : | Seneng. |
| R | : | Kalau pakai media gitu seneng ga? |
| S | : | Haa? Seneng.. |
| R | : | Kenapa? |
| S | : | Ehm..seru trus ga repot bikin sendiri.. |
| R | : | Hihihi..ga repot bikin sendiri..berarti pakai yang sudah ada di sekolah ya? |
| S | : | Iya |
| R | : | Terus susah ga pakainya? |
| S | : | Ehm..sedikit sih.. |
| R | : | Kenapa? Di bagian yang mana susahnya? |
| S | : | Ga susah sih tapi ribet pas nyiap-nyiapin hurufnya tadi lho.. |
| R | : | Oh..yang nyiapin hurufnya tadi ya..tapi kalau aktivitasnya gimana? |
| S | : | Kalau yang lain aku juga suka sih miss.. |
| R | : | Kalau yang ga suka yang bagian apa? |
| S | : | Ehm…ga ada tu miss..suka-suka aja. |
| R | : | Hmmm..berarti suka semuanya ya.. |
| S | : | (smiled and nodded) |
| R | : | Ok..maksih ya lilo |
| S | : | Iya… |

**Interview 3 (on the first meeting)**

Date            : April 5<sup>th</sup> 2011

Time            :09.30

R (researcher), S (student/ Laudia/ Adnan)

R : Hiiiii…laudia bagaimana pelajaran hari ini?
S : Hehehe…biasa aja..
R : Hehehe…kamu agak telat ya tadi?
S : He..iya miss agak telat
R : Terus gimana?
S : Yaaaaa..gitu-gitu miss.
    Nyenengin..
R : Nyenenginya dimana?
S : di..di..di…gamesnya miss..
R : Senengnya kenapa?
S : Ya..gitu deh..
R : Kok ya gitu deh..kalau pakai media seperti tadi gimana?
S : Seneng si miss kalau pake,,gambar-gambar gitu aku juga suka
A : (coming) tapi gambarnya ga jelas we miss jadi aku mending ga jawab
    aja..hahaha..
S : Salae lungguh nang buri barang.
R : Ok..thank you Laudia. Adnan.


**Interview 4 (first implementation)**

Date            : April 5<sup>th</sup> 2011

Time            :09.30

R (researcher), S (student/aries)

R : Hiiii…
    What is your name?
S : Aries..
R : Aries…bagaimana pelajaran hari ini?

| S | : | Seneng.. |
|---|---|---|
| R | : | Senengnya gimana? |
| S | : | Ada miss desty.. |
| R | : | Hahaha…kok ada miss desty. Pelajaranya bagaimana? |
| S | : | Seru miss… |
| R | : | Susah nggak tapi? |
| S | : | Nggak miss.. |
| R | : | Lebih seneng yang pakai LKS gitu apa yang worksheet kaya tadi? |
| S | : | Yang tadi miss.. |
| R | : | Kenapa? |
| S | : | Karena ya gampang miss..yang gambar tree tadi lho miss jadi agak gampang.kalo dulu ditanya hubunganya pak siapa dengan bu siapa tu susah we miss..soale kadang cuma awangen gitu lho miss.. |
| R | : | o..lebih mudah ya. Kalau medianya suka tidak? |
| S | : | Suka miss,,tapi seneng kalau medianya ga cuma gambar tapi ganti-ganti biar ga bosen.. |
| R | : | Ok..thank you aries |

**Interview 5 (implementation)**

Date : April 12<sup>th</sup> 2011

Time :09.30

R (researcher), S (student/Rida)

| R | : | Hii..Amel ,,Rida.. |
|---|---|---|
| | | Bagaimana pelajaran hari ini.. |
| S1 | : | Ehm..gimana ya..suka miss.. |
| | | Lebih suka yang mana? Yang kemarin pakai gambar atau hari ini yang pakai puppet? |
| S1 | : | Kalo aku senengnya yang pakai gambar miss. Soalnya ga bosenin. Ga Cuma liat LKS kaya dulu miss..bosen |
| R | : | How about you Rida? |
| S2 | : | Kalo aku malah seneng yang maju miss pakai boneka itu. Kan bisa maju..haha..kalau duduk terus dengerin itu kadang bosen miss.. |
| R | : | Kan kemarin ga Cuma duduk? |

S2    :   Maksudnya tu dulu miss..mesti Cuma duduk ngrjain LKS yo rid yo?

S1    :   Hu'um..

R    :   Ok thank you Amel..Thank you Rida.

## Interview 6 (implementation)

Date          : April 14th 2011

Time         :09.30

R (researcher), S1 (student/Laudia), S2 (Adnan ), S3 (Amalia)

R    :   ' hii..laudia, bagaimana pelajaran hari ini?

S1    :   'Ehm.. ga tau miss'.

R    :   'kok ga tau,, maksudnya senang apa tidak?'

S1    :   'oo…ya seneng mis tapi aku gambarnya ga jelas..
           (other students came)

S2    :   'aku juga seneng miss,,

S1    :   ' haiyo karang kowe ketok,,nang ngarep dewe meneh'

S3    :   'iya miss,,tau ga miss kan Adnan tu mosok belum pernah ke Rumah
           Sakit to miss..hahaha'

S2    :   ' Yoben tapi kan mau bener le jawab,,weee..

**The course grid of Improving Students' Involvement through Optimizing the Use of the Available Media**

**in Class V of SDN Tamansari 1 Yogyakarta in the Academic Year 2010/1011**

| Meet-ing | Topic | Standard Competence | Basic Competence | Indicators | Language Focus | | Media& Learning resources | Task and activities | Time |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Sample of expressions | Key Vocabulary | | | |
| 1st | My Family | 3.Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik<br><br>4.Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik | Reading<br>3.2 memahami teks deskriptif bergambar sangat sederhana salam konteks sekitar peserta didik<br><br><br>4.1 Menulis teks fungsional oendek sangat sederhana secara berterima | • Students are able to know the vocabulary related to the family members<br>• Students are able to mention the family members orally<br>• Students read the short and simple text correctly<br>• Students write the simple words related to family members | • Hiiii friends,, My name is Riri. I am eleven years old. I am one of Mr. Wijaya's family. My grandparents are Mr and Mrs Wijaya. They are 75 years old and 71 years old. They have a son and a daughter, named Mr Dito and Mrs Liz. | Family members (grandfather, grandmother, father, mother, sister, brother, uncle, aunt, cousin, nephew, niece) | • Pictures of family tree<br>• Pictures of family members<br>• Games<br>• Board letters<br>• Work-sheet | **Presentation**<br>• The students are given some questions to relate them with the materials<br>• The students are shown a picture of a family tree<br>• The students are explained the relationship between family members based on the family tree<br>• The students are given an example of descriptive text about the family tree<br>• The students are given some questions related to the family tree orally | 2x35' |

| | | | | | | | | Practice | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | • The students work in group of four. Each group is provided with a board and letters | |
| | | | | | | | | • The students are given some questions related to the family members and the they should answer the questions by arranging the letter on the board | |
| | | | | | | | | **Production** | |
| | | | | | | | | • The students are given a descriptive text about a family and a worksheet containing of a blank family tree. They have to find the information on the text and fill the blank on the worksheet | |
| 2nd | My family | 3.Memahami teks fungsional | Speaking 6.3 bercakap-cakap untuk | • Students are able to identify the information said by the teacher | • Who is she? <br> • She is Mrs Ani. | • Family members <br> • color <br> • Beautiful/ | • Pictures (small and big) <br> • Worksheet | **Presentation** <br> • The students are shown a picture of mother and the | 2x35' |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik | meminta/memb eri informasi yang melibatkan tindak tutur: member informasi, menanyakan keadaan. | • Students are able to describe people based on the pictures given<br>• Students are able to describe his/her family members | She is my mother<br>• My father<br>• My mother<br>• She is my mother<br>• She has long and black hair<br>• She is beautiful | handsome<br>• Fat/ thin<br>• Straight, curly, wavy | | description about the picture with the characteristics<br>• The students are taught how to describe someone<br><br>**Practice**<br>• The students are shown the other pictures of family members. They are asked to describe them orally<br><br>• Some students stand in front of the class and the other students try to describe their friends<br><br>• There are 10 pictures of people stuck on the board. The students are asked to guess the pictures based on the suitable |

| | | | | | | | | descriptions. **Production** • The students make the description of someone based on the pictures given and choose 1-3 members of their family to be described. | |
|---|---|---|---|---|---|---|---|---|---|
| 3rd | My family | 6. Mengungkapkan instruksi dan iformasi sangat sederhana dalam konteks sekolah | Speaking 6.3 bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi | • Students are able to read their descriptive text about their family members • Students are able to describe his/her family members orally in front of the class | • He is my brother He is handsome He has short and curly hair | • Family members • color • Beautiful/ handsome • Fat/ thin • Straight, curly, wavy | • Puppet • A sheet of students' description | **Presentation** • The students are shown some puppets of family members • The students were given model in describing her family members using puppets **Practice** • The students practice their description about their family members orally in front of the class using puppet | 2x35' |

| | | | | | | | | **Product** <br>• The students write the description of their family members | |
|---|---|---|---|---|---|---|---|---|---|
| 4<sup>th</sup> | Health and Hospital | 3. Membaca Memahami teks fungsional pendek dan deskriptf bergambar sangat sederhana dalam konteks sekitar peserta didik | 3.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik | • Students are able to identify things and people in a hospital <br>• Students are able to pronounce the words related to the things in a hospital <br>• students are able to match the pictures of things in a hospital with the correct names | • What is that? <br>• That is an ambulance <br>• These are medicines | • Things and people in a hospital (doctor, nurse, ambulance, stethoscope, medicine, injection, operating room, mortuary room, etc) | • pictures <br>• card of letters | **Presentation** <br>• The students are given some questions to relate them with the materials <br>• The students are shown some pictures of many things on the board <br>• The students identify some pictures that can be found in a hospital <br><br>**Practice** <br>• The students are drilled to pronounce the correct words related to the things in a hospital <br>• The students work in group of 5-6. They are | **2x35'** |

| | | | | | | | | provided with 10 pictures of things in a hospital and the names of the things. In race, they should match the pictures with the name and stick them on the board.<br><br>**Production**<br>• The students are given a worksheet.. They should answer the questions on the worksheet. | |
| 5<sup>th</sup> | Health and Hospital | 6.Mengungkapkan instruksi dan iformasi sangat sederhana dalam konteks sekolah<br><br>Menulis<br>4.Memulis teks fungsional | Speaking<br>6.3 bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi<br><br>Writing<br>4.1 menyalin dan menulis kalimat sangat | • students are able to identify the information written in the text<br>• Students are able to pronounce the words related to the things and people in a hospital and also kinds of illness<br>• Students are able to write the names of things and people in the | • This is ambulance<br>• These are medicine<br>• Who is she? She works in a hospital. She usually wears a white | • Things in a hospital | • Pictures<br>• Text<br>• board | **Presentation**<br>• The students play 'I spy' game to remind some materials on the previous lesson<br>• The students are shown some pictures of things and people in a hospital on the previous lesson<br>• The students are shown some pictures of sick | 2x35' |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | pendek sangat sederhana dalam konteks sekitar pesera didik | sederhana secara tepat dan berterima | hospital<br>• Students are able to express their illness<br>• Students are able to give advice related to the problems | coat when she is working. She treats the patients' teeth<br>• Dialog<br>A : I've got toothache<br>B: You should go to the dentist<br>C: You have to take a medicine | | | people (toothache, stomachache, headache, fever)<br><br>**Practice**<br>• The students are drilled with the correct pronunciation about some kinds the illness<br>• The students work in pair, then they are provided with a board and letters.<br>• The students play guessing game. The students are given some description/ clues of people and things in a hospital or kinds of illness orally. They should answer the questions by arranging the letter on the board | |

| | | | | | | | | **Production**<br>• The students are asked do the worksheet | |
|---|---|---|---|---|---|---|---|---|---|
| 6th | Health and Hospital (I've got illness) | 4.Mengungkapkan instruksi dan iformasi sangat sederhana dalam konteks sekolah | Speaking<br>6.3 bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: meminta informasi, member informasi dan member saran | • Students are able to express their illness<br>• Students are able to give advice related to the problems | A : I've got toothache<br>B: You should go to the dentist<br>C: You have to take a medicine | • You should. . .<br>• You have to . . .<br>• Headache<br>• Toothache<br>• Stomachache<br>• Fever<br>• Doctor<br>• Hospital<br>• Medicine | • Pictures<br>• Puppets<br>• Role play | **Presentation**<br>• The students are show some pictures of sick people from the previous lesson<br><br>• The students are shown how to use puppets to practice the dialog between 2 people as the example below:<br>A : Ouch..<br>B : what happen with you?<br>A: I have got toothache<br>B : -You should go to the dentist<br><br>**Practice**<br>• The students are given explanation how to give advice for sick | 2x35' |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | • One by one the students are asked to give advice based on the pictures shown by the researcher. It is used to check their understanding in how to give advice. | |
| | | | | | | | **Production**<br>• The students to work in pair. They have to practice the dialog between two people in front of the class. One student becomes a sick person, and another student try to give advice to his/ her friend. | |

# LESSON PLAN

| | | |
|---|---|---|
| Educational Unit | : | SD N Tamansari 1 Yogyakarta |
| Subject | : | English |
| Class/ semester | : | V/ 2 |
| Skill | : | Integrated |
| Topic | : | My family |
| Language function | : | Describing family |

Standard of competence : 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

     3. Memahami teks fungsional pendek dan deskripif bergambar sangat sederhana dalam konteks sekitar peserta didik

     4. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik

Basic competency : 5.3 Bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi, menanyakan keadaan.

     7.2 Memahami kalimat sangat sederhana secara tepat dan berterima

     4.1 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima

Indicators : 1. Students are able to know the vocabulary related to the family members

     2. Students are able to mention the family members orally

3. Students read the short and simple text correctly

4. Students write the simple words related to family members

Time                                :   2 x 35'

A. Learning Objectives

At the end of the study, students are expected to be able to:

5. Know the vocabulary related to the family members

6. Mention the family members orally

7. Read the short and simple text correctly

8. Write the simple words related to family members

B. Language Focus

1. Vocabulary

a. Family members :grandfather, grandmother, father, mother, sister, brother, uncle, aunt, cousin, nephew, and niece

2. Expression

Asking information:     Who is she?

Giving information:     She is my mother.

C. Method/ Technique          : Presentation, Practice, Production

D. Learning activities

1. Opening

a. Greeting

b. Praying

c. Checking the attendance list

2. Teaching cycles

a. Presentation

- The researcher asks some questions to relate the students with the materials
- The researcher shows a picture of a family tree in front of the class
- The researcher explains the relationship between family members based on the family tree
- The researchers gives model of descriptive text about the family tree
- The researcher gives some questions related to the family tree orally

b. Practice

- The researcher asks the students to work in group of four. She distributes a board and letters to each group.
- The researcher asks some questions related to the family members and the students answer the questions by arranging the letter on the board

c. Production

3. The researcher distributes a descriptive text about a family and a worksheet containing of a blank family tree. The students have to find the information on the text and fill the blank on the worksheet

3. Closing

a. Giving the chances to the students to ask the difficulty

b. Resuming about what have been learned

c. Leave taking

E. Teaching media and learning resource

a. Pictures of family tree

b. Pictures of family members

    c. Games

    d. Board letters

    e. Worksheet

Yogyakarta,   April 2010

English teacher,                                                  Researcher,

Dwi Purwanti, S.Pd                                        Desty Nashiratunnisa'

**Students Worksheet**

**Read the following text carefully.**

MY BELOVED FAMILY



Hiiii friends,, My name is Riri. I am eleven years old. I am one of Mr. Wijaya's family. My grandparents are Mr and Mrs Wijaya. They are 75 years old and 71 years old. They have a son and a daughter, named Mr Dito and Mrs Liz.

My beloved father is Mr Bambang. He is 44 years old and work as an engineer. My mother IS Mrs Liz. She is 2 years younger than my father and works as a nurse. I have two sisters. My older sister is Karina. She is 21 years old. And my younger sister is Naima, she is 5 years old.

Karina is married with her husband Tyo, who is 3 years older than her. They have a three month baby girl, named Rara. My uncle, Mr Dito has a wife. Her name is Mrs Anggi. They have son and daughter. Their son, Angga is the same age with me and his sister, Putri is 3 years younger than him.

There are my beloved family. I love them very much

Find the information on the text and fill in the blank on the worksheet below.

**FAMILY TREE**

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____
(in-law)

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____
(in-law)

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____

(in-law)

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____

**ME**

Name : _____
Age : _____
_____

Name : _____
Age : _____
_____

## LESSON PLAN

Educational Unit          : SD N Tamansari 1 Yogyakarta

Subject                   : English

Class/ semester           : V/ 2

Skill                     : Integrated

Topic                     : My family

Language function         : Describing family

Standard of competence    : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

3. Memahami teks fungsional pendek dan deskripif bergambar sangat sederhana dalam konteks sekitar peserta didik

4. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik

Basic competency          : 5.2 Merespon instruksi sangat sederhana secara berterima

6.3 Bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi, menanyakan keadaan.

3.2 memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik

4.1 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima

Indicators                : 1. Students are able to identify the information said by the teacher

2. Students are able to describe people based on the pictures given

3. Students are able to describe his/her family members

Time      : 2 x 35'

A. Learning Objectives

At the end of the study, students are expected to be able to:

1. Identify the information said by the teacher

2. Describe people based on the pictures given

3. Describe his/her family members

B. Language Focus

 4. Vocabulary

  a. Family members :grandfather, grandmother, father, mother, sister, brother, uncle, aunt, cousin, nephew, and niece

  b. Color : black, brown, white, grey, and so on

  c. Adjectives : beautiful, handsome, tall, short, wavy, straight, curly, fat, thin, big, small, long, and so on

 5. Expression

  Describing family : She is my mother. She is beautiful.

         She has long and black hair.

C. Method/ Technique   : Presentation, Practice, Production

D. Learning activities

 1. Opening

  a. Greeting

  b. Praying

  c. Checking the attendance list

 2. Teaching cycles

  a. Presentation

   • The researcher shows a picture of mother and makes description about the picture with the characteristics

- The researcher explains how to describe someone

b. Practice
- The researcher shows other pictures of family members. The researcher asks the students to describe them orally
- The researcher asks some students to stand in front of the class and the other students try to describe their friends
- The researcher sticks 10 pictures of people on the board. The students are asked to guess the pictures based on the suitable descriptions.

c. Production
- The researcher asks the students to write the description of someone based on the pictures given and choose 1-3 members of their family to be described.

3. Closing
   a. Giving the chances to the students to ask the difficulty
   b. Resuming about what have been learned
   c. Leave taking

E. Teaching media and learning resource
   1. Big pictures of people
   2. Small pictures of people
   3. Worksheet

Yogyakarta,   April 2010

English teacher                                           Researcher,

Dwi Purwanti, S.Pd                                Desty Nashiratunnisa'

Students worksheet

# My Lovely Family



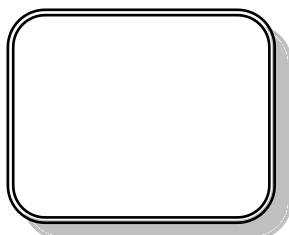Hiii friends,, My name is . . . . . . . . I have a lovely family. They are my father, my mother, my brother, my sister, my grandparents, my aunt and my uncle, my cousins, my nephew and my niece. I will tell you some of them.

Here they are.

This is my . . . . . . . .

_____
_____
_____
_____
_____
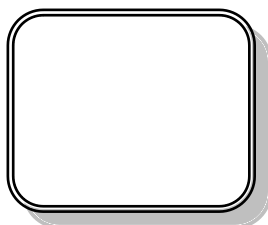
This is my . . . . . . . .

_____
_____
_____
_____
_____

This is my . . . . . . . .

_____
_____
_____
_____
_____
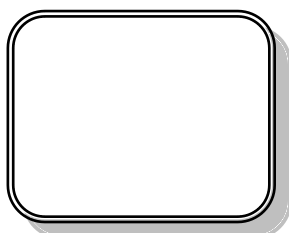
I love them very much..

# LESSON PLAN

| | | |
|---|---|---|
| Educational Unit | : | SD N Tamansari 1 Yogyakarta |
| Subject | : | English |
| Class/ semester | : | V/ 2 |
| Skill | : | Listening and speaking |
| Topic | : | My family |
| Language function | : | Describing family |

Standard of competence : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

    6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Basic competency : 5.2 Merespon instruksi sangat sederhana secara berterima

    6.3 Bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi, menanyakan keadaan

Indicators : 1. Students are able to read their descriptive text about their family members

    2. Students are able to describe his/her family members orally in front of the class

Time : 1 x 35'

A. Learning Objectives

At the end of the study, students are expected to be able to:

1. Read their descriptive text about their family members
2. Describe his/her family members orally in front of the class

B. Language Focus

   1. Vocabulary

      a. Family members :grandfather, grandmother, father, mother, sister, brother, uncle, aunt, cousin, nephew, and niece

      b. Color : black, brown, white, grey, and so on

      c. Adjectives : beautiful, handsome, tall, short, wavy, straight, curly, fat, thin, big, small, long, and so on

   2. Expression

      Describing family :   She is my mother. She is beautiful.

                         She has long and black hair.

C. Method/ Technique       : Presentation, Practice, Production

D. Learning activities

   1. Opening

      a. Greeting

      b. Praying

      c. Checking the attendance list

   2. Teaching cycles

      a. Presentation

- The researcher shows some puppets of family members to the students
- The researcher gives model in describing her family members using puppets

      b. Practice

- The students practice their description about their family members orally in front of the class using puppet

      c. Product

- The students write the description of their family members

   3. Closing

      a. Giving the chances to the students to ask the difficulty

      b. Resuming about what have been learned

      c. Leave taking

E.  Teaching media and learning resource

1.  Puppet

2.  A sheet of students' description

Yogyakarta,

English teacher                                          Researcher,

Dwi Purwanti, S.Pd

Desty Nashiratunnisa'

## LESSON PLAN

| | | |
|---|---|---|
| Educational Unit | : | SD N Tamansari 1 Yogyakarta |
| Subject | : | English |
| Class/ semester | : | V/ 2 |
| Skill | : | Integrated |
| Topic | : | Health and Hospital |
| Standard of competence | : | 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah |
| | | 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah |
| | | 4. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik |
| Basic competency | : | 5.2 Merespon instruksi sangat sederhana secara berterima |
| | | 6.3 Bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi |
| | | 4.1 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima |
| Indicators | : | 1. Students are able to identify things and people in a hospital |
| | | 2. Students are able to pronounce the words related to the things in a hospital |
| | | 3. Students are able to match the pictures of things in a hospital with the correct names |
| Time | : | 2 x 35' |

A.  Learning Objectives

At the end of the study, students are expected to be able to:

1.  Identify things and people in a hospital

2.  Pronounce the words related to the things in a hospital

3.  Match the pictures of things in a hospital with the correct names


B.  Language Focus

1.  Vocabulary

a.  Things in a hospital : ambulance, operating room, medicine, stethoscope, wheelchair, injection, aspirin and so on

b.  People in the hospital : doctor, nurse, surgeon, patient, and dentist

2.  Expression

Asking information : what is that?

Giving information  : That is an ambulance

C.  Method/ Technique          : Presentation, Practice, Production

D.  Learning activities

1.  Opening

a.  Greeting

b.  Praying

c.  Checking the attendance list

2.  Teaching cycles

a.  Presentation

- The researcher asks some questions to relate the students with the materials

- The researcher shows and sticks some pictures of many things on the board

- The researcher and the students identify some pictures that can be found in a hospital

b.  Practice

- The researcher drills the students to pronounce the correct words related to the things in a hospital

- The researcher asks the students to work in group of 5-6. They are provided with 10 pictures of things in a hospital and the names of the things. In race, they should match the pictures with the name and stick them on the board.

c. Production

- The researcher delivers worksheet to the students. The students should answer the questions on the worksheet.

3. Closing
   a. Giving the chances to the students to ask the difficulty
   b. Resuming about what have been learned
   c. Leave taking

E. Teaching media and learning resource
   1. Pictures
   2. Card of letters

Yogyakarta,   April 2020

English teacher                                      Researcher,

Dwi Purwanti, S.Pd                          Desty Nashiratunnisa'

# At the hospital

**1** Read the text and write the names of people

or things from the text below.

I'm a doctor.
I work in a **hospital**
When people are sick they call us and we go to take them in an **ambulance** or they come to the hospital. Nurses help the doctor to take care the patients, **dentist** fix teeth and the **surgeons** operate people.

We often give **injections** or **medicine** to our patients. We use **stethoscope** to listen to the heart beat. If they break a leg we put it in a plaster cast. If they hurt an ankle or have a cut we sometimes put a **bandage** or a **plaster** on it

Some people come to the hospital because they have a **headache**, **toothache**, **cough**, or **stomach**. They also come if they have a sore throat or a **fever**.

## 2. Put the words into the correct column

| Hospital | Thermometer | Waiting room | Doctor | Surgery |
| Surgeon | Cold | Weight scale | Injection | Tablet |
| Flu | Patient | Bandage | A headache | Plaster |
| Medicine | Drugstore | Prescription | mortuary | Dentist |
| Stethoscope | Fever | Cough | Backache | Brake a leg |
| Infusion | | | | |

| People | Places | Things | Illness |
| --- | --- | --- | --- |
| | | | |

## 3 Complete the sentences with the correct words

1. Surgeon and doctor work in a . . . . . . . . . . . .
2. You need a . . . . . . . . . . . . to measure the temperature
3. Take this . . . . . . . . . . . . to the chemist to get your medicine
4. The doctor checks the patients' heart beat using a . . . . . . . . . . . .
5. If you have a runny and stuffy nose you have a . . . . . . . . . . . .
6. The patients is in the . . . . . . . . . . . waiting for a nurse to call out his name
7. I use a . . . . . . . . . . . . to know my weight
8. She goes to the . . . . . . . . . . . . to buy some medicine
9. The nurses use . . . . . . . . . . . to carry the patients from the ambulance
10. I got a toothache, so i go to the . . . . . . . . . .

## Thank you

**LESSON PLAN**

| | | |
|---|---|---|
| Educational Unit | : | SD N Tamansari 1 Yogyakarta |
| Subject | : | English |
| Class/ semester | : | V/ 2 |
| Skill | : | Integrated |
| Topic | : | Health and Hospital |

Standard of competence : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

4. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik

Basic competency : 5.2 Merespon instruksi sangat sederhana secara berterima

6.3 Bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi

4.1 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima

Indicators : 1. Students are able to identify the information written in the text

2. Students are able to pronounce the words related to the things and people in a hospital and also kinds of illness

3. Students are able to write the names of things and people in the hospital

Time : 2 x 35'

A. Learning Objectives

At the end of the study, students are expected to be able to:

1. Identify the information written in the text

2. Pronounce the words related to the things and people in a hospital and also kinds of illness

3. Write the names of things and people in the hospital

B. Language Focus

1. Vocabulary

a. Kinds of illness : headache, stomachache, toothache, fever, cough, so on

b. Things in a hospital : ambulance, operating room, medicine, stethoscope, wheelchair, injection, aspirin and so on

c. People in the hospital : doctor, nurse, surgeon, patient, and dentist

2. Expression

Asking information : what's the matter with you?

Giving information  : I've got headache

C. Method/ Technique          : Presentation, Practice, Production

D. Learning activities

1. Opening

a. Greeting

b. Praying

c. Checking the attendance list

2. Teaching cycles

a. Presentation

- The researcher and the students play 'I spy' game to remind some materials on the previous lesson

- The researcher shows some pictures of things and people in a hospital on the previous lesson

- The researcher shows some pictures of sick people (toothache, stomachache, headache, fever, and so on

b. Practice
- The researcher drills the students with the correct pronunciation about some kinds the illness
- The researcher asks the students to work in pair, then she distributes a board and letters to each group
- The researcher plays guessing game with the students. The researcher mentions some description/ clues of people and things in a hospital or kinds of illness orally. The students should answer the questions by arranging the letter on the board

c. Production
- The researcher asks the students to do the worksheet

3. Closing
a. Giving the chances to the students to ask the difficulty
b. Resuming about what have been learned
c. Leave taking

E. Teaching media and learning resource
1. Pictures
2. Text
3. board

Yogyakarta,

English teacher                                        Researcher,

Dwi Purwanti, S.Pd                                Desty Nashiratunnisa'

## I am sick

### Unit : Health and Hospital

Answer the questions based on the pictures.

Example :

Question : What does Ahmad suffer from?

Answer : He suffers from a headache

1 Rara : What does Erin suffer from?

Rio : She suffers from . . . . . . . . .

2. Nana : What does Bayu suffer

from?

Dita : He suffers from . . . . . . . . .

3 Andrew : What does Tyo suffer from?

Amina : He suffers from . . . . . . . . .

4. Qila : What does Mr Haris suffer

from?

Andi : She suffers from . . . . . . . . .

5 Agung : What does Mrs. Anne suffer from?

Naima: She suffers from . . . . . . . . .

**Giving Advice**

Read the following dialog

1.   Brown  : 'Ouch..it's painful.
     Niko     : 'What's the matter with you?'
     Brown  :' I've got **headache'**
     Niko     :'You should **go to the doctor'**

2.   Melta   : 'I've got **a toothache'**
     Simon  : 'You should **brush your teeth** before going to bed'

## It's Your turn.

Give advice based on the situation given.

1.   A  : 'I've got a Fever'

     B  : _____

2.   A  : (sneezing)

     B  : 'What's the matter with you?'

     A  : 'I drink glasses of ice tea, and I sneeze all day long'

     B  : _____

3.   A  : 'I feel itchy on my hand'

     B  : _____

4.   A  : 'What happen with your leg?'

     B  : 'Yesterday I fell from the bicycle

     A  : '_____'

5.   A  : 'I've got a sore throat'

     B  : _____

# LESSON PLAN

Educational Unit           :  SD N Tamansari 1 Yogyakarta

Subject                     :  English

Class/ semester         :  V/ 2

Skill                        :  Listening and Speaking

Topic                      :  Health and Hospital

Standard of competence  : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

                                   6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Basic competency       : 5.2 Merespon instruksi sangat sederhana secara berterima

                                  6.3 bercakap-cakap untuk meminta/member informasi yang melibatkan tindak tutur: member informasi, memberi pendapat/saran, dan meminta kejelasan berterima yang melibatkan tindak tutur: mengungatkan, menanyakan keadaan, member komentar, member pendapat dan mengusulkan

Indicators                : 1.  Students are able to express their illness

                             2.  Students are able to give advice related to the problems

Time                       :  2 x 35'

A. Learning Objectives

At the end of the study, students are expected to be able to:

1. Express their illness
2. Give advice related to the problems

B. Language Focus

   1. Vocabulary

      a. Kinds of illness : headache, stomachache, toothache, fever, cough, so on

      b. Things in a hospital : ambulance, operating room, medicine, stethoscope, wheelchair, injection, aspirin and so on

      c. People in the hospital : doctor, nurse, surgeon, patient, and dentist

   2. Expression

      Asking information : what's the matter with you?

      Giving information  : I've got headache

      Giving advice          : You should take medicine

C. Method/ Technique          : Presentation, Practice, Production

D. Learning activities

   1. Opening

      a. Greeting

      b. Praying

      c. Checking the attendance list

   2. Teaching cycles

      a. Presentation

- The researcher shows some pictures of sick people to the students from the previous lesson
- The researcher and the students find ways in dealing with the illness
- The researcher use puppets to practice the dialog between 2 people as the example below:

         A : Ouch..

         B : what happen with you?

         A: I have got toothache

         B : -You should go to the dentist

      b. Practice

- The researcher explains how to give advice for sick people to the students.

- One by one the students are asked to give advice based on the pictures shown by the researcher. It is used to check their understanding in how to give advice.

c. Production

- The researcher asks the students to work in pair. They have to practice the dialog between two people in front of the class. One student become a sick person, and another student try to give advice to his/ her friend.

3. Closing

a. Giving the chances to the students to ask the difficulty

b. Resuming about what have been learned

c. Leave taking

E. Teaching media and learning resource

1. Pictures

2. Puppets

3. Role play

Yogyakarta, April 2010

English teacher                                          Researcher,

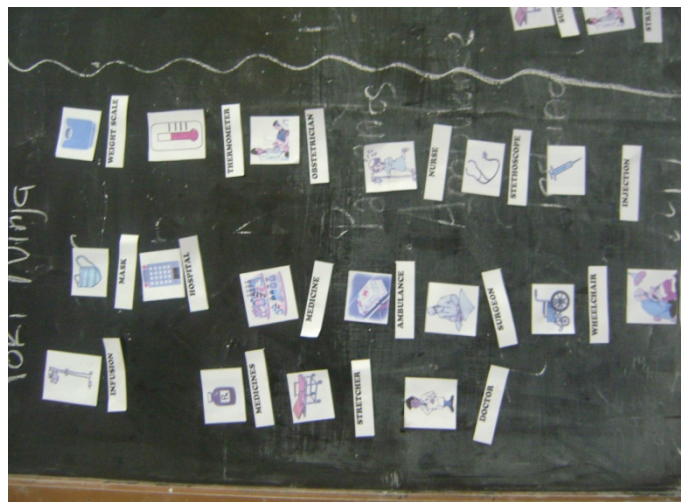Dwi Purwanti, S.Pd                                   Desty Nashiratunnisa'

# PHOTOGRAPHS


Pict.1 The students play a scrabble board game


Pict.2 The scrabble board

Pict.3 Matching Game using pictures


Pict.4  The students did the worksheet seriously

Pucture 5. A student practice their monolog
(describing people) using a puppet



Pucture 5. A student practice their monolog
(describing people) using a puppet