

**EFFORTS TO IMPROVE  
THE LISTENING-SPEAKING SKILLS  
OF THE 5<sup>TH</sup> GRADE STUDENTS OF SDN GABAHAN,  
MLATI, SLEMAN THROUGH INTERACTIVE  
LANGUAGE ACTIVITIES IN THE ACADEMIC YEAR  
OF 2010/2011**

A Thesis

Presented as Partial fulfilment of the Requirements  
to attain a *Sarjana Pendidikan* Degree in English Language Education



By  
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2011**

## APPROVAL SHEET

**EFFORTS TO IMPROVE THE LISTENING-SPEAKING  
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MLATI, SLEMAN THROUGH INTERACTIVE LANGUAGE  
ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011**



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By:

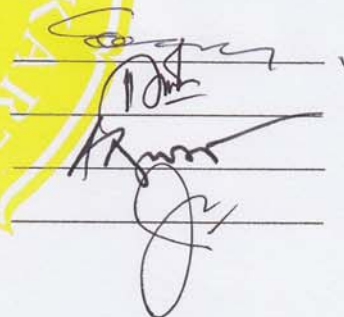
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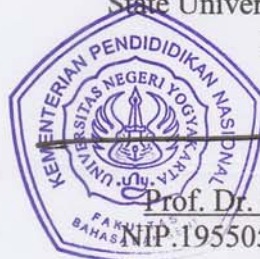
Accepted by the board of examiners of Faculty of Languages and Arts  
State University of Yogyakarta on 22 September, 2011 and declared to have fulfilled  
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan 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, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, September 2011

Penulis



Mayo Hadi Wibowo

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## **DEDICATIONS**

I lovingly dedicate this thesis to:

My beloved Mom and Dad

My beloved Wife and Son

And

All My Teachers

## MOTTOS

*"Guru=Superman+Mario Teguh"*  
(Mae)

**"Diam kini bukan emas"**  
(**'Skeptikal'** by Seringai)

**"Individu-individu merdeka!!"**  
(**'Mengadili Persepsi'** by Seringai)

**"It has to start somewhere, it has to start sometime.  
What better place than here, what better time than now?"**  
(**'Guerilla radio'** by Rage Against the Machine)

## ACKNOWLEDGEMENTS

Alhamdulillahirobil'amin, all praises be to Allah SWT, the Almighty, the Merciful, and the Owner of the Universe who has blessed me so that I could finish this thesis.

I would like to express my sincerest gratitude to my first consultant Nury Supriyanti, M.A, for being patience in guiding and giving chances to get knowledge not only in writing the thesis but also in teaching English for Children study, and my second consultant Lusi Nurhayati, M.Appl.Ling, for guiding, supporting and helping me in writing the thesis. I also express my truly gratitude to Tatik Suparyati, S.Pd as the school principal, Wiwin Kartikawati, S.Pd as the English teacher for supporting me in the actions and students of grade V and the big family of SDN Gabahan who have voluntarily assisted and been involved in the research.

My special thanks go to my big family, my beloved mom Sasmita Rini, my dad Sumarsono, my brother Rasyid, and my sisters; Aisa and Glora and also to my wonderful family; my beloved wife Ari Nur Cahyani and my gorgeous son Azzam Aryo Wibowo, for the prayers, patience, supports and motivation.

I would also like to thank all my friends who have involved and contributed to the writing of the thesis; Supriyadi, Uswatun, Sudiyem, Uwie, Agus, Rahmat, Dewi and the B'04 class (Cahya, Pram, Beti, Ani, Desty, Rina, Mafa, Erika, Lisa, Hida) for the sharing and support.

Finally, this thesis is still far from being perfect. However, I expect that it is useful for the development of the English teaching learning process at elementary schools in particular.

Yogyakarta, September 2011



Mayo Hadi Wibowo



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**FORMAT DOKUMEN ABSTRAK SKRIPSI**

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Judul Skripsi : Efforts to Improve the Listening-Speaking Skill of the 5<sup>th</sup> Grade Students of SDN Gabahan, Mlati, Sleman through Interactive Language Activities in the Academic Year of 2010/2011  
Tahun : 2011  
Jumlah Halaman : 164  
Kata Kunci : Listening, Speaking, Interactive Language Activities  
Tanggal lulus ujian : 21 September 2011  
Abstrak :

The objective of this study is to improve the listening-speaking skills of the 5<sup>th</sup> grade student of SDN Gabahan through the interactive language activities in the academic year of 2010/2011. The implemented actions are expected to meet the criteria of interactive language activities theories. The actions consist of games and songs.

In this action research, the data were obtained by conducting observations during the implementation of the actions, interviews, taking pictures and holding discussions to the 28 students of the fifth grade of SDN Gabahan, the English teacher and the collaborator. The instruments for collecting the data were an audio recorder, observation, interview and a digital camera. The data collected were qualitative in the form of field notes, interview transcripts and pictures. To obtain the trustworthiness, the researcher applied triangulation technique to meet the validity of the data.

This research consists of two cycles. The results of the first cycle shows that the implementation of interactive language activities such as games and songs accompanied with media were effective to promote the students' listening-speaking skills of Grade V. The result of the second cycle showed that the implementation of interactive games and songs supported by modified media and simpler classroom English was effective. The class was more interactive and the students became familiar in using English in simple communication. The indicators of the success of the implementation were: (1) the interaction in English between the teacher and the students, and among the students were improved (2) the students practiced listening and speaking enthusiastically during the classroom activities (3) the students could respond to English instructions promptly during the teaching and learning process, both orally and physically and (4) the students were able to use the English expressions appropriately in simple dialog during the teaching and learning process.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Research**

In English language learning, there are four skills involved and have been developed. They are listening, speaking, reading and writing. Listening is the language modality that is used most frequently. It has been estimated that students spend almost half of their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. By listening, students are preparing to replicate the sounds of words when they speak. In other words, the good listening skill will directly influence the students' speaking skill. A student will be able to respond to what she or he listened, such as answers, opinions, arguments, or other terms of communication. It will also important to help them communicate with people around them in. This skill also can be the foundation for other skills.

Based on the issue, the recent curriculum offered by Indonesian goverment, KTSP (*Kurikulum Tingkat Satuan Pendidikan*) put English as the local content subject which taught in the elementary school since the first grade until the sixth grade. The purpose of teaching English to children at the Elementary Schools is to make the students able to be involved in simple communication. In simple communication during the English teaching and learning process at school, the process of giving and taking information occur

between the teacher to the students and among the students. It is clear that listening is the skill that children acquire first, especially if they have not yet learn to read. When they start to learn a foreign language, what they hear is their main source of the language. After the students' listening occurs, they remember words or utterances and use them as the modal to make oral work or speaking. Perhaps speaking is the most demanding skill to teach, speaking and listening are related each other. In language communication, listening-speaking activity becomes what is required as the basic process.

Considering the importance of listening-speaking skills, it is essential for language teachers to help their students in order to improve their listening-speaking skill. The teachers certainly face many problems concerning the teaching of listening and speaking. The fact that, most of the elementary schools have been introducing English to students since the first grade but many of the students still find it difficult. SDN Gabahan in Sumberadi, Mlati, Sleman is one of it.

Based on the interview between the researcher and the English teacher of SDN Gabahan Mlati, Sleman, it can be said that the students' listening and speaking skills does not get enough attention in the English teaching and learning process. Similar with the researcher's idea, the English teacher considered the importance of listening-speaking skill for the language learners and think that some efforts need to be done to improve the listening –speaking skill.

Thus, to follow up the condition of the school, the researcher would conduct research. By conducting research, the researcher would try to improve the students' listening –speaking skills at SDN Gabahan Mlati, Sleman in the academic year of 2010/2011.

### **B. Identification of the Problems**

The researcher visited the school for several times on 14<sup>th</sup> July, 2<sup>nd</sup> and 9<sup>th</sup> August 2010. The researcher tried to observe closely to the activity during the English class of grade V. Besides, interview was occurred with the English teacher and students in order to gain more informations related to the research.

Based on the observations, interviews and discussions with the English teacher, the students and the collaborator, some problems in the field were identified. The first problem is the English teacher. There is only one English teacher in SDN Gabahan. She was graduated from Sarjana Wiyata Tamansiswa University in Yogyakarta. Since the university at which she studied did not offer the subject of EFC (english For Children) to its students, she does not have appropriate knowledge of how to teach English to children. From the observations during the teaching and learning process, the teacher used the techniques appropriate for adult learners. She always asked the students to do exercises on the textbook. She seldom uses songs, interesting media or games. That situation cause the opportunities that enable students to practice English in real communication did not exist. The situations brought effects to students'

achievement in English lesson, one of them is their listening and speaking skills automatically became poor.

The second problem was related to the students. There are twenty eight students in grade V. They have different characteristics, interests, and attitudes toward English learning. Some students are eager to learn English, but some others are not. Some of them are active, and some others are passive. According to the teacher's explanation, the students are still unfamiliar with English. They tend to use local language (Javanese). Furthermore, the teacher herself never promotes activities that support the students to learn English in interesting way. Many times, the researcher observed that the students nearly always answer or respond to the classroom English used by the teacher in Javanese. The researcher assumed that, the teacher did not emphasize the use of classroom English in order to increase students' listening and speaking skills. The students only listen to what the teacher explained then do the exercises from the course book or LKS (*Lembar Kerja Siswa*). The students asked the teacher in Javanese if they did not understand the instructions or just asked the Indonesian meaning of particular words.

The researcher found that the students did not respond to the teacher when she asked them to follow the instruction, the teacher have to repeat many time to make them respond the right action related to her instruction. Another example, when the researcher was greeting the class, they did not answer spontaneously. When the researcher asked some students "Do you like English?" or "What day is today?" the students did not answer. Researcher

should explain the students until they understand and be brave enough to respond. The situations figured out by the researcher below represent some facts that the students were poor both in listening and speaking.

The third is the media and teaching material. Media such as pictures, flash cards, realia and other English teaching media did not used in the English teaching and learning process in SDN Gabahan. The teacher always teaches English by using the textbook and *Lembar Kerja Siswa* (LKS). The students get the material only based on the textbook and LKS. There was no modification and no other materials from various sources. There were no such materials that promote activities in order to provide students activities to practice English in real communication.

The fourth is the regulation of the school. The school decided that students have only one course book as the source of the material. The students also had to have *Lembar Kerja Siswa* as the supporting material source. The researcher must adapt the material in designing his research's plan. In the other hand, some themes were not adaptable or difficult to modify. The researcher had some discussion considering the research's course grid. The teacher accepted as long as the materials have similarity between the course grid and the course book.

Teaching English for children, especially listening and speaking, is not the same as teaching English for adults. They often learn indirectly rather than directly, so that is why they take information from all sides. Children learn from everything around them in fun atmosphere and interesting ways. They

learn about what they see and what they hear rather than focusing on the topic they are being taught. Children learn not just from the explanation, but also from what they see and hear, and they have a chance to touch and interact with others. One of the efforts for teaching English for children is by promoting interactive activities that can help the students improve their interactional skill such as listening and speaking. The interactive language activities will provide chances for the children to practice English orally. The interactive language activities will enable children to use English directly through the interaction in fun, interesting and various ways.

Concerning the importance of listening-speaking skills, the researcher took this problem as a research study. The researcher emphasized the actions of this research on how to improve the students' listening-speaking skill during the classroom communication. The researcher then implemented some interactive language activities as the solution of the identified problems. The researcher decided to apply interactive language activities during his research because it provides students with appropriate opportunities to use, to practice, and to support students with their listening and speaking skills.

### **C. Limitation of the Problem**

From the arrays of the problems described above, the researcher and the teacher had a discussion and decided to limit the problem in this research study to the feasible efforts in improving the students' listening-speaking skills at

grade V of SDN Gabahan, Mlati, Sleman in the academic year of 2010-2011 through interactive language activities.

#### **D. Formulation of the Problem**

The problems of this research can be formulated as follows:

How can interactive language activities be applied to improve the listening-speaking skills of the fifth grade students of SDN Gabahan, Mlati, Sleman in the academic year of 2010-2011?

#### **E. Objectives of the Research**

This research is aimed at identifying the interactive language activities which are effective to improve the listening-speaking skill of the fifth grade students of SDN Gabahan in the academic year of 2010-2011

#### **F. Significance of the Research**

In line with the formulation of the problem above, the research aims to give contributions to some parties:

1. To the English teacher of SDN Gabahan Mlati, the findings of this research could give some useful information about the interactive language activities which can improve the students' listening and speaking skills.
2. To the school principal, the findings of this research could give some information on the significance of using interactive language activities in

the English teaching and learning process. Thus, she would have to support the activities in the English teaching and learning.

3. For the English teacher in other schools, the findings of this research can be used as alternative solutions to similar problems that may arise in their schools.
4. For the English Department, the findings of this research will enrich the knowledge of teaching English to children in the English department.
5. For other researchers, the findings of this research can give inspiration in conducting other research studies.
6. For the researcher himself, the research will give so many experiences that enrich the knowledge related to the English teaching and learning process.

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Background**

#### **1. Teaching English to Children**

In this globalization era, teaching English to children is an important part of education. Cameron (2001: 16) states that children who start to learn a foreign language in early ages will develop and maintain advantages in some language skills, but not all areas of language skills. It can be said that English is better introduced in the early age.

According to Harmer (2001: 38) young children, especially those up to the ages of nine or ten, learn differently from older children in several ways. Generally, children respond to meaning even if they do not understand individual words. They also often learn indirectly rather than directly, so that is why they take information from all sources. Children learn from everything around them. They learn about what they see and what they hear rather than only focusing on the precise topic they are being taught. That is why their understanding comes not only from the explanation, but also from what they see and hear, and crucially they have a chance to touch and interact with others.

Along with statements above, Brewster & Ellis (2002: 27) also state that young children are different from older learners. Children have some characteristics they are:

- a. They have a lot of physical energy and often need to be physically active.
- b. They have a wide range of emotional needs.

- c. They are emotionally excitable.
- d. They are developing conceptually and are at an early stage of their schooling.
- e. They are still developing literacy in their first language.
- f. They learn more slowly and forget things quickly.
- g. They tend to be self-oriented and preoccupied with their own world.
- h. They get bored easily.
- i. They are excellent mimics.
- j. They can concentrate for a surprisingly long time if they are interested.
- k. They can be easily distracted but also very enthusiastic.

According to Scott and Yterberg (1993), some general characteristics of children related to their capability and aptitudes are as follows:

- a. Their basic concepts are formed

In the teaching learning process, the teacher needs to give objects and pictures. Those are important for the children because they can understand easily and memorize the meaning if they can see something directly.

- b. They can tell the differences between facts and fiction

The children have already understood which one is facts and which one is fiction. Something is a fact if they can see and touch the object, and something is fiction if they cannot see and touch the object.

- c. Children ask questions all the time

Children will ask all the time about something that they do not know because they are very curious about something around them. They will ask

something to the people around them although they do not always understand the answers.

d. Children rely on the spoken words as well as the physical worlds to convey and understand meaning

Children learn from the real world. They may know new words or objects that they have not known before although the teacher does not teach or tell them about the objects.

e. Children are able to make decision about their own learning

Children will learn something if they like to learn it and no one can force them. They can be enthusiastic and positive about learning when they like it and they also can be very unwilling when they do not like it.

f. Children have definitive view about what they like and do not like

There is a possibility that when children like doing something, they will do it frequently and even everyday. But if they do not like it they can be very reluctant to do it.

g. Children have developed a sense of fairness about what happens in the classroom and begin to question the teacher's decision

The teacher must be fair with his/her students. He/she should give equal attention to every child in the classroom, unless they will think that he/she is unfair and they will not trust him/her anymore.

h. Children are able to work with others and learn from others

Most children like to have other children around them. Therefore, children like to work in groups so they will cooperate with their friends and compete with other groups.

## **2. Principles of Teaching English to Children**

In relation with the characteristics of children's learning and their language development, there are some principles that can be taken into account by a language teacher. These are added by Scott and Yteberg (1993:5):

a. Words are not enough

When the teacher teaches, he or she does not depend on the spoken word only. The teacher should encourage the students to move. The teacher should use as many demonstrations as possible to tell the students what he/ she wants them to do. He/she needs objects or pictures to work with. In other word, the teacher gives the model to the students.

b. Play with the language

The teacher should let the students talk to themselves even talk nonsense, make up rhymes, sing songs, and tell stories. The students should have the experience in using the target language. Playing with the language is natural in the first language development.

c. Language should be learned as language

It is still hard for children to understand language without the accompaniment of facial expression movements, the use of gestures, etc. It is the teachers' job to develop the students' awareness of language.

d. There should be variety in the classroom

This principle is related to the fact that children's concentration and attention are short. Therefore, the teacher needs variety of activity, variety of pace, variety of voice, and variety of organization. He/she should create interesting activities for children in the classroom so that they will not get bored easily.

e. Routines should be established

The teacher should establish routines and some rules in the classroom because the children can get advantages from knowing the rules and knowing the familiar situation. The teacher should plan the lessons and use familiar activities.

f. There should be cooperation and competition

Working in groups is one way to lead cooperative learning. The teacher should create a safe atmosphere of involvement and togetherness so it is important to keep in mind that the teacher should be careful with rewards and prizes because they will create winners or losers.

g. Grammar should not be neglected

Children have the ability to absorb language through playing and other fun activities. The teacher should note and insert the structures or target grammar that the students need to learn.

h. Assessment is necessary

The teacher should assess the ability of children in the classroom to know the children's learning development. The teacher should talk to the students regularly about their works and encourage self-assessment.

Brewster and Ellis (2005: 39-40) state that there are certain principles which teachers need to be aware of and make use of wherever possible. Some of the most important ones are summarized below:

- a. Children are excellent observers and have a natural ability to hold meaning in their L1 and to draw in the L2. We can take sources from body language, intonation, gesture, facial expression, and social context as well as language itself.
- b. Children learning their L1 often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning.
- c. Children have spent years in acquiring in L1.
- d. Children are skilled at guessing and predicting and teachers can usefully draw on these skills and the other thought processes outlined as part of 'learning to learn'.
- e. Children like to talk with only two or three words plus key intonation patterns, even if they are not capable in language.

- f. Teachers need to create a balance in their classroom between providing support and challenge.

In addition, Cameron (2001: 19) states some points that are important to think about in teaching young children a foreign language. Those points are:

- a. Children try to construct meaning

Generally children try to find and understand the meaning and purpose of what adults say to them. Their understanding will be based on their own knowledge which is limited and partial. Teachers thus need to check the classroom activities from the children's point of view in order to make sure that they understand what to do.

- b. Children need space for language growth

Teachers have to give opportunities and spaces for children to build and develop their language. Routines and scaffolding are two types of language-using strategies that seem to be helpful in making/managing spaces for children's growth.

- c. Language in used carries cues to meaning that may not be noticed

Children need help from teachers to be able to notice and focus on the aspects of foreign language that carry meaning. Since they cannot get the benefit much from formal grammar, other ways of doing these are needed.

- d. Development can be seen as internalizing of social interaction

Children can develop their language used initially with other children and adults. Therefore, in order to be passed of the development, they need friends as they develop themselves cognitively.

e. Foreign language learning for children depends on what they experience

There are important links between what and how children are taught and what they learn. The activities happened in classroom create an environment for learning and such kind of activities with different kinds of possibilities for language learning. The teacher can build environments which manipulate the classroom situation as the original setting.

Generally, children respond to the meaning even if they do not understand individual words. They also often learn indirectly rather than directly, so that is why they take information from all sources. Children learn from everything around them. They learn about what they see and what they hear rather than only focusing on the precise topic they are being taught (Harmer, 2001: 38). That is why their understanding comes not just from the explanation, but also from what they see and hear, and crucially they have a chance to touch and interact with others.

To create activities in the English teaching and learning, teachers should consider the characteristics above. From the characteristics above, individual, in-pair and group activities are appropriate for children of eight to ten years old. The eight to ten-year-old students are ready to work and cooperate with others.

### **3. Teaching Listening**

#### **a. The Nature of Listening**

Children acquire a language by listening the rhythm and melody of a language. Then they try to speak by imitating the words being spoken and what they hear is the main source of language. It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read (Scott & Yteberg, 1993: 21). It means that listening skill can be a foundation before establishing other skills, including speaking, reading and writing skills.

Listening is a skill in a sense that it is related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. Listening involves more than just hearing or paying attention. It is important for children to listen to as much English of an appropriate level as possible. It is also proposed by Nunan (2005: 25) that by listening, children are preparing to replicate the sounds when they speak. Paul (2003: 72) argues that learning listening first is that does not demand very much of children or pressure on them. If the teacher expects them to speak before they feel ready to do so, they may lose motivation.

Listening is a receptive skill and it refers to the way in which people extract meaning from the discourse they hear (Harmer, 2002: 199). The children will listen, notice the patterns, and then try to use those patterns to express themselves either soon after hearing them or sometime after. Hearing is different from listening. Hearing refers to the actual perception and processing

of sound. There is a big distinction between hearing and listening. When listening, the listener has the willingness and competence to understand what is said. Meanwhile hearer does not need to understand it. In order to be able to listen in a class, children need to be able to hear (Nunan, 2005: 22). Brewster and Ellis (2002: 247) states that in classrooms, students always do more listening and speaking.

Even as a receptive skill, listening differs greatly from reading as reading materials are printed and permanent enough where the learners are required to interact with the next sentence using the knowledge of the previous one while listening involves continuous material presentation where they have to respond to the immediate expression. Nunan (2001: 7) states that the form listening used in language teaching to refer to a complex process that allow someone process language in a real-time-employing pacing units of encoding and pausing that are unique. From the view point of “product” or “process”, listening is more a process than a product which instantly shapes the understanding and utterances of the learners. According to Linse (2005: 25) through listening, children are preparing to replicate the sounds when they speak.

#### **b. Teaching Listening to Young Learners**

Greetings, questions, instructions, explanations, and so on, are probably the most natural and general effective listening comprehension practice that the teacher can provide in the classroom. Furthermore, the fact mostly happens in

the classrooms is that the teachers talk to their students and the students listen. So, through their daily utterances, actually the teachers can provide as much natural communicative input as possible to their students.

Teaching listening can be done through the use of games, songs, questionnaires, storytelling, or story reading (Scott & Yteberg: 2004). In a listening activity, the way that the teacher approaches listening and the activities used in it is equally important. The teacher can make the listening practice more interesting by following specific stages and using specific techniques.

The use of specific stages and techniques in the listening activity can and should be integrated with other skills and language work. One reason is that it is easier to learn something if the learners come up to it from a number of different directions (Paul, 2003: 84). Brewster and Ellis (2002: 98-101) also describe specific guidelines to develop pupils' listening skill, they are:

- 1) Giving the children confidence. Teacher's gestures, tone of voice and visual aids will help children feel confident about what is important to concentrate on.
- 2) Explaining why the children have to listen
  - a) To physically settle pupils: to calm them when they are too boisterous.
  - b) To stir pupils: to stimulate or allow them to physically 'let off steam' if they seem bored or tired.
  - c) To improve the general listening attitude: listen for enjoyment, improve concentration span, or develop the memory.

- d) To develop aspects of language: listen to improve pronunciation, stress, rhythm and intonation as well as familiarity with new words and structures.
  - e) To reinforce conceptual development: some spoken texts such as stories can act as a useful revision for reinforcing concepts such as numbers, size, or cause and effect, which will have been covered in other areas of the school curriculum.
  - f) To interact with others: activities which encourage children to work with others require the learners to negotiate meaning by listening and asking questions, checking meaning, agreeing, and so on.
  - g) To provide support for literacy: older children can be encouraged to make connections between spoken and written English by picking out written words or statements which are part of a spoken message.
- 3) Helping the children develop specific strategies for listening
- a) Predicting. Use the pictures to encourage children to guess the topic, the language or some of the details. In some cases it will encourage learners to check whether their expectation matches the reality of what they hear, which helps to keep motivation high.
  - b) Working out the meaning from context. Teacher also needs to encourage them to use pictures, their general knowledge or the message itself to work out the meaning of unfamiliar words.
  - c) Recognizing discourse patterns and markers. Words such as *first*, *then*, *finally*, *but*, *and*, *so* give important signal about what is coming next in a

spoken text. Sequence markers are especially important in stories and instructions.

- 4) Setting a specific listening task. It is useful to think of listening in three stages: what pupils do in preparation for listening; while they listen so they remain active and after they have listened, e.g. produce a drawing, make a tape, answer questions etc.
- 5) Organizing listening. Most listening is in fact based on teacher talk. However, if teacher does have a cassette of published listening materials, this is useful to provide a good model of spoken English.

Asher (1977), took his findings and developed a method which is known as Total Physical Response (TPR) where the learners physically respond to oral commands which are given. According to Linse (2005: 25), it has several positive aspects in teaching listening skill to young learners. The aspects are:

- 1) It utilizes the auditory, visual and tactile learning channels. The learners listen and watch as the commands are given. Later the learners have a chance to use all three channels: they listen, watch one another, and do the command themselves.
- 2) TPR helps to teach children to follow directions and listen attentively.
- 3) Children are allowed to listen and then choose when they feel comfortable to start speaking.
- 4) This method can easily be adapted in many different ways for young learners.

Listening to a foreign language is hard work, especially for young children. In the early stages the pupils may spend much of their time listening to the teacher while playing simple games, singing songs, saying rhymes or listening to stories and simple instructions as in TPR. Furthermore, TPR develops listening skills, introduces new language in a very visual, contextualized way, involves activity and movement and does not at first put pressure on young learners to speak (Brewster and Ellis, 2002: 44). In time, some learners may be able to play the part of the teacher and give instructions for children to follow, or describe actions for other children to mime, and so on. Some forms of TPR that commonly used in classroom are action songs, rhymes and stories.

#### **4. Teaching Speaking**

##### **a. The Nature of Speaking**

Inside the classroom, speaking and listening are the most often used skills. The speaking and listening skills are related to one another, there are speakers and listeners at the same time. As the teachers, they are going to use English naturally in all kinds of situations and the children are listening. When the children are playing games, they can be speaking freely. Even when the children are reading and writing, they have speaking and listening. The lessons can provide a total environment where the children listen to and speak English as much as possible (Paul, 2005: 82).

Speaking or oral communication defined as an activity involving two or more persons in whom the participants are both hearers and speakers having to react what they hear and make their contribution at high speed (Scott & Yteberg, 2004). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Pinter (2006: 55) said that speaking is the way to monitor our output and correct our mistakes, as well as planning whatever we want to say. So, we need a lot of practice to improve speaking fluently in a foreign language. We can start with practicing and drilling set phrases and repeating models. It is also supported by Harmer (1991: 46), speaking happen happens when two people or more are engaged in talking to each another. Based on the definitions above, it can be concluded that speaking is skill to express the thoughts, feelings, willingness, or to deliver message or intonation patterns, intonations and stress as its instruments.

#### **b. Teaching Speaking to Young Learners**

Communication with language is carried out through two basic human activities: speaking and listening (Clark and Clark, 1997). Children in general acquire the language by listening to their mother, then they starts to imitate

them. He states that children learn language by imitating what adults say. On the other hand, listening and speaking skill cannot be separated in the language teaching and learning.

Speaking is perhaps the most demanding skill for the teacher to teach (Scott & Ytreberg, 1990:30). Meanwhile, Cameron (2001:40) states that speaking is the active use of language to express meaning so that other people can understand. In teaching speaking, teachers need to find various activities that enable the students to be involved in the activities. The activities should be communicative so that the students are able to use the language as if they are in a real communication.

Speaking should be taught through communicative activities. In this case, teachers should find the appropriate activities that can encourage students to be involved actively in the activities. Being involved in the class activities and being able to communicate with other students can increase students' motivation in learning language.

Asher (1977) noted that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). Students of elementary school need interesting example of English speaking which can interest their attention. One of the learning media that can facilitate it is the interactive language activity.

The children cannot start to express an utterance or some questions in the complete sentences. After children have listened, they soon want and participate in interactions with the teachers and each other.

They participate in interaction with others from listening to speaking. This process is called by unanalyzed chunks. Some of children will want to start copying simple phrases, join in with rhymes and songs, answer simple questions, introduce themselves, and memorize short dialogues. This means that children can remember phrases from previously heard input and use them without conscious analysis. Chunk will often be learnt from the teacher's input or from other texts; such as songs, rhymes, chants, stories, and dialogues. (Pinter, 2006: 56).

According to Scott and Ytreberg (1993: 5), there are some principles of teaching the children. They are using words are not enough, playing with the language is suggested, learning language should be as language, using variety in the classroom, establishing the routines, applying the cooperation and competition, neglecting grammar rules, and implementing the assessment.

## **5. Interactive Language Activities**

### **a. The Nature of Interaction**

The word 'interactive' comes from a word 'interaction'. There are some definitions of interaction. According to Rivers (1988: xii-xiv), communication derives essentially from interaction. When someone shares something to someone else, the interest (there with the interaction) lasts. Brown (2001: 165)

states that the interaction is the collaborative exchange of thoughts, feelings, or ideas between two people or more reaching a reciprocal effect on each other. Interaction will take place when two people or more are involved by exchanging their thought, feeling or ideas to give each other advantages. The similar definition is also stated by Malamah-Thomas (1991: 7). Interaction means acting reciprocally, acting upon each other. Furthermore, Nunan (1991: 35) states that, perhaps, one of the most obvious is the first that in the teaching and learning a great deal of interactive language work occurs. There is a significant amount of talking between teacher and students and among the students. It reveals a great deal about the teacher's purposes. For example, the teacher has twin goals, one focusing on the development of language skills, the other focusing on the development of learning skills and strategies. The teacher is focusing on top-down processing strategies by encouraging learners to utilize their background knowledge. The best quality learning process should provide the necessary input and opportunity for interaction (Pinter, 2006: 19).

Interaction should involve the teacher and students in classroom activities. Brown (2001: 169) stated that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. The teacher should act as an initiator of interaction by developing a repertoire of questioning strategies. He also lists the principle of interaction in the language classroom. They are:

- 1) Automaticity
- 2) Intrinsic motivation

- 3) Strategic investment
- 4) Risk taking
- 5) The language-culture connection
- 6) Inter-language
- 7) Communicative competence

Children's interaction often happens with their peers or adults. Children interact with others when they are talking or playing with their friends at home or at school. They also do interaction with the adults like their parents, their sisters, their brothers or other family members when they are at home and do interaction with the teachers when they are at school. Children often ask the adults about something they do not know yet because they are very curious about the world around them. It happens almost every day. Adults can support children as learners by modifying interactions to foster both intellectual and language development.

Furthermore, Rivers (1988: 4) states that interaction involves not just expression of one's own ideas but also comprehension of those of others. One listens to others; one responds (directly or indirectly); others listen and respond. The participants work out interpretations of meaning through this interaction, which is always understood in a context physical or experiential, with nonverbal cues adding aspects of meaning beyond the verbal. Interaction is a two-way process. Moreover, the action must be understood by the children. There should be mutual interaction between children and the one who interacts with them.

Medley (1982: 139) proposes the characteristics of a good interaction that affective teaching and learning process can be seen if there is a good interaction between the teacher and the students during the process, in which the students indicate certain attitudes towards the teacher's behavior. Interaction happens when students give responses or reactions to the teacher's instructions physically or verbally.

#### **b. Interactive Language Teaching**

The language used in interactions with parents and teachers is important because it is vehicle through which understanding and learning take place. According to Vygotsky in Pinter (2006), all learning processes happen in social interaction with others. According to Linse (2005), the teachers are able to look at their development from an emotional and social perspective by observing the children's interaction. The types of conversations that children have can also make clear into their cognitive development. Looking at children and their interaction ways with their peers both in and out of the classroom can be very informative.

In promoting interactive language teaching, teachers need the stimulation of new thinking and new techniques to keep a fresh and lively approach to their teaching. The principles of interactive language teaching (Rivers, 1988) is the appropriate reference to help the teacher developing interactive teaching learning of listening – speaking skills inside and outside the classroom. These principles are elaborated as principles of teaching and

learning because the two activities are viewed as two aspects of one mutual process: the teacher's work is to promote an environment in which effective language learning may develop. Below are the principles of interactive language teaching:

- 1) The student is the language learner
- 2) Language learning and teaching are shaped by student needs and objectives in particular circumstances
- 3) Language learning and teaching are based on normal uses of language, with communication of meanings (in oral or written form ) basic to all strategies and techniques
- 4) Classroom relations reflect mutual liking and respect, allowing for both teacher personality and student personality in a non-threatening atmosphere of cooperative learning
- 5) Basic to use of language are language knowledge and language control
- 6) Development of language control proceeds through creativity, which is nurtured by interactive, participatory activities.
- 7) Every possible medium and modality is used to aid learning
- 8) Testing is an aid to learning
- 9) Language Learning is penetrating another culture; students learn to operate harmoniously within it or in contact with it
- 10) The real world extends beyond the classroom walls; language learning takes place in and out of the classroom

### **c. Interactive Language Activities**

The communicative purpose of language motivates the teacher to create opportunities for genuine interaction in the classroom. Nunan (1991: 35) states that, perhaps, one of the most obvious is the first that in the teaching and learning a great deal of interactive language work occurs. There is a significant amount of talking between teacher and students and among the students.

The interactive language activities should have language practice as their main aim and include such things as becoming more familiar with new vocabulary, grammar and language functions or practicing skills such as listening and speaking (Brewster and Ellis: 2002). The activities focus on form and meaning to some extent but are not in themselves purposeful and meaningful. They prepare a particular set of sub-skills, language items or task procedures.

The activities should isolate the necessary key language and contain repeated vocabulary and structures at the learners' level so that there is comprehensible input. Below the characteristics of such activities:

- 1) Activities which support the linguistic and cognitive demands of tasks in a structured way
- 2) Activities which focus on language practice
- 3) Activities which cognitively simple
- 4) Activities which not always personalized according to pupils' interest
- 5) Activities which not meaningful end in themselves
- 6) Activities which provide a small degree of pupil freedom and choice

- 7) Activities which provide controlled, guided practice
- 8) Activities which rehearse specific language items, skills or strategies

In order to promote classroom interaction, interactive courses or techniques should be provided by the teacher. Brown (2001) proposes the six characteristics that most likely be found in the interactive activities during the class:

- 1) Doing a significant amount of pair work and group work
- 2) Receiving authentic input in real-world context
- 3) Producing language for genuine, meaningful communication
- 4) Performing classroom tasks that prepare them for actual language use  
“out there”
- 5) Practicing oral communication through the give and take and spontaneity of actual conversation
- 6) Writing to and for real audiences, not contrived ones.

Malamah-Thomas (1991: 75) also states that the sort of activity that would engage participants in each different pattern of interaction can be an interaction between any student and an individual student such as that in pair work interviews, informal chats, and reporting. It can also be an interaction with the teacher in such activities as asking and answering questions, storytelling, lecturing, giving definitions, and giving instructions

As learners interact with each other through oral and written discourse (as input), their communication abilities are enhanced (as output). In addition, he suggests that by creating the optimal environments and tasks for input and

interaction, the learner will be stimulated to create his or her own language in a socially constructed process. While Pattison in Nunan (1989: 68) proposes seven activity types that could involve learners' interaction. They are as follows:

- 1) Questions and answers.
- 2) Dialogues and role-plays.
- 3) Matching activities.
- 4) Communication strategies.
- 5) Pictures.
- 6) Puzzles and problems.
- 7) Discussion and decisions.

## **6. The Syllabus of Elementary Schools**

Brewster and Ellis (2002: 233) mention that a syllabus provides a list of the language items that are to be taught, how they are to be taught, in which order, and how language it should take to teach them. The syllabus will help teachers to arrange well-planned lessons.

### **a. School-Based Curriculum (KTSP)**

In Indonesia, the primary schools and high schools have a school-based curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*), for teaching English which is completely accorded with the level of students' knowledge. It is used as the guide for the teaching and learning implementation. The curriculum of primary schools is different from the high school curriculum

because the primary students are expected to have abilities to communicate and to improve their enthusiasm in learning a language. The article 6 subsection 6 of decree no. 19, 2005 states that:

*"Kurikulum dan silabus SD/MI/SDLB/Paket A, atau bentuk lain yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan berhitung, serta kemampuan berkomunikasi."* (Primary school/Islamic elementary school/Primary school for the students with special needs/Package A or the same level institutions emphasizes the importance of reading and writing, counting, and communication abilities).

The English instruction in Indonesia aims to develop four skills; listening, speaking, reading and writing so that the graduates will be able to communicate each other in the certain literacy. Those four levels of literacy are performative, functional, informational, and epistemic. At the performative level, learners are able to read, to write, to listen, and to speak within various symbols used. At the functional level, learners are able to practice the language in their daily life, such as reading the newspaper. At the level of informational, learners are able to access knowledge through their language ability, meanwhile at epistemic level learners are able to express knowledge to the target language (Wells: 1987) cited in (Depdiknas, 2006: 402). In conclusion, the teaching learning process of the elementary school students has to be at the performative level.

According to Depdiknas (2006), establishing English as a local content subject in elementary schools aims to support the readiness of the elementary school graduates in facing the learning English process at the higher level (secondary schools). In addition, English instruction in elementary school is

intended to develop language ability used to accompany the action or in other words called language accompanying action. In this case, English is used for interaction and it is characterized by “here and now”. The topics are all about things in a situational context. The young learners are required to interact in English to support their classroom activities. Meanwhile, the objectives of English subject in Primary School are as follows.

The students should:

- 1) have the competence to develop the ability of communicating in the school context
- 2) have the awareness of the importance of English in global.

#### **b. The Lesson Plan**

The English teacher of SDN Gabahan uses a school-based curriculum in teaching learning. The teacher is required to achieve the objectives of teaching learning based on the curriculum. A well-planned lesson is needed to reach the objectives of language teaching. The lesson plan can help the teacher in teaching a language, how will be the objectives, the duration, technique of teaching, the media, the procedures, and the evaluation.

Brewster and Ellis (2002: 231) mention that children learn more easily when they know what to expect in a lesson and what the teacher expects of them. It makes them feel more secure and more confident. It means that the lesson plan is very useful for children because they will learn English easier when the teacher uses a lesson plan.

## **B. Conceptual framework**

SDN Gabahan is one of the state elementary schools in Sumberadi, Mlati sub-district, Sleman regency which has introduced English to the students since the first grade. As language learners, early students learn English by listening and producing simple sounds. As a foreign language subject, the English learning-teaching process faces many problems. The main problem is the less-interactive activity in the teaching process of listening and speaking. The problem mostly occurs in grade five is the students' difficulty to use the target language or to promote interaction using English in the classroom. The main cause, the English teacher did not promote interactive activities during English teaching-learning process. There are only explanation and limited exercise activities in the classroom. In order to solve the problem above, the researcher tries to implement interactive language activities such as songs, games and role plays to improve students' listening-speaking skill. The implementation of interactive language activities are expected that there would be some changes in students' listening-speaking skill during the teaching and learning of English at the Grade Five students of SDN Gabahan, Mlati, Sleman. The researcher believes that he can improve the fifth grade students' listening-speaking skill of SDN Gabahan by implementing Interactive Language Activities. To achieve the research purpose, the teacher and the researcher may collaboratively work to find problems and their causes. Then, they try to solve the problems by observing, planning, implementing and reflecting the actions. It is expected that there will be some changes in the

students' listening-speaking skill of fifth grade students of SDN Gabahan after the Interactive Language Activities have been applied.

## **CHAPTER III RESEARCH METHOD**

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

The research on improving the students' listening-speaking skill through interactive language activities at grade V of SDN Gabahan is action research. Burns (1999) defines action research as the application of the fact finding to practical problem solving in a social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. According to Cohen and Manion (1994:192) action research described as:

‘Essentially as on the spot procedure designed to deal with a concrete problem located in an immediate situation. This means that ideally, the step-by-step process is constantly monitored over varying periods of the time and by a variety of mechanism (questionnaires, diaries, interview, and case studies for example) so that the ensuring feedback may be translated into modifications, adjustments, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some future occasion.’

It implies that in doing action research, a researcher identifies and investigates problem in a specific situation. The purpose of the action research is to make changes and improvement.

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

The research was conducted in SDN Gabahan, Sumberadi, Mlati, Sleman in the first semester of the academic year of 2010/2011. This school has 6 classrooms, a headmaster's room, teachers' room, a school yard, four toilets and a library. The size of each classroom is 7 x 8 meters. The average number of the students in each class is about 30 students.

Grade V has 28 students consists of 20 boys and 8 girls. Most of them come from the low economic background. The class is quite comfortable with brown wall and good air circulation. There are 15 desks and 30 chairs made from wood. There is a teacher desk and chair. There are two wide black boards in front of the class. There are two cupboards, one next to the door and the other next to the teacher's desk.

In SDN Gabahan, English is taught from grade I up to VI. For the grade V, the English class was held once a week, every Monday for about 2 x 40 minutes. It was from 09.15 up to 10.35 am. The teacher took the materials for the teaching learning process from the book entitled *Speed Up English 5* published by Yudhistira.

### **C. Participant of the Research**

The participants of the research were the researcher, collaborator, the English teacher, and grade V students of SDN Gabahan Sumberadi, Sleman in the academic year of 2010/2011. The researcher and the English teacher agreed that the researcher implemented the action while the teacher and peer-reviewer observed and noted the students' reactions toward the implementation.

### **D. Time of the Research**

The research was carried out in the first semester in the academic year of 2010/2011. It was from August to October 2010. The class was held once a

week, every Monday. The duration was 2 x 40 minutes for one meeting. It was from 09.15 up to 10.35 am.

### **E. Data Collection**

The data of the research were in forms of opinions, obstacles, and expectation of the research members. They were obtained by interviewing the students of grade V, doing the observation during the teaching learning process and holding discussion with the English teacher, the observer and the researcher. The instruments for collecting data were a mobile phone to record the interview, observation guidelines and interview guidelines. So the data were in the form of field notes and interview transcript.

To fulfill the validity of the research, the research followed five criteria proposed by Burns (1999: 161). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

1. Democratic validity is related to the stakeholders' chance to give their personal opinion, ideas, and comments about the implication of the research. In this research, democratic validity was assessed by having discussion with member of the research, namely the students, the teacher, the principal and the observer. During the discussion, the researcher let them give their ideas, comments, and suggestion toward the research
2. Outcome validity is notions actions leading to outcome achieved within the research context. To fulfill the outcome validity, some indicators that

show the improvement of the students' listening-speaking were formulated together. The indicators are as follows:

- a. The students were able to respond the teacher's greeting.
  - b. The students were able to giving the correct responds to the teacher's instructions.
  - c. The students were able to answer the teacher's simple questions in English.
  - d. The students were willing to interact with their friends using English.
3. Process validity is related to the response of stakeholders towards the changes occurring to themselves. The process validity as a reflecting on the data collection and modifying the strategies to answer the question occurred during the process. To access the process validity, the researcher examined the data and identified whether the participant were able to go on learning from the process. He also identified the changes occurring during and after the action done.
4. Catalytic validity is related to the response of the stakeholders towards the change happened during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened. Despite the students' listening and speaking ability as the main problem, there was another problem. Most of the students were easily got bored. The involved members agreed to solve the problem by implementing

various interactive language activities during the English teaching and learning process.

5. Dialogic validity is the process of peer review that is commonly used in academic research. This validity was fulfilled by implementing various activities during the research findings with the collaborator and some students of English Education Department of UNY. Most of them were also research practitioners. The member of discussion gave their opinion and their critics about the research report.

## **F. Data Analysis**

The data collected were analyzed from the field notes and interview transcript during the research. To obtain the trustworthiness, the researcher applied triangulation suggested by Burns (1999: 163). Meanwhile, to fulfill the reliability of the data, the researcher involves more than one source of data, namely the researcher, the English teacher, the observer and the students of grade V of SDN Gabahan Mlati, Sleman.

The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcripts, some expert's

during the class activities. From the interview transcript, it could be shown the progress of the implementation given. The researcher also interviewed the teacher and the observer to get some comments, perceptions and suggestion about the action.

## **G. The Procedure of the Research**

### **1. Reconnaissance**

Reconnaissance was the first step in this research: the researcher interviewed the classroom teacher and the school principal to identify the existing problems in the field. The researcher collected the information by observing the teaching-learning process, interviewing some students and the teacher. Then the information collected was classified based on the level of problem.

Based on the observations and the interviews, the existing problems were classified. The thematic problem in this research was the low listening-speaking skills affected by the lack of opportunity to practice listening and speaking in English during the teaching and learning process. The thematic problem taken cannot be separated from other existing problems, namely:

- a. Problems related to the teaching techniques of the teacher
- b. Problems related to the students' ability
- c. Problems related to the media and teaching materials.

## 2. Planning

After identifying and selecting the problems that were serious and feasible to be solved, the researcher made some plans to be implemented in the teaching learning process. The aim of the actions was to improve the students' listening-speaking skill through applying some interactive language activities.

The actions planned were:

- a. using some interactive language activities as the main activities to improve the students' listening-speaking skill.
- b. using classroom English during the teaching and learning process to provide the students more chances to practice their listening-speaking skills.
- c. using interesting media such as glowing flannel-board and colorful flashcards to attract students' attention.
- d. using score cards to appreciate the active students.

## 3. Action and observation

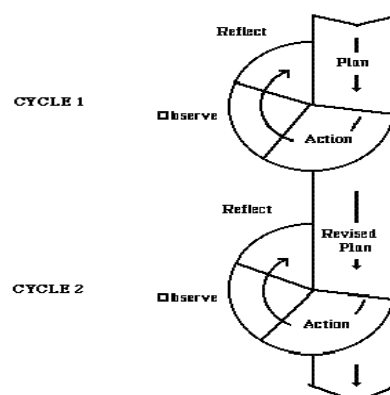
While implementing the actions, the researcher observed what was going on in the classroom to find the problems. The actions were implemented in two cycles. Each cycle was done in three meetings. The topics used were adapted from *Speed Up English*. Besides implementing the action plans, the researcher also observed and recorded the students' reactions during the activities and did interviews with some students of grade IV after the action had been done.

The English teacher and the collaborator helped the researcher to observe and record the process of the teaching and learning process. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next actions.

#### 4. Reflection

In this step, the researcher made reflections in every cycle. The reflection was important to do to measure whether the actions were successful or not. If the actions were successful, they would be continued. If the actions were unsuccessful, they would be revised in the next cycle. The reflection was done by analyzing the field notes and interviews with the students, collaborator and the English teacher. They gave their comments of the actions done. The result of the reflection would be used to see what happened in the actions, to see whether the objectives were achieved or not and to improve the next actions in the second cycle.

Below is the illustration of the action research which is adopted from Burns (1999: 33).



**Figure 1: Procedure of the Action Research.**



## **CHAPTER IV**

### **THE RESEARCH PROCESS AND GENERAL FINDINGS**

It has been mentioned in the previous chapter that this research is classroom action research. The objective of this research is to improve the listening-speaking skill of the fifth grade of SDN Gabahan in the academic year of 2010-2011 through Interactive Language Activities. In this study, the researcher explores the use of Interactive Language Activities by combining with several interesting media supporting English teaching-learning for children. The description of action steps would be presented here in some sections namely reconnaissance, research process which consists of the first cycle report and the second cycle report, and the general findings concern to the result of the actions.

#### **A. Reconnaissance**

The researcher did some activities to figure out the existing field problems. The first activity was conducting the class observation. The researcher sat at the back of the class whiles the English student teaching. The second was interviewing the teacher and the fifth grade students of SDN Gabahan Mlati, Sleman on Wednesday, July 14<sup>th</sup> 2010, at 8.10 a.m. The observations revealed that in the English teaching and learning process, the teacher tended to use the course book almost all the time during classroom teaching. She neither apply various teaching techniques such as games and songs nor the appropriate media in English teaching and learning process. She

infrequently used classroom English to make the students get used to listen and respond to her instructions in English. The teacher often used Javanese while teaching the students. It was also found that she did not give the students opportunities to speak up and to practice speaking in English. She did not seriously encourage students to speak in English. Furthermore, the English teacher did not apply activities that might enable the students to improve their listening and speaking skill. In the interview, the students said that they usually work out the exercise from the course book and there were no interesting activities like playing games or singing songs in the teaching and learning process.

A discussion with the school principal, the English teacher, and the collaborator was also held to fulfill the validity as mentioned in the previous chapter. Based on the observation and discussion, the problems could be formulated as follows.

1. There were no interactive activities between teacher- students and among the students during the English teaching and learning process.
2. Students rarely had opportunities to practice English orally during the teaching and learning process.
3. It was difficult for the students to understand the English instructions during the teaching and learning process.
4. There was no appropriate media used by the English teacher in order to support students' interaction.
5. The English teaching and learning process was monotonous.

## **B. Report of Cycle I**

### **1. Planning I**

As started in the previous part, the big problem related to the English teaching and learning process was the lack of activities that provide students with opportunities to practice English orally.

Based on the problem presented above, the aims of cycle 1 were as follows.

- a. To give the larger opportunity for the students to have more practice in English
- b. To make the students familiar with classroom English
- c. To make the English teaching and learning process more interesting
- d. To make all of the students get involve in every interactive English activities

The researcher and research member had discussed some actions as the effort to overcome the problems. Based on the result of the discussion, the action plans of the first cycle were as follows.

- a. Implementing various interactive language activities that support students in practicing their listening - speaking skills
- b. Using simple classroom English to introduce simple expressions.
- c. Using appropriate media that were interesting for the students.
- d. Using score card to improve the students' involvement.

The actions mentioned above designed to improve the students' motivations in English listening and speaking. Interactive language activities were chosen because they were potential to improve students' listening and speaking skills. The interactive language activities implemented in this cycle were interactive games and songs. The activities were designed as follows.

**Table 1: The Designed Activities of the First Meeting.**

Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
<p>Speaking: The students express the simple instruction and information at the school context.</p> <p>Listening: The students understand the simple instruction that is followed by the action at the school context.</p>	<p>1.Speaking: ~The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods</p> <p>2.Listening: ~The students respond the simple instruction with acceptable actions at the class and school context.</p> <p>~The students respond the simple instruction verbally.</p>	<p>At the end of the lesson, the students are able</p> <p>~To use the vocabulary during the activities</p> <p>~To ask and to give information to the other student</p> <p>~To pronounce the words correctly</p> <p>~To respond the teacher's simple instruction correctly</p> <p>~To receive the information from the teacher and</p>	<p>Greeting ~"Good morning, Sir" ~"Good afternoon, Sir" ~"How are you today?" ~"I'm fine thank you, and you?" ~"I'm very well, thank you"</p> <p>Simple classroom instructions; ~"Sit down, please" ~"Open your book" ~"Open page..." ~"Silent, please!" ~"Raise your hand" ~"Stand up.." ~"Sit down" ~"Stomp your feet" ~"Point your..." ~"Touch your..." ~"Say 'Hurray'!"</p> <p>Expression: ~"What time is it?" ~"It's six o'clock." ~"It's half past eleven." ~"It's a quarter to</p>	<p>Playing <i>Clock Chain Whisper</i> (group activity). Students must whisper the words about the time to their friends correctly.</p>
				<p>Playing <i>matching game</i> using flash cards (in pair activity). The teacher mentions different terms about time and Students should match them correctly with the clock pictures.</p>
				<p><i>Simon Says game.</i> Theteacher gives them instructions to perform what 'Simon' says spontaneously.</p>
				<p>Singing "<i>If You Happy</i>" action song (body-moving). Students act the lyric while singing the song.</p>

(Continued)

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Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
		the other student  ~To answer the questions from the teacher and the other student	seven.”	

**Table 2: The Designed Activities of the Second Meeting.**

Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
<p>Speaking: The students express the simple instruction and information at the school context.</p> <p>Listening: The students understand the simple instruction that is followed by the action at the school context.</p>	1.Speaking: ~The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods	At the end of the lesson, the students are able ~To use the vocabulary during the activities	Greeting ~”Good morning, Sir” ~”Good afternoon, Sir” ~”How are you today?” ~”I’m fine thank you, and you?” ~”I’m very well, thank you”	1. <i>Guessing game.</i> The teacher mimes in front of the class. Students guess what is he doing/what happened to him by raising their hands.
	2.Listening: ~The students respond the simple instruction with acceptable actions at the class and school context.	~To ask and to give information to the other student  ~To pronounce the words correctly	Simple classroom instructions; ~”Come in...” ~”Close the door” ~”Clean the board” ~”Stand up please” ~”Silent please”	2. <i>Disease</i> role-play. The teacher provides Students with small cards of diseases. They have to keep it secret. Students guess what happened to their pairs. Students have to perform it in front of the class.
	~The students respond the simple instruction verbally.	~To respond the teacher’s simple instruction correctly  ~To receive the information	Expression: ~”Hi, how are you today?” ~”I’m fine, thank you” ~”I got headache” ~”Are you okay?” ~”No, I’m not. I got stomachache” ~”What’s wrong with you?”	3. <i>”My Favorite Day”</i> Survey game. The teacher provides Students with survey sheet. Students must find out the favorite day of their classmates.
				4. Singing <i>”the Day”</i> song. Students sing together a song about seven days in a week.

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Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
		<p>from the teacher and the other student</p> <p>~To answer the questions from the teacher and the other student</p>	<p>~"I got toothache"</p> <p>~"What's your favorite day?"</p> <p>~"I like Tuesday"</p>	

## 2. Actions and observation in Cycle I

The actions in the first cycle were done in three meetings. The first meeting was conducted on Monday, August 16<sup>th</sup>, 2010 and the second one was on 23 August 2010. The English teacher explained that the students had already learnt all the materials from the course book. She suggested me to continue the materials from the book, so that she could review it after my research done. The researcher continued the course book topics, they were 'clock', 'day and month' and 'disease'. The English teacher helped the researcher to design the course grid based on the course book and her own syllabus. The researcher implemented the action while the collaborator took notes and documentations in the backside of the class and the English teacher observed the English teaching and learning process.

### a. Meeting 1

#### 1) The implementation of interactive language activities

There were some interactive language activities conducted in the first circle that designed to improve the students' listening-speaking skills. They

were games such as chain whisper game, matching game, Simon says game, guessing game, role play game, survey game, and songs such as “*If You’re Happy*”, “*the day*”, “*Waking Up*”. The complete description is provided below.

a) Chain whisper game

The objective of the teaching learning using this game was to promote listening and speaking. The researcher conducted this game because the game was interactive and simple. Students worked in group and each student has opportunity in whispering the words and also listening to the words.

After the researcher explained the rules of this game, he asked them to stand and make a line between the rows of their desks. Each line sent a volunteer to listen to the secret whispered words. In the researcher’s count, they ran back to their lines and started to whisper the secret words to their friends. The last students in lines had to write the words in the blackboard and mention it. This game made the classroom noisy; all of the students were so enthusiastic. Some of the groups made mistakes, but some others did well. There was a student crying because her group lost and she thought that it was her fault. The researcher tried to motivate her and approached the other students not to tease her. The best score group became the winner.

At the end of the game, all of the students became more confident than before. The researcher observed it since the observation meeting, where the students rarely practice their listening and speaking. They were happy with the activity and did not feel any anxious at all. In the interview between the

researcher and some students below, showed that the students happy with this activity.

R : “*Halo..gimana hari ini seneng?*” (“Hallo... How’s your feeling today? Happy?”)

S : “*Seneeng*” (“Happy”)

S2 : “*Seneng*” (“ Happy”)

S3 : “*Woi..seneng*” (“ Happy”)

S2 : “*Seru*” (“Awesome”)

R : “*Ngapain aja hari ini?*” (“What did you do today?”)

S4 : “*Jam jam..*” (“The clock”)

S2 : “*Maen maen tok..*” (“Just playing”)

S : “*Ee.. Chain chain mau kae loh..*” (“Ee.. It was the chains..”)

S3 : (Bercanda sama teman)..(Kidding with friends)

R : “*Pengennya besok gimana? Maen lagi?* “ (“What do you want for tomorrow? Playing again?”)

All S: “*Yaaaa..*” (“Yaaaaa..”)

R : “*Oke deh..*” (“Okay”)

(Source: Interview16. August 16, 2010)

#### b) Matching game

This game was conducted to promote the students’ listening. The aim of this activity was listening to specific information. In this game the students should write down the spoken information and match them to some provided clues.

At first, the researcher provided the students a piece of paper and asked them to draw some clocks. They had to draw like the example given at the blackboard. After all of them finished, the researcher mentioned the time randomly. They had to match those pictures with the right time mentioned. They had to submit it to the researcher as soon as possible.

Some of students did it so well, some of them were alright, and the rest were poor. Surprisingly, some troublemaker boys did it quickly and got the

better score than the girls. From this activity, the researcher found that students were still difficult to differentiate between '*a quarter to...*' and '*a quarter past...*'.

c) Simon says game

This game is such a well known interactive game in English teaching for children. This game promotes the students' listening skill with spontaneous action. This game was very simple to be applied and very useful in order to observe the students' listening-speaking skills. The researcher made variations of instruction listening through this game.

First of all, the researcher explained the rule of the game. Students had to focus to what the researcher's said. If he said "Simon" before the instruction, the students have to act or follow him and if not, they must not act. Students could easily get it. Then the researcher and the students practiced the game. After a minute of practice, the students were all ready. The game started by the researcher said "*Simon says, stand up!*". Then he gave some other instructions like '*raise your hand, stomp your feet, point your nose, touch your hair, etc*'

This game was very fun and also made noises in the classroom. Students could not hold up to laugh. It was so fun to play and so simple. All of the students were enthusiastic to play it. When a student did wrong, the whole class shouted "*Huuu..*". The quotation below reflects that the students liked to play Simon says game.

R: "*Hari ini yang paling disukai yang mana?*" ("Which one is your favorite for today?")

S: "*Ee..yang Simon-Simon..*" ("Ee... The Simon-Simon..")

S: "*Aku yo ho'o mas..*" ("Me too Sir..")

R: “*Sip terima kasih ya*” (“Sip...thank you”)  
 (Source: Interview 18. 16 August 2010)



**Figure 2: The students play *the Simon say's game*.**

d) “*If You’re Happy*” song

This is the first applied song in the research. The students were not familiar with the song. One of the reasons was the teacher rarely asked them to sing a song. This is a well-known song in English teaching to children. The aim of this song is to create an enjoy atmosphere in the classroom and opportunities in practicing speaking, pronouncing words and psychomotor moves.

Before singing the song, the researcher wrote the lyric on the blackboard, some of the students took note and some were not. At the first time, the students still found it quite difficult to sing the lyric. Below was the lyric of the song.

*“If you happy and you know it claps your hands  
 If you happy and you know it claps your hands  
 If you happy and you know it and you really want to show it  
 If you happy and you know it claps your hands”*

After three times practices, they had no problems with it. It was so fun and amazing. The classroom became noisy. The researcher made some

variations in order to make the song more interesting. The English teacher seemed enjoy in following the activities too. She said that not only the students who like to sing the song but also the teacher herself.

They were happy to sing it, especially when they act the actions such as “*clap your hands, stomp your feet, say hurray, etc*”, it was so noisy. I stopped them few times and warn them not to do it roughly, and then we sing along again.

## 2) The implementation of classroom English

In order to make the students familiar with English and to improve their listening-speaking skills, the researcher asked students to use classroom English as much as possible during the teaching and learning process. The students had to say “*Good morning, students*”, “*How are you today?*” at the beginning of the lesson and “*see you next week*” and “*goodbye*” or “*have a nice day*” for leave taking after the lesson was done.

At the first meeting, there were only students at the front seats respond to those expressions. The students were shy and tried to avoid any mistakes. The researcher asked them to practice by drilling the expressions at the beginning of the lesson and at the end of the lesson. “Ayo semua ucapkan yang saya ucapkan ya! Yang keras..come on..”(“Everybody, let’s follow what I say, okay! Louder ..come on..”). The researcher did the drill also in introducing the new vocabulary related to the theme, such as numbers, time (half past seven, a

quarter to ten, three o'clock, etc) and parts of human body (hands, fingers, eyes, nose, feet, etc).

### 3) The implementation of the appropriate media

The researcher provided the students with the media to help them remember the new vocabularies with colorful word cards. In fact, it was not so big and the students sitting the back rows could not see them clearly. "*Wah, Pak.. ra ketok je..*" ("Sorry Sir, I can't see it") said one of the students. When the researcher came to the back row to show the picture, students in the front row became noisy and the same thing will occur as the researcher return to the front row. The researcher decided to deliver some pictures into one group of students, while the other groups hold the other pictures.

### 4) The implementation of score cards

The researcher provided the students with score cards in order to improve their involvement during the activities. Each student held one score card with some columns to record the score from every activity. The score was in form of star stamps. The researcher gave the stamps as the reward for the students who answered the questions, responded to the instructions, or won the game. The students became motivated to compete with their friends to gain more stars. In the end of the meeting, the researcher asked them to collect their score cards. From the score cards, he reviewed the achievement of the students

and it showed that the student with more stars was involved actively in the activities.

## **b. Meeting 2**

### **1) The implementation of interactive language activities**

#### **a) Guessing game**

The guessing game is such a simple game to played. It visually stimulates students to use English spontaneously. This game provides opportunities for the students to try and explore their vocabulary while guessing the mime or the act of the teacher. This game is also adaptable to various topics of vocabulary lesson. Students will practice to speak and to pronounce the English words directly without any worry of doing mistakes.

During the meeting, the researcher built their background knowledge of the field. The researcher told the students a short story about a student who was absent for a couple of days and because of cold. Then the researcher initiate the students to mention the vocabularies related to the topic, Diseases. Some of the vocabularies were *stomachache*, *headache*, *toothache*, *sore eyes*, *cold*, *etc.*

Before the researcher applied this game, he asked all the students to be silent and to pay attention to what the researcher doing or miming. He asked the students to guess what is wrong with him. The students sitting in the middle and the front rows were enthusiastic to answer. Some of them were the students who often raised their hands. While some others were afraid to make mistakes

because they only knew the Javanese or Indonesian words or forgot for the English verse.



**Figure 3: Some students raise their hands to guess the researcher's mime.**

b) Role play

Role play is an interesting and interactive activity to be applied in the English teaching and learning process. The researcher decided to apply this game 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.

Before the students play the game, the researcher gave them vocabulary cards consisting of the topic. Each student was not allowed to show them to the other student. Then the researcher explained how to play the game. They had to perform a dialog to their partner just like the example given by the researcher.

At the beginning of the game, the researcher pointed them randomly to perform in front of the class and gave them applause. After some pairs did their performance, the researcher decided to modify the game as a variation. He chose the partner of each pair randomly and asked them to directly practice, while the researcher walking around the classroom to observe them. Only few

students seemed not serious to play the game. Sometimes the researcher helped the students who found difficulties during the game. Some students did not know the English of flu. Then the researcher explained that they can use either “*flu*” or “*running nose*”. Situation like that often happened because not all of the students were willing to bring the dictionary and a few of the students did not have it yet.



**Figure 4: The students performs a role play in front of the class.**

#### c) Survey game

This game is categorized as interactive communicative game since there is information gap. This activity was good for the students. It allowed students to practice speaking and listening. During the game, the students were divided into three groups and each was given survey sheets for the member of the groups. The researcher asked them to collect information about their friends' favorite days.

During the activity, most of them were busy surveying their friends. The researcher allowed the students to walk around the classroom and survey their friends randomly. The classroom was quite crowded because they were walking around the class and busy doing their task. Some students asked me if

they did not know some words in English. Some of them were asking questions about the rule of the game. “*Sir, nek jawabane 3 boleh?*” (“Sir, is it okay if I have three answers?”), “*Sir, Boma kok ming seneng Tuesday thok piye?*” (“Sir, Boma just answers ‘Tuesday’, how was it?”). The researcher found students who seemed not enthusiastic to play,

- R : “*Kenapa kok diem Rio? Kerjaanmu mana, coba lihat!*” (“Why are you so quiet Rio? Let me see your work.”)  
 S: “*Ah males Pak, angel*” (“Ah I am so lazy Sir, it’s difficult”)

The English teacher approached him and motivated him to play the game seriously. At the end of the lesson the researcher conducted some interviews to evaluate the activity. One of the interviews was as follows.

- R : “*Kalo Vira? Suka yang mana?*” (“How about you Vira? Which one do you like?”)  
 S3 : “*E..yang favorite day, soale tadi nanya nanya ke temen*” (“E..the favorite day, because we’re asking our friends”)  
 S1: “*Eh aku juga seneng itu, menurutku menantang, gampang-gampang susah*” (“Eh me too, I thought it was challenging, it was quite difficult”)  
 R : “*Kalo kamu yang mana?*” (“How about you?”)  
 S4: “*Yang favorite day ..aku tadi dapet lumayan banyak*” (“The favorite day..I’ve got quite a lot”)  
 (Source: Interview 23. August 23,2010)



**Figure 5: Some students survey their friends in groups.**

d) *“The Day”* song

This was the song that they had been familiar with. The researcher applied this song to create happy and relax atmospheres. It was easier to sing and the students were willing to sing along. It was simple, just like mentioning days in a week. The only problem was their pronunciation; they had strong Javanese accent. From the interview below, the researcher figured out that singing was one of the activities that the students enjoyed.

R: “Sini sini.. Nah tadi pada belajar apa nih di kelas?” (“Come here...What did you learn in the classroom?”)

S,S2,S3: “Nyanyi, Simon says, truss..nganu.. Opo yo?” (“singing a song, playing Simon says, and then.. It was...What was it?”)

R: “Asik ga tadi..?” (“Was it enjoyable?”)

S: “Nmm..” (“Hmm..”)

S3: “Asik...” (“Enjoyable...”)

S2: “Rame...” (“Lively”)

R : “Rame?...o ya.. Yang suka yang mana? Yang bagian apa?” (“Lively?...o ya..which one do you like? Which part?”)

S : “Nyanyi” (“Singing”)

S2 : “Nyanyi” (“Singing”)

S3 :.... (....)

(Source: Interview 19. August 16, 2010)

3. The implementation of classroom English

Different from the situation in the first meeting where the students hesitate and unwilling to answer the teacher’s greeting, the researcher found that almost all of the students respond to his instructions correctly. The students who asked his permission to go to the bathroom must use English but they were hesitate at the first time. After repeated several times, all of the students could say the expression “*May I wash my hand, please.*” correctly.

In some occasions, the boys were so active and could not stay on their seat for a long time. When they were walking around the class, the researcher always said “*get back to your seat, please*” or “*keep silent!*”, they were already understood. Though, the researcher has to ask them again and again to get them back to their seats.

The researcher still used the drill technique to introduce the vocabulary related to the theme of this meeting. It was difficult to maintain the right pronunciation of the words since the students had the strong influence of the Javanese accent. At least the researcher had already taught them the right pronunciation and he considered it as the common problem for foreign language learner. At the end of this meeting, almost all the students were able to answer the researcher’s greeting and asking permission in English.

#### 4. The implementation of the appropriate media

In the second meeting the researcher made the larger flashcards for the students. He prepared more flashcards so that all the students could hold one. The researcher also made a light green flannel-cloth as the media to stick the flashcards. He made it with vivid color in order to direct students’ attention. He hung the flannel-cloth in the middle of the blackboard so that all of the students could see. The researcher showed the flashcards as he drilled the students with the vocabulary. Then he stacked them onto the flannel-cloth. The researcher observed that students interested with the media.

During the role play and survey game, the researcher prepared them with small vocabulary cards and survey sheets. Those media were prepared to help students in playing the games. The students were busy with themselves and they were enthusiastic to follow the activities.

#### 5. The implementation of score cards

The researcher distributed the score cards at the beginning of the lesson. Some students were so active in following the games while some others were willing to take part but dominated by the active ones. In many occasions, the dominating students were the boys. They were leading in number and tend to be active in almost all of the activities. The researcher deliberately tried to give opportunities to the girls or other students who had never practice. After sometime, the dominating students objected and they disturbed the other students by grabbing the score cards. Fortunately, the researcher was able to control the situation and he asked the students to submit their score cards at the end of the lesson.

### 3. Reflection of Cycle I

After conducting the actions in Cycle I, the research team conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mention in Chapter II. From the implementation above, they analyzed the data from the observations and the interview

transcripts to evaluate the action conducted. There were successful and unsuccessful results. The following were the results of the reflection.

a. Implementing various interactive language activities

Implementing various interactive games was effective in improving students' involvement. The students became familiar in using oral English and more confident to express themselves and enjoyed the learning. The interactive language activities conducted in this cycle were games and songs. The games were chain whisper, Simon says, guessing game, role play, and survey game. The songs were "*If You're Happy*" song, "*the day*" song, and "*the Waking Up*" song. However, the chain whisper game was less effective since it was difficult to handle the students in a large group. They were just running all around the classroom and teasing each other. Furthermore, it was difficult to explain them the rules of the games because the students were not patient enough to start the games, while some of them still not familiar with the English vocabulary. The researcher should consider about the classroom management and his voice in delivering the instructions so that the students will be more orderly and ready to practice listening and speaking in the better situation.

b. Using the simple classroom English

Practicing using simple classroom English was expected to make students familiar with the spoken English in real situations. That will help them to reduce their abashment and ease their difficulties in using English orally. At the beginning actions of this cycle, students were difficult to understand the

instructions, shy to respond the teacher and afraid to perform oral English in front of their friends. Students' pronunciation was one of the problems, just like at the first time when I asked students to call me 'Sir', they pronounce it /sir/ in Indonesian, and 'twelve' they expressed it /tuwelve/, etc. However, they were getting used to the classroom English. Though many of them still difficult to respond the teacher in English. The research member considered that the action was effective in helping students improve their listening and speaking skills, it would be continued in the next cycle.

c. Using appropriate media

Although there were limited media before this action was done, they were quite effective. The media used by the researcher were picture-flashcards, flannel cloth, small vocabulary cards and survey-sheets. Students were excited in holding the flashcards but they were too small that the other students cannot see them. The students were familiar to some of the songs but the researcher should provide them with the lyric sheets because they were forgot the lyric for any reason. In the next Cycle, the picture-flashcards should be larger than the old ones and song lyrics should be provided for each of them. In this way, the students would see them clearly and avoid grabbing their friends' lyric sheet.

d. Using score cards

The researcher found that the score cards were effective at the first meeting. The students became more interested to follow the activities and to compete with their friends during the games. The researcher reviewed students' star stamps achievement and he found that some students got two stars, some

others got only one stars. The score cards did not worked only in songs because singing a song was not a competition activity. Though, the students had to sing along and to pronounce the lyrics correctly

In the second meeting, the implementation of score cards did not effective. Some students tend to dominate the other students and they grabbed their friends' score cards. The researcher was able to control the problem and he decided not to use the score cards as a media to improve the students' involvement in the next meetings.

### **C. Report of Cycle II**

#### **1. Planning**

Based on the discussion of the first Cycle between the research members, it was determined that Cycle II would still focus on the same problems in Cycle II. Some of the actions were continued and the others were revised in Cycle II. Those were taken from the results of the observation done by the research member. The following were action plans of the second Cycle:

- a. Implementing more interactive language activities
- b. Using more simple classroom English combined with gestures and Indonesian translation
- c. Using more appropriate media
- d. Giving rewards to the active students

The interactive language activities implemented in the second Cycle were still games and songs. The games were action games and survey games.

The action games were Fly Swatting game, Animal Mime, Freeze! Stop! game and Animal Chain Whisper. The survey games were “*Daily Routine*” survey game and “*Things in my Bag*” survey game. The songs in this cycle were “*Old McDonald*” song and “*Waking Up*” song. Those interactive language activities were applied into two lesson plans.

**Table 3: The Designed Activities of the Third and Fourth Meeting.**

Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
<p>Speaking: The students express the simple instruction and information at the school context.</p> <p>Listening: The students understand the simple instruction that is followed by the action at the school context.</p>	<p>1.Speaking: ~The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods</p> <p>2.Listening: ~The students respond the simple instruction with acceptable actions at the class and school context.</p> <p>~The students respond the simple instruction verbally.</p>	<p>At the end of the lesson, the students are able</p> <p>~To use the vocabulary during the activities</p> <p>~To ask and to give information to the other student</p> <p>~To pronounce the words correctly</p> <p>~To respond the teacher’s simple instruction correctly</p> <p>~To receive the information from the teacher and the other student</p> <p>~To answer the questions from the teacher and</p>	<p>Asking help -“Would you mind to...” -“Would you like to...” -“Can you ...,please” -“May I borrow your...” -“Please open the door...”</p> <p>Answers; -“Yes, of course” -“Here you are”</p> <p>Vocabulary; -Animals: chicken cow horse duck etc.</p> <p>-Writing utensils pencil pen eraser ruler book etc.</p>	1.Fly swatting game The teacher mentions the clues about animals. Student has to guess it by swatting the correct picture with the ruler and shout the word.
				2. Animal mime-survey game. The teacher gives all students with different animal mime to find. They also bring an animal picture as their secret identity which other students will search.
				3.Singing “Old McDonald” song.(in group) Students in group have to sing and shout the animal sound as their turn. The teacher gave them different animal pictures of the song.
				4. Freeze-Stop game.(outdoor) Students make a circle and sing a song while a ball running through. When the teacher shout ‘freeze’ or ‘stop’, all must freeze and

(Continued)

Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
		the other student		the student who bring the ball have to walk toward the centre of the circle and take an animal flash card. He/she has to shout the name of it.

**Table 4: The Designed Activities of the Fifth Meeting**

Competency Standard	Basic Competency	Indicator	Language focus	Interactive language activities
<p>Speaking: The students express the simple instruction and information at the school context.</p> <p>Listening: The students understand the simple instruction that is followed by the action at the school context.</p>	<p>1.Speaking: ~The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods</p> <p>2.Listening: ~The students respond the simple instruction with acceptable actions at the class and school context.</p> <p>~The students respond the simple instruction verbally.</p>	<p>At the end of the lesson, the students are able</p> <p>~To use the vocabulary during the activities</p> <p>~To ask and to give information to the other student</p> <p>~To pronounce the words correctly</p> <p>~To respond the teacher's simple instruction correctly</p> <p>~To receive the information from the teacher and the other student</p> <p>~To answer the questions from the teacher and the other student</p>	<p>Asking help -“Would you mind to...” -“Would you like to...” -“Can you ...,please” -“May I borrow your...” -“Please open the door...”</p> <p>Answers; -“Yes, of course” -“Here you are”</p> <p>Vocabulary; -Animals: - chicken - cow - horse - duck - etc.</p> <p>-Writing utensils - pencil - pen - eraser - ruler - book etc.</p>	<p>1. Animal chain whisper. Students have to whisper an animal word shown by the teacher to their friends. The last students each line of the groups have to stick the whispered animal to the Flannel-cloth</p>
				<p>2. Singing “Waking Up” song. Students have to sing the song and act the lyric.</p>
				<p>3. Daily Routines –survey game. The teacher provides them a survey list. Students have to find out their friends' daily routines. Students have to ask questions and answers in English.</p>
				<p>4. Things in My Bag- survey game. Students divided into groups of four. They must find out the things in their friends bag. They have to fulfill the worksheet and report it to the class.</p>

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

The actions in this Cycle were implemented in three meetings. The first was in August 30, 2010, the second was in October 4, 2010, and the third was in October 11, 2010. The researcher decided not to take the topics from the course book in order to finish all the designed activities as the schedule. The researcher focuses on the unsolved problems from the first Cycle. Like the implementation of Cycle I, the actions implementation in Cycle II were implemented while the collaborator took the notes and documentations in the backside of the class, and the English teacher observed the students; listening and speaking learning progress.

The interactive language activities implemented in the Cycle II were games and songs. The games were action games and survey games. The action games were fly swatting games, Freeze! Stop! game, and animal chain whisper. The survey games were “Animal Mime”, ‘Daily Routine’ and ‘Things in My Bag’. While the songs were ‘Old McDonald’ and ‘Waking Up’. The followings are the descriptions of the interactive language activity implementation in the Cycle II. The more complete description would be provided below.

### **1) Meeting 1**

#### **1) Implementing More Interactive Language Activities**

The implementation of interactive language activities such as games and songs were as follow.

a) Fly swatting game

In this game, it is expected that the students practice their listening skill and psychomotor. This game was interesting since the researcher used big colorful-pictures that everyone in the classroom could see it clearly. The pictures were animal cartoons. The students were cannot wait to start the game. The game started when the researcher gave some clues about particular animal. The clues were the size, the color, and the behavior of the animal. The students who knew the answers should raise their hands. The researcher pointed one of the fastest and gave him/her a ruler. He/she has to swat the picture of the animal. The classroom became silent for a while because all of the students focused on the clues from me. Some of the students were surprisingly guess the animal for just one clue mentioned. Some of them were right and some were wrong. When one student guessed and she/he was wrong, the others were so enthusiastic to raise their hands and shouting “*Aku Sir, Aku Sir*” or “*Me Sir, me.. Me*”. The English teacher seemed to help me control the class to avoid the noise that would disturb the other class. Below is the interview which shows that the student enjoyed this activity.

R: “*Yang asik yang mana nih? Satu satu dulu..dari sini aja, ayo sari dulu, kenapa kok senang?*” ( “Which one was your fave? One by one please..right here, Sari first, why did you like it?”)

S1: “*Yang itu lho nepuk gambar di depan, soalnya mikirnya kudu cepet-cepetan*” (“It was the picture swatting in front of the class, because we have to think fast”)

(Source: Interview 28. Monday, august 30, 2010.)



**Figure 6: A student guesses the animal and swats the picture on the flannel-cloth.**

b) Animal Mime game

This game is categorized into a survey game. Every student held two kinds of cards, one card was a flash-card and another one was name card. The flash card used as the secret identity of the student, while the name of an animal is written on the name card. Students have to find out their classmate which holds it. The interaction occurred between the students when they walk around the class and survey their classmates. Questioning and answering activities will take place between them.

They were all moving around the classroom. Some students seemed difficult to memorize the expression, sometimes they looked at the blackboard to check the right utterance, "*Is it a sheep?*", "*Is it a cat?*", "*No..no..ee no, it is not*" etc, while some other students were able to use the expression correctly. After few minutes the game ran well. Some students completed the game. They looked so funny when miming the animal. The teacher reminded the researcher to close the lesson because the time was nearly over. The English teacher leaved the class just five minutes before the bell rang. From the interview

below, it shows that the student enjoyed the activity. This interactive game provided opportunities for them to practice their English listening and speaking without any fear of making mistakes.

R: “*Dila gimana, suka yang mana tadi?*” (“Dila, which one do you like?”)

S3: “*Aku yang nebak-nebak njuk yang cari hewan itu, seperti di kuis-kuis itu mas..tapi nek tadi sama temennya, dadine seru.*” (“I like the animal guessing that we have to find out the animal, just like in quiz Sir..but we did it with our friend, it was interesting.”)

(Source: Interview 28. Monday, August 30, 2010.)



**Figure 7: The students walk around the classroom to role a play.**

c) ‘*Old McDonald*’ song

The researcher applied this classic song to keep students enthusiasms and establish a fun learning atmosphere. Students were divided into seven groups, each group held a card of an animal like chicken, cat, cow, horse, pig, sheep, and duck. They also held a lyric of the song to help them remember the lyric and their turn. Each group should shout the animals sound as their own card loudly when their group turn has come. The girls seemed shy at first. The researcher tried to support them. After a while, they were confident enough to sing. It was so funny to voice the animal sounds. The cow group must shout

“moo...moo...”, the pig group with their “oink...oink...”, while the duck with their “quack...quack...” and the other groups with their funny sounds.

Different to the girls, the boys were so enthusiastic and tend to make it noisier. It took time to sing it in the right way. Through singing this song, the students practiced their pronunciations of the words in the lyric. The researcher observed that some students still found it difficult to say “..and on that farm..” quickly at the beginning. The whole class sang “*Old McDonald*” for three times and after that the researcher decided to move to the next activity.

#### d) Freeze! Stop! Game

This game was an outdoor game. The game took place under the tree in the school yard. The media used were a ball, animal flashcards, flannel-cloth. The students were asked to make a large circle. The games first demonstrated using the flannel cloth to make them easy to understand. The students have to run the ball in a clockwise direction while they were singing “*Old McDonald*” song. The researcher stood in the middle of the circle. There were a heap of animal flashcards in front of me. The ball must stop just after shout “*freeze!*” Or “*stop!*” And the student who was still hold the ball must come toward me. He/she should take one of the flashcards and describe it. “*It’s a green frog*”, “*It’s a brown bear*”, “*It’s a blue shark*”. Nanda found a problem when he took flashcard of panda. “*Lha ini warnane apa Sir, hitam-putih je?*” (“What color of this animal, Sir? It’s black and white”). The researcher helped him while recording his performance. “*It’s a black and white panda*”. The game ran

lively and the students felt fun. Some students from the other classes teased them, tried to attract attention. The parents at the school yard were also come toward us and observe the game. The researcher ended the game after a few round because the day became so hot during the afternoon. The English teacher said that it was a good outdoor game and enjoyable activity to be implemented next time in her class. After all of the students back to the classroom, the researcher reviewed the game and closed the class by asked them to take a pray and greet them.

The researcher found that the students enjoyed and felt happy with the outdoor game because the English teacher never did this before. Moving a class into the outdoor was not easy. The researcher has to maintain the students' attention to always follow the game. He has to choose the shaded area to play the game. Still, the girls felt that it was hot to have an outdoor game. The researcher justified their reason because it was at summer. The interview below shows the students argument about the activity.

R : *"Hi Erlin, Fira..ngobrol bentar ya. Gimana hari ini suka ngga dengan pelajaran dari mister Mayo? Suka?"* ("Hi Erlin, Fira..let' have a little talk for a minute. How about todays lessons, did you like them?")

S1 : *"Asik Sir.."* ("It was cool Sir..")

R : *"Yang mana yang asik?"* ("Which one?")

S1 : *"Yang maen-maen diluar"* ("When we played outdoor")

S2 : *"Yang keluar tadi"* ("The outdoor game")

R : *"Eh..Ida sini, ngobrol sekalian.. Gimana pelajaran hari ini suka ngga?"* ("Ei..come here Ida, let's have a talk...how was the lesson today?")

S3 : *"Suka"* ("I like them")

R : *"Kok suka kenapa?"* ("Why did you like them?")

S3 : *"Karena maen-maen di luar"* ("Because we played an outdoor game")

S1 : *"Eh tapi tadi panas e Sir"* ("Eh but it was hot, Sir")

S2 : "*Ho'o panas yo..*" ("Ya, it was hot")

R : "*Oya.. Berarti besok di dalam aja ya. Masih pengen maen game kan?*" ("Okay then.. We'll have it indoor next time. But you still want to play games, don't you?")

S1,S2,S3 : "*Masih*" ("Yes")

R : "*Oke,besok kita maen-maen lagi..thank you ya*" ("Okay, we will play again next time..thank you")

(Source: Interview 32. Monday, october 4, 2010.)



**Figure 8: The students play the game, while the Teacher observes from the office.**



**Figure 9: The ball stopped at a student and she must guess the animal picture.**

## 2) The implementation of classroom English in meeting

In this meeting, the researcher used greeting and leave taking as usual. Most of the students had been familiar with them. When researcher asked the student to make a group, to make a circle or to go outside the classroom, they had already know what to do. "Okay, everybody let's go outside. But please

keep silent”, said the researcher when he asked the students to go outside to play Freeze-Stop game. “Abim, please help me to collect the survey sheet..” asked the reseacher to one of the students to help him.

It is still difficult for the students to ask permission when they wanted to go to the bathroom. The researcher guided them, “May, I...” then they continue the expression. The researcher did not forget to say “Hurry up okay” or “Okay, but be quick!”. while, at the end of the meeting, the researcher ended the lesson like usual.

### 3) The implementation of the appropriate media

The researcher used colorful flash cards, survey sheets, a light green flannel cloth and a ball. The students seemed interested with the media. When they saw the pictures at the first time, they laughed at them because the characters in the pictures were funny. It was about animals and they were able to see the pictures clearly from their seats.

### 4) Giving rewards to the active students

The researcher decided to give appreciation for the active students during the meeting. He asked the other students to give applause everytime when a performance done by a student whether it was right or wrong. Although when the students knew that a student did wrong, they tend to shout “Huuu”.

The researcher had already prepared some presents for the students but unfortunately he forgot not to bring them to the school. The researcher

promised that on the next meeting he would give special presents for the active students. Though, they were still interested in following the activities.

## **b. Meeting 2**

### **1) The implementation of interactive language activities**

#### **a) Animal Chain Whisper Game**

The game was conducted on Monday, October 11, 2010. The students were divided into groups of seven. They have to race the whisper words and stick the correct animal pictures to the flannel cloth. The animal word were snake, sheep, mouse, rhino, horse, alligator, hippo, bird, squirrel and tiger. This game was such a simple game but there were always students who did wrong in whispering their friends or listen to their friends' whispers. The game ran very well that most of them able to get competitive score. The girls nearly defeated the boys.



**Figure 10: Two students turn their bodies to check the whispered word.**

b) *'Waking Up' song*

This song was implemented to raise students' attention and lead them into the next topic about Daily Routine. The researcher prepared the students with the copy of the lyric. He took this song from a book titled Indonesian Kids Song by Hery published by Tiga Serangkai which provided many modified popular songs for the children. The songs were not familiar at all for the students but the students were familiar in how to sing the song. It was "*Bangun tidur*" song but the author changed it into the English verse.

Before the students sing the song, the researcher asked two students to help me to stick the pictures of Daily Routine on the flannel cloth and then delivered lyrics to their classmates. The students laughed at them because those pictures were funny. It showed the daily routine activities such as waking up, taking a bath, having breakfast, go to school, etc. Then the students practiced to sing the song. The only problem was still the pronunciation of the lyric. Nevertheless they sang the song happily and the boys tended to stress the last intonation. The lyric of the song was presented below.

*"Every morning I wake up early, taking a bath and brushing my teeth, after dressing I will help mommy, making the bed and sweeping the floor"* (do=g, 4/4, moderato)

c) *Daily Routine Survey Game*

Helped by two students, the researcher was sticking the pictures of Daily Routine on the flannel cloth in front of the class. The students were

laughed at those pictures because the pictures were funny looking. The pictures were wake up, go to school, breakfast, take a bath, watch TV, eat lunch, do homework, eat dinner, etc. After singing “*Waking Up*” song, I asked them about the Daily Routine “*What time do you usually wake up?*”, the students was guessing the answers, “*What time do you usually go to school?*”, some students answered “*At six..At seven*”, “*half past six Sir*”, “*at seven o’clock Sir*”. After the researcher explained few times about the used Expressions and the answers, they quickly understood. That because they already learn the clock in the previous meetings. A Daily Routine -survey worksheet delivered to the students and the researcher explained them how to play the game. Every student has to write down their Daily Routine-time and survey their classmates’. Some of them were walking around the class while some were staying at their seats. When a student asked his friend “*What time do you usually wake up?*” he answered “*ee..aku eh..i-wake up at.. At shubuh!*”. Then the asking student asked me “*Shubuh itu jam berapa Sir?*”(“When is shubuh exactly, Sir?”) Then the researcher answered him “*It’s half past four a.m.*”. The other students often asked me, the collaborator, or the English teacher just to convince them that their answers were correct. The class became quite noisy but under-controlled. Every student was busy surveying and fulfilling the survey sheet. The researcher tried to end the game “*Okay, you have to finish it in five minutes, come on, hurry up..ayo cepet selesaikan..five minutes!*” The student answered “*Aa..belum pak*”, “*bentar Sir..kurang sithik..*”(“Aa.. Not yet finished, Sir”), (“Just a second Sir..just a few more”) etc. The game was

stopped, everybody get back to their seat, and the researcher gave them opportunities to show their survey result. Some students reported their survey result in front of the class and all of the students present big applause for them. The bell was ringing, all students collected their work to the teachers table and everybody went out for a break.



**Figure 11: Students interview their classmates in *Daily Routine survey game*.**



**Figure 12: Students perform the dialogue of the survey in front of the class.**

#### d) Things in My Bag game

This game was played after the second break of the day. The researcher prepared the media before the class ready to start the lesson. The collaborator

helped me and the teacher entered the classroom later. Some students were still outside.

When all of the students were inside the classroom, the researcher began to ask them to read the pictures on the flannel cloth together and loudly. “*Ayo yang ada di sebelah kanan saya, repeat after me please!*” (“For the students in my right side, repeat after me please!”). “*Everybody, repeat after me come on!*”, the students then repeat the words after me “*A pencil, a pencilcase, a ruler, a pen, an eraser, etc*”. The students were familiar with those things and guessed what game will they played. “*Okay, anybody know what are these things use for? Ayo siapa yang tahu kegunaan benda-benda ini?*” (“Anyone know the use of these things? Come on!”), the students shouting their answers, “*Nulis, Sir.. Menghapus.. Nggambar..dst*” (“Writing, Sir..Erasing..Drawing..dst”). “*Do you have those things inside you bag? Ayo..kalian punya benda-benda itu dalam tas kalian tidak?*” (“Do you have those thing inside your bag?”), the students answered “*Yeeesss*”, and then the researcher started to explain ‘Things in My Bag’ game. He asked a couple of students to deliver the survey sheets for the whole class.

The survey sheets consist of two pages. The first was a picture of huge backpack bag with some boxes inside. Students must fill them with stationeries (writing utensils) inside their bag with the amount included. The second page in reverse was columns for the survey answers. Students must survey at least three friends’ things in their bag. They were allowed to walk around the classroom and asked to their friends “*Do you have pencils?*”, “*How many*

*pencils do you have?*”. The classroom became crowd in a minute. Students were busy with the tasks. They walked around the classroom to interview friends. The class was so lively and interesting. Some students were so active and they were the students who had the top English mark among the other, they were Vira, Windi, Ivan, Asov and Ajik. They always try to speak whatever cost, even mixed with Javanese or Indonesian. But so far these students were good in speaking and responding what the researcher have said. “*Sir, mosok pulpen e Abim ono pitu, trus pie?*” (“Sir, what if Abim have seven pen?”) said Dian, “*Sir..Sir..kalo binder bahasa Inggris nya apa?*” (“Sir..Sir..What is the English for binder?”) asked Ida. The students were enjoying the activity a lot, this game ended after more than 20 minutes. “*okay..time is over, everybody get back to your seat please!..ayo ayo sudah.*”. The researcher asked volunteers to perform their work in front of the class. “*Attention please.. I’ll give these cute pencils for you, the volunteers...ayo yang berani maju saya kasih pensil lucu lho!*” (“come on, I will give a cute pencil for you who is dare to perform!”) Spontaneously they raised their hands. Some students became the volunteer and read the results of their survey. They were so happy for the gifts. Ten minutes before the bell ring, the researcher closed the activity that day. He did not forget to review and provide them with questionnaire as a reflection of what we have been through. The bell rang as the researcher lead them to take a pray and close the class today by greeting, “*Thank you and have a nice day!*”. The students’ reflection about this activity could be seen from the interview transcript below.

R: "Hi Asov.. How are you today"  
 S: "Hi..hmm I am fine, thank you"  
 R: "*Gimana Sov.. Pelajaran hari ini?*" ("How about today's lesson, Sov?")  
 S: "*Seneng*" ("Fun")  
 R: "*Seneng yang mana? Kenapa kok seneng?*" ("Which one do you like? Why?")  
 S: "*Seneng yang nanya-nanya tadi ,asik Sir.. Bisa main-main, menambah pengetahuan..*" ("I like the questioning game, it was fun, Sir..I could play around, increasing my knowledge")  
 R: "*Vocab mungkin maksudnya?*" ("Did you mean vocab?")  
 S: "*Iya.. Bisa latihan bahasa inggris juga..ngomong-ngomong*" ("Ya ..practicing English to..speaking")  
 R: "*Ada yang susah ga tadi?*" ("Did you found any problem?")  
 S: "*Ada yang terakhir sama .. Yang tanya-tanya jam*" ("There was, the last one..hand the clock questions")  
 R: "*Susahnya kenapa Sov?*" ("Why it was difficult, Sov?")  
 S: "*Lha sok lupa e Sir..*" ("I often forget, Sir")  
 R: "*Ha ha ha.. Lha tadi penuh ngga ngisi lembar kerjanya?*" ("Ha..ha.ha.. Did you already complete your worksheet?")  
 S: "*Yo lumayan penuh..*" ("Ya it was quite complete")  
 (Source: Interview 36. Monday, October 11, 2010.)



**Figure 13: The interview occur between two students in *things in my bag* game.**

### 3. The implementation of classroom English

During the meeting, the researcher applied some kinds of survey game and he should manage the class better than before. He often said "Okay, if you have finished, please get back to your seat" or just "Get back to your seat please" since the students were allowed to walk around the classroom. He also

said “Please submit your work at my desk” and “Okay, time is up” when the students were still doing the task while the time was over.

In every beginning of the activities, the researcher drilled the students with new vocabulary related to the topic. Most of the students were already familiar with the vocabulary. Only few of them pronounced the words in Indonesian verse.

#### 4. The implementation of appropriate media

During the activities, the researcher used colorful flashcards, the light green flannel-cloth, survey sheets and A3 paper size pictures. Just like the previous meeting, when the researcher stacked the pictures to the flannel cloth, the students started to laugh at them. The pictures were funny because of the cartoon characters. All of the students were able to see them because the pictures were large enough. The students became interested and followed the activities eagerly.

#### 5. Giving rewards to the active students

The researcher observed that some students were very active and did some performances and tasks well. He prepared some presents as the reward to the students who had been active during the activities. He gave the students pencils if they did the performance well or answered the questions correctly. Knowing that there will be a present given by the researcher, the students were so enthusiastic in all of the activities. All of the students had the same chances and all of them got the present.

The researcher also gave some books to some students because they had been active during the activities since the first meeting. They were not only involved themselves during the meetings but also did the tasks or performances well.

### **3. Reflection of Cycle II**

#### **a. Implementing the interactive language activities in Cycle II**

After conducting some interactive language activities in this cycle, the researcher observed that the students were actively involved and they were able to make interactions with the teacher and among themselves. The students were able to respond to the teacher's instruction both orally and physically correct. They were also able to use the expression during the interview or survey activities.

The students enjoyed the activities so much that they wanted more games to play at every meeting. They were enthusiastic to take part in every game though the class finished few minutes after the bell. In the last two meetings, almost all of the students were active, busy with the tasks given, and tried to be the best students in class.

#### **b. Using classroom English**

In Cycle II the researcher not only used the classroom English in all possible occasion but also combined gestures in order to make the students easier to understand. That was effective in directing students' attention and

decreasing the amount of the students who usually asked the teacher or the researcher about the Indonesian translations.

Although their Javanese dialect still influenced the pronunciations, the students were able to respond the greetings and the questions in English. They were also able to ask permission in English by saying “Sir, may I go to the bathroom?”

c. Using appropriate media

The media which had been revised in Cycle two was the picture cards. The picture cards used in this Cycle were bigger and more colorful than used in the first Cycle. The researcher used the A3 sized paper in order to make all of the students clear enough to see. It was proved by the students sitting in the back rows, that they could see those pictures clearly. The media used during the teaching and learning process were effective to attract students’ attention. The media such as picture cards, word cards, flannel cloth, and survey-sheets increased students’ motivation and helped them in understanding the lessons. They were enthusiastic when the researcher brought some media to the classroom. The students laughed at the pictures and interested to be involved in the game.

d. Giving rewards to the active students

This action was implemented in order that there would be more active students during the English teaching and learning process. Since the score card was not effective enough, the involved members agreed that the points should

not only as a mark but also a concrete gift. In Cycle I, students were not patient enough and thought that the points (star stamps) on their cards were boring.

When this action was done in Cycle II, there were more active students. They always competed in doing the tasks in all the activities to get the reward. In some case, the students did not only rely on their friends but they also tried to be the best to get the reward by themselves.

#### **D. General Findings**

The cycles in the research had been finished. Several findings taken from the implications of actions are as follows.

1. Interactive language activities were effective to improve students' listening-speaking skill. Students could learn to listen and to speak in English without any anxiety and they were not afraid to make mistakes because they were enjoying the activities.
2. It was not easy to handle the students especially when they played in groups. Some students in a group tended to dominate the other groups. Some of them only played around and disturbed the other students.
3. Students were very happy to play new games. They were always waiting new games to play at every meeting. That is because the English teacher was seldom to introduce various activities to the students.
4. It was still difficult to improve the students' pronunciation as they always use Javanese and Indonesian everyday.

5. The use of classroom English combined with gestures and less Indonesian was effective to arise students' understanding. They could answer my greeting and leave taking spontaneously. They could make a group or work in pairs in such a short time and also ask permissions in English.
6. Interactive language activity, especially games, was effective in creating real interactive situation during the English teaching and learning process. Students were not aware that actually they had already learned listening-speaking through an interesting situation.
7. The guessing game was the easiest game. Most of them raised their hands and competed to guess, whether they were right or wrong. Only few students were giving the wrong answers.
8. Survey games were the most difficult game. Students found them very challenging to make a survey in English. In fact, almost all of the students were busy walking around the classroom and asking friends. They focused on their tasks. Surprisingly, the submitted results proven that they did they survey well and collected more answers from their classmates.
9. The outdoor game was so interesting for the students. Although the day became hot, the students still played the game enthusiastically until the end of the lesson.
10. "If You're Happy" song became the favorite song. It was easy to sing and interactive for the students. The English teacher applied the songs in her lessons after the research was done.

11. The use of flannel cloth, colorful picture cards and ball could help the researcher to attract students' attentions during the English teaching and learning process. The media were so flexible to use inside and outside the classroom. The students could get the real situation by using those media.
12. Concrete rewards were more effective than the used of score cards. Students were not really interested with the achievement of 'star' points. The active students were staying the same number during the first Cycle. In Cycle II, the active students increased since the researcher provides them concrete rewards as a gift.

The following are the changes happening in the teaching and learning process before the action, Cycle I, and Cycle II. They are both successful and unsuccessful results.

**Table 5: The Changes (Before and After Implementation)**

Before the actions were conducted	Cycle I	Cycle II
The students were not listen and respond the teacher's instruction well, the interaction between the teacher and students were not occurred.	Some students respond the greeting, the rest kept silent, while the boys asked permission in Indonesian. Most of them still afraid to make mistakes. The games and songs could increase students' motivation to get involved to the activities.	The students were listening and responding to the researcher's instructions well. They could understand all of the instruction in game situation and could finish the tasks well. They were not afraid to ask questions or give explanations for words or instruction that they did not understand.
The students' involvement during the teaching learning process was low.	Only the students sitting at the row were passive. The rest were active, they play the games well.	All of the students were enthusiastic to involve themselves on every activity. The students was competing one another to be the winner.

(Continued)

(Continued)

Before the actions were conducted	Cycle I	Cycle II
There was no interaction using the target language during the teaching learning process among the students.	Interaction using English between students occurred. Only few students who already used English during the classroom activity. Most of the students mixed up their English with Javanese and Indonesian.	Most of the students practiced and learned to use English during the games. Interaction using simple classroom English were also occur among them.
The students rarely had opportunities to use English orally during the teaching and learning process	The implemented activities provide them opportunities to use English orally but many of them still afraid to start.	The implemented activities more focused on students' opportunity in using the target language. In the action games and survey games, the students found themselves learning and practicing listening and speaking in fun ways.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

The purpose of this research is to identify the interactive language activities which are effectively used to improve the listening-speaking skill of the 5<sup>th</sup> grade students of SDN Gabahan in the academic year of 2010/2011. As the implementation of interactive language activities to the 5<sup>th</sup> grade students of SDN Gabahan had been done, the researcher obtained the data and analyzed them. Researcher concludes that most of the implemented interactive language activities were effective to improve the 5<sup>th</sup> grade students' listening-speaking skills. Below are further explanation of the conclusions, implications and suggestions from this research.

#### **A. Conclusions**

The research findings and discussions in Chapter IV showed that the students' listening-speaking skills at grade V of SDN Gabahan Melati-Sleman improved by the implementation of interactive language activities. In Cycle I, the activities consisted of games (Chain whispers, Simon says, Guessing, role play, Matching, Survey) and songs ("If you're happy", "The Day", "The Waking Up"). Meanwhile in Cycle II, the activities consisted of games (Fly Swatting, Animal Mime, Freeze!Stop!, Animal Chainwhisper, Daily Routine Survey, Things in My Bag Survey) and songs ("Old McDonald", "The Waking Up")

The researcher found that the activities could: (1) improve students' response toward English instructions during the teaching and learning process

(2) initiate interactions using the target language between the teacher and students and among the students (3) improve students' involvement during the English teaching and learning process, and (4) provide more opportunities for students to practice English orally during the teaching and learning process.

There were some changes as the result of the actions. The changes were both in the way of thinking and in the behavior of the involved members. The changes were as follows:

#### 1. The Changes in the English Teaching and Learning Process

The English teaching and learning process became more interesting and livelier. It was different from its former condition that was monotonous. The students learned to listen and to speak in English. The applied games were various and they were implemented both inside and outside the classroom. The students did not always do the activities inside the classroom in order to keep their motivation. They could go outside the classroom. Students were allowed to walk around the class during the indoor games. The students sometimes did exercises on the worksheet, played games and sang songs. After implementing the interactive language activities, the students got involved actively in the teaching and learning process.

#### 2. The Changes in the Students' Behavior

By the end of the action research, some of the boys were still noisy during the teaching and learning process. Nevertheless, implementing more interactive language activities such as animal chain whisper, freeze!stop!

game, fly swatting game, daily routine-survey game, things in my bag-survey game were able to make most of the students more enthusiastic and motivated to join the teaching learning process. They did not easily get bored. The improvement of students' listening-speaking skill was also could be seen.

### 3. The Changes in the English Teacher's Behavior

The English teacher became more open minded to make the English teaching and learning process became livelier. The English teacher got more knowledge about interactive language activities that could be implemented inside or outside the classroom. She has also improved not only in using classroom English to make the students were familiar with the instructions in English but also in using the media to make the lesson became more interesting. She said that she has already used posters or picture cards and games during her lesson after this research have done.

### 4. The Changes in the Researcher's Behavior

By doing this research, the researcher got more knowledge about young learners especially in learning English. They like to learn in fun and playful activities. They can enjoy learning English without easily getting bored when the activities are not monotonous and they can play or move around. The researcher got more understanding on how to motivate the students to learn English, especially in listening and speaking. Furthermore, the researcher could improve the researcher ability in using classroom

English to make the students become familiar with the English instructions during the lesson.

## **B. Implications**

The research findings showed that the students' listening-speaking skill has improved. Comparing with the students' listening-speaking skill in the former condition, the listening-speaking skill of the 5<sup>th</sup> grade students of SDN Gabahan, Mlati, Sleman was better. It was related to the action given in the classroom such as implementing interactive language activities as the solution of the problems emerged. Both successful and unsuccessful actions have some implications. They were described below:

1. Interactive Language Activities, especially games, were effective in creating a real interactive situation during the English teaching and learning process. Students were not aware that actually they had already learned listening-speaking through an interesting situation.
2. The use of classroom English combined with gestures and less Indonesian was effective to improve students' understanding. They could answer the researcher's greeting and leave taking spontaneously, they could make a group or work in pairs in such a short time and could also ask permissions in English.
3. The use of the flannel-cloth, colorful picture cards and a ball could help the researcher to attract students' attention during the English teaching and

learning process. The media were so flexible to use inside and outside the classroom.

4. The use of score cards was not effective to improve students' involvement. Students were not really interested to the achievement of 'star' points. The number of the active students did not increase during the first cycle. In Cycle II, the researcher revised the technique and decided to use the concrete gifts as a reward. The active students increased since the researcher provided them concrete rewards.

### **C. Suggestions**

Based on the conclusions, implications and limitations above, some suggestions then would be directed toward the English teacher, and other researchers.

1. To the English Teacher.

It is important for the teacher to enrich herself/himself with the knowledge of her/his students' individual differences. It will help her/him in creating the activities in which all students can be involved. She/he should also improve not only in using the classroom English but also in using various media so that the students will be more familiar with English instructions and the teaching and learning process will be more interesting.

2. To the other Researchers.

The researchers who will conduct similar research should have better preparation before conducting the research. The researcher got his own

improvement in the knowledge of teaching English to young learners. He hopes the other researchers will also pay attention to the other integrated skill, namely reading-writing, listening-writing, and reading-speaking.

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# APPENDIX A: COURSE GRID

# **The Course Grade of Improving Listening-Speaking Ability of 5<sup>th</sup> grade Students through Interactive Language Activities at SDN Gabahan, Sleman in the academic year of 2010-2011**

No	Standard Competence	Basic Competence	Indicator	Language Focus	Cycle	Action	Interactive Language Activities	Characteristic of Interactive Language Activities						Media
								1	2	3	4	5	6	
1.	Speaking: The students express the simple instruction and information at the school context.	1.Speaking: ~The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods	At the end of the lesson, the students are able to: ~To use the vocabulary during the activities	Greeting ~"Good morning, Sir" ~"Good afternoon, Sir" ~"How are you today?" ~"I'm fine thank you, and you?" ~"I'm very well, thank you"	1	1	1. Playing Clock Chain Whisper (group activity). T get S to do what he says related to the time.							Blackboard, Flash cards, Text book
2	Listening: The students understand the simple instruction that is followed by the action at the school context.	2.Listening: ~The students respond the simple instruction with acceptable actions at the class and school context.	~To ask and to give information to the other student	Simple classroom instructions; ~"Sit down, please" ~"Open your book" ~"Open page..." ~"Silent, please!" ~"Raise your hand" ~"Stand up..." ~"Sit down" ~"Stomp your feet" ~"Point your..." ~"Touch your..." ~"Say 'Hurray'!"			2. Playing matching game using flash cards (in pair activity). T mentions different questions about time and Ss should match them correctly with the clock pictures.							
			~To pronounce the words correctly	~"Silent, please!" ~"Raise your hand" ~"Stand up..." ~"Sit down" ~"Stomp your feet" ~"Point your..." ~"Touch your..." ~"Say 'Hurray'!"			3. Simon Says game. T gives them instructions to perform spontaneously.							
		~The students respond the simple instruction	~To respond the teacher's simple instruction	Expression:			4. Singing "If You Happy" action song (body moving). Ss act the lyric while singing the song.							

		verbally.	correctly  ~To receive the information from the teacher and the other student  ~To answer the questions from the teacher and the other student	~" What time is it?" ~"It's six o'clock." ~"It's half past eleven." ~"It's a quarter to seven."		2	1. Guessing game. T mimes in front of the class. Ss guess what is he doing/what happened to him by raising their hands.  2. Disease guessing (role-play). T provides Ss with small cards of diseases. They have to keep it secret. Ss guess what happened to their pairs. Ss have to perform it in front of the class.  3."My Favorite Day" Survey game. T provides Ss with survey sheet. Ss must find out the favorite day of their classmates.  4. Singing "the day" song. Ss sing together a song about seven days in a week.							Small cards, Survey-sheet, Flannel-cloth, Flash-cards
1.	Speaking: The students express the simple instruction and information at the school context.	1.Speaking: ~The students are doing conversation to give and take services or goods with the actions involved; asking help, helping	At the end of the lesson, the students are able to: ~To use the vocabulary during the activities	Asking help -"Would you mind to..." -"Would you like to..." -"Can you ...,please" -"May I borrow your..." -"Please open the		2	1  1.Fly swatting game T mentions the clues about animals. S has to guess it by swatting the correct picture with the ruler and shout the word.  2. Animal mime-survey game.							Flash-cards, Flannel-cloth, A ruler, A ball



						groups have to stick the whispered animal to the Flannel-cloth								
						2. Singing “Waking Up” song. Ss have to sing the song and act the lyric.								
						3. Daily Routines – survey game. T provides them a survey list. Ss have to find out their friends’ daily routines. Ss have to ask questions and answers in English.								
						4. Things in My Bag- survey game. Ss divided into groups of four. Ss must find out the things in their friends bag. They have to fulfill the worksheet and report it to the class.								

Information:

Characteristic of Interactive Language Activities:

1. Doing significant amount of pair work and group work.
2. Receiving authentic input in real-world context.
3. Producing language for genuine, meaningful communication.
4. Performing classroom tasks that prepare them for actual language out there.
5. Practicing oral communication through the give and take and spontaneity of actual conversation.
6. Writing to and for real audiences, not contrived ones.

Brown (2001, 48)

# APPENDIX B: LESSON PLANS

## LESSON PLAN I

**Class/Semester** : V/ 1  
**Day and date** : Monday, 16 August 2010  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : Clock, Parts of human body.

**Standard of Competence:**

1. Speaking: The students express the simple instruction and information at the school context.
2. Listening: The students understand the simple instruction that is followed by the action at the school context.

**Basic Competence:**

1. Speaking:
  - a. The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods
2. Listening:
  - a. The students respond the simple instruction with acceptable actions at the class and school context.
  - b. The students respond the simple instruction verbally.

**Indicators:**

1. Speaking: At the end of the lesson the students are able
  - a. To use the vocabulary during the activities
  - b. To ask and to give information to the other student
  - c. To pronounce the words correctly
2. Listening: At the end of the lesson students are able
  - a. To respond the teacher's simple instruction correctly
  - b. To receive the information from the teacher and the other student
  - c. To answer the questions from the teacher and the other student

### A. Learning Objectives:

The students are able to practice their listening-speaking skills during the activities

## B. Language Focus:

Vocabularies :

- Numbers; one, two, three, four, five, six, seven, eight, nine, ten.
- Time; six o'clock, half past seven, a quarter past nine, a quarter to twelve, etc.
- Parts of human body;
  - Hand
  - Hair
  - Feet
  - Nose
  - Eye
  - Finger, etc.

Expressions :

- A: What time is it?
- B: It is a quarter past nine.
- A: Is it half past seven?
- B: No it is not. It's twenty to eight.

Simple classroom instructions :

- "Sit down, please"
- "Open your book"
- "Open page..."
- "Silent, please!"
- "Raise your hand"
- "Stand up.."
- "Sit down"
- "Stomp your feet"
- "Point your..."
- "Touch your..."
- "Say 'Hurray'"

## C. Teaching Learning Process

### 1. Opening Activities

- a. The researcher greets the students.
- b. The researcher asks some students using English instructions.
- c. He explains and demonstrates simulations about instructions.
- d. He asks the students about the time.
- e. He informs the students about the time.

### 2. Main Activities

- a. The researcher gives examples to the students about reading the time (clock)
- b. He shows examples of time sequence (a quarter past , half past, a quarter to, a.m., p.m., etc)
- c. He drills the students about time ;
  - What time is it?
  - It is half past three
  - It is a quarter past four
  - It is a quarter to ten, etc.
- d. He divides the class into groups of three or four,
- e. He asks the students to do group games called chain whispers.
  - He divides the class into groups of three or four.
  - He explains the rules of the game.
  - He asks students to stand in a line.
  - He demonstrates some examples.

- He asks each group to send their friend whom he/she stands in the back of the line to come forward. He prepares them to listen carefully to what he says.
  - He asks the groups to keep silent and be ready. He whispers to the students who represent their groups. He repeats the whisper two times to make it clear.
  - In count of three, they have to run back to their groups and start whispering.
  - In the end, the last student in line of each group has to go toward the blackboard and draw and shout the whisper.
  - The fastest and correct answers, the winner.
- f. The researcher asks the students to get back to seat and do another activity. In pair activity, matching games.
- He gives a piece of paper for each pair,
  - He provide pictures of clock in the blackboard, students have to draw it on their paper. Each clock given a number.
  - After all pairs are ready, the researcher loudly mentions time sequences to them. He mentions it randomly and repeats each sentence two times.
  - The students have to match them with the clock pictures in a certain time and collect it to the researcher as soon as possible.
- g. After all students' work collected, the researcher asks the class to discuss the questions.
- h. The researcher asks the students to play Simon says game.
- He explains the rule of Simon says game and gives them examples.
  - Before he starts the game, he asks the students to review their vocabulary of parts of human body.
  - Then the students play it in a whole class as a practice. After it runs well, the researcher divides them into groups.
  - He points the group randomly to response what he (Simon) says. Every group should be ready for their turns.
- i. He asks the students to sing "If You Happy" song. The students have to sing and follow the act in the lyric of the song.

### 3. Closing Activities

- a. The researcher asks to the students what they have learnt today,
- b. He asks the class about the time.
- c. He asks students some instructions to do.
- d. He closes the lesson by greeting.

#### D. Source :

- Teaching Young Language Learner – Anamaria Pinter, Oxford University Press.
- Speed Up English 5, Yudhistira.

#### E. Media : Worksheets, blackboard, realia

English Teacher

Yogyakarta, September 2010  
Researcher

Wiwin Kartikawati, S.Pd

Mayo Hadi Wibowo  
NIM. 04202241029

LESSON PLAN II

**Class/Semester** : V/ 1  
**Day and date** : Monday, 23 August 2010  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : Days and months, Health.

**Standard of Competence:**

- 1. Speaking: The students express the simple instruction and information at the school context.
- 2. Listening: The students understand the simple instruction that is followed by the action at the school context.

**Basic Competence:**

- 1. Speaking:
  - a. The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods
- 2. Listening:
  - a. The students respond the simple instruction with acceptable actions at the class and school context.
  - b. The students respond the simple instruction verbally.

**Indicators:**

- 1. Speaking: At the end of the lesson the students are able
  - a. To use the vocabulary during the activities
  - b. To ask and to give information to the other student
  - c. To ask the other student's condition (health)
  - d. To pronounce the words correctly
- 2. Listening: At the end of the lesson students are able
  - a. To respond the teachers' simple instruction correctly
  - b. To follow the teacher's instructions
  - c. To receive the information from the teacher and the other student related to the theme

**A. Learning Objectives:**  
The students are able to practice their listening-speaking skills during the activities

## B. Language Focus

Vocabularies :

- *Days;*
  - Sunday,
  - Monday,
  - Thursday,
  - Wednesday,
  - Tuesday,
  - Friday,
  - Saturday.
- *Months;*
  - January,
  - February,
  - March,
  - April,
  - May,
  - June,
  - July,
  - August,
  - September,
  - October,
  - November,
  - December.
- *Diseases;*
  - headache,
  - stomachache,
  - cold,
  - fever,
  - sore eye,
  - sore throat,
  - running nose,
  - etc.

Expressions :

- A: What day is today?
- B: Today is Monday.
- B: It is Monday.
- A: What day is tomorrow?
- B: Tomorrow will be Thursday.
- A: What day is yesterday?
- B: Yesterday was Sunday.
- C: What is wrong with you?
- D: I have a headache
- C: What is wrong with you?
- D: I got fever.

## C. Teaching Learning Process

### 1. Opening Activities

- a. The researcher starts the lesson by greeting
- b. He asks the students about the day and month.
- c. He asks the students to sing 'the day song' together.

### 2. Main Activities

- a. The researcher promoting warming up activity.
  - He drills the students with the expressions.
  - He asks the students to mention the seven days in a week.
- b. The researcher asks the students to play survey game.
  - He divides the class into 3 groups,
  - He gives a survey sheet for each member of the groups
  - He asks them to collect information about the favorite day of their friends.
  - He asks the students to make a random survey within their group
- c. The researcher asks the students to play guessing game.

- He tells a short story about a student who did not go to school for two days because he/she got cold.
- He asks the students to mention the diseases in English.
- He mimes acts in front of the class.
- He asks the students to guess what he is doing.
- d. The researcher asks the students to perform in pairs role-play.
  - He gives each student a card with diseases vocabulary.
  - They are not allowed to show it to anyone else.
  - Each pair has to perform it in front of the class.
  - For variation, the researcher can fixed the pair and they can directly practice.
- e. The researcher asks the students to sing songs. The songs are 'the day song' and 'waking up song'

### **3. Closing Activities**

- e. The researcher asks what they have learnt today,
- f. He closes the lesson by saying "Thank you and have a nice day".

### **D. Source :**

- Indonesian Kids Song, Ipung S.P. Hery, Tiga Serangkai, Solo.
- Keep talking by F.Klippel, Cambridge University Press
- Speed Up English 5, Yudhistira.

### **F. Media :** word cards, worksheets.

English Teacher

Yogyakarta, September 2010  
Researcher

WIwin Kartikawati, S.Pd

Mayo Hadi Wibowo  
NIM. 04202241029

### LESSON PLAN III

**Class/Semester** : V/ 1  
**Day and date** : Monday, 30 August 2010  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : Animal

**Standard of Competence:**

1. Speaking: The students express the simple instruction and information at the school context.
2. Listening: The students understand the simple instruction that is followed by the action at the school context.

**Basic Competence:**

1. Speaking:
  - a. The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods
2. Listening:
  - a. The students respond the simple instruction with acceptable actions at the class and school context.
  - b. The students respond the simple instruction verbally.

**Indicators:**

1. Speaking: At the end of the lesson the students are able
  - a. To use the vocabulary during the activities
  - b. To ask and to give information to the other student
  - c. To pronounce the words correctly
2. Listening: At the end of the lesson students are able
  - a. To respond the teachers' simple instruction correctly
  - b. To follow the teacher's instructions
  - c. To receive the information from the teacher and the other student during the activities

#### A. Learning Objectives:

The students are able to practice their listening-speaking skills during the activities.

## B. Language Focus

Vocabulary:

- Animal;
  - cat
  - dog
  - cow
- Color;
  - green,
  - brown,
  - yellow,
- chicken
- elephant
- lion, etc.
- red,
- white
- etc.

Expression:

- Would you mind to mime your animal?  
    Alright.
- Is it a cat / an elephant / an owl?
  - o Yes, it is/No, it is not.
- Okay, thank you.
  - o You're welcome.
- It's a green frog
- It's a brown bear
- It's a blue bird, etc.

## C. Teaching Learning Process

### 1. Opening Activities

- a. The researcher greets the students,
- b. He asks the students about animal.

### 2. Main Activities

- a. The researcher shows animal pictures to the students.
- b. He sticks the animal pictures to the blackboard.
- c. He asks the students to play 'fly swatting',
  - The researcher says characteristics of an animal
  - Students have to guess it by swatting the correct picture with ruler
  - He or She also has to shout the word
- d. The researcher asks the students to play a survey game called 'animal mime'
  - He gives a flash card of animal to every student
  - He also gives each of them a card contain an animal which they have to find.
  - They have to keep it secret,
  - They have to ask questions
  - Students who already find their animal have to shout 'Hurray'. The researcher will come to them to check and gives them a star.
- e. The researcher asks the students to sing 'Old McDonald' song
  - He divides the students into groups of four.
  - He asks them to take a card of animal.
  - Each group has to make sounds like the animal as their card shown.

- Each group do that as their turn arrived (following the song)
  - The students have to sing the song more and more quickly As they do the task well
- f. He asks the students to play Freeze! Stop! Game
- He asks the students to stand up and make a circle
  - The researcher put the animal pictures in the floor, at the centre of the circle
  - They all sing a song, while a ball passing through them.
  - The researcher suddenly shout ‘freeze’ or ‘stop’, the student who is holding the ball cannot pass it to he next.
  - She/He must pick up a card from the pile of cards passing facing down and make a sentence describing what is on the card. Example: a green small frog.

### 3. Closing Activities

- a. The researcher summarizes the topic today,
- b. The researcher asks what they have learnt today,
- c. The researcher closes the lesson by saying “Thank You” and “Good Bye”.

**D. Source** : Keep talking by F.Klippel, Cambridge University Press

**E. Media** : A flannel board, animal flash cards

English Teacher

Yogyakarta, August 2010

Researcher

Wiwin Kartikawati, S.Pd

Mayo Hadi Wibowo

NIM. 04202241029

## LESSON PLAN IV

**Class/Semester** : V/ 1  
**Day and date** : Monday, 4 October 2010  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : Animal

**Standard of Competence:**

1. Speaking: The students express the simple instruction and information at the school context.
2. Listening: The students understand the simple instruction that is followed by the action at the school context.

**Basic Competence:**

1. Speaking:
  - a. The students are doing conversation to give and take services or goods with the actions involved; asking help, helping someone, asking goods and giving goods
2. Listening:
  - a. The students respond the simple instruction with acceptable actions at the class and school context.
  - b. The students respond the simple instruction verbally.

**Indicators:**

3. Speaking: At the end of the lesson the students are able
  - a. To use the vocabulary during the activities
  - b. To ask and to give information to the other student
  - c. To pronounce the words correctly
4. Listening: At the end of the lesson students are able
  - a. To respond the teachers' simple instruction correctly
  - b. To follow the teacher's instructions
  - c. To receive the information from the teacher and the other student during the activities

### A. Learning Objectives:

The students are able to practice their listening-speaking skills during the activities.

## B. Language Focus

Vocabulary :

- *Writing utensils;*

- |            |                 |
|------------|-----------------|
| - a pencil | - an eraser     |
| - a pen    | - a pencil-case |
| - a book   | - etc.          |
| - a ruler  |                 |

- *Daily routine;*

- |                |                |
|----------------|----------------|
| - wake up      | - do homework, |
| - breakfast    | - watch TV     |
| - go to school | - go to bed    |
| - go to play   | - etc.         |

Expressions :

- What time do you usually wake up?
  - I usually wake up at 5.30a.m
- What time does he/she usually go to school?
  - She/he usually goes to school at 6.40 a.m
- Do you have pencils?
  - Yes I do, I have pencils
  - No I don't. I don't have pencils
- Does Ali have a pencil?
  - Yes, he does.
  - No, he does not.

## C. Teaching Learning Process

### 1. Opening Activities

- a. The researcher asks some question to the students to review the vocabulary,
- b. He informs the students about the lesson for the day.

### 2. Main Activities

- a. Animal chain whisper (review of the previous meeting)
  - The researcher divides class into groups of seven students.
  - Each group sends a volunteer to take the whisper word.
  - Each volunteer has to whisper it as the researcher's command.
  - The last student on each line has to arrange the picture cards.
  - They have to stick them on the flannel board.
- b. He asks some questions about daily routines.
- c. The researcher asks the students to sing 'waking up song'.
- d. He asks them to play 'the daily routines-survey game',
  - The researcher provides them with a survey list.
  - Students have to find 3 friends in random.

- They have to ask about their friends daily routines and report it.
- e. The researcher asks students to mention the things inside their bag.
- f. He sticks pictures about writing utensil on the flannel-cloth.
- g. The researcher asks the students to play ‘things in my bag’ game,
  - He asks some questions about stationery/writing utensil.
  - He provides students with ‘my school bag’ worksheet.
  - He divides the class into groups of four students.
  - Students have to fill it and find out what his/her friends have.
  - Other students on each group have to do the same and report it.

### 3. Closing Activities

- a. The researcher summarizes the topic today,
- b. The researcher asks what they have learnt today,
- c. The researcher closes the lesson by saying “Thank You” and Good Bye”.

#### D. Source :

- Indonesian Kids Song, Ipung S.P. Hery, Tiga Serangkai, Solo.
- Keep talking by F.Klippel, Cambridge University Press

#### E. Media : animal flash cards, a flannel board, worksheets.

English Teacher

Yogyakarta, September 2010  
Researcher

Wiwin Kartikawati, S.Pd

Mayo Hadi Wibowo  
NIM. 04202241029

# APPENDIX C: INTERVIEW TRANSCRIPTS

**Keterangan****P : Peneliti****S : Siswa****K : Kolaborator****GBI : Guru Bahasa Inggris**

Interview 1: 5 Juli 2010. Ruang Kepala Sekolah.

GBI : Ooo monggoo, silahkan duduk dulu mas..

P : Nggih bu

GBI : Gimana mas?

P : Ee ini bu, saya Mayo, mahasiswa dari UNY bu.. Ee kami ingin melakukan penelitian untuk skripsi

GBI : Hmm iya

P : Rencananya kami ingin meminta ijin untuk mengambil data di sekolah ini, gitu bu

GBI : O ya, boleh..boleh saja mas, ee jurusan inggris ya

P : Iya bu

GBI : Angkatan berapa

P : He7 angkatan 2004 bu

GBI : Oo ya ya..sudah matur bu kepala sekolah?

P : Sudah bu, kemarin ssenin saya kemari. Bu kepala sudah membolehkan kemudian saya disuruh kesini hari ini sebelum jam 9 untuk bertemu ibu..

GBI : O ya silahkan saja mas kalo begitu, tapi ya keadaanya seperti ini mas..

P : O iya bu, mengenai surat ijin saya sudah bilang ke ibu kepala kalo nanti menyusul, soalnya kami harus membuat proposal dulu, proposal baru bisa dibuat setelah kami observasi bu..

GBI : Ya ya ndak apa2, asal anu mas, materinya nanti sesuaai atau nyrempet-nyrempet dari yang ada di buku, supaya besok saya tidak ngebut ngejanya

P : O iya bu, kami kan penelitian di aktifitasnya bu, materi nanti saya sesuaikan, kami focus di penerapan aktifitas bahasa yang interaktif, apakah efektif membuat kemampuan listening-speaking mereka

GBI : Oo he'eh.. Ya semoga ada teknik baru gitu yang bisa juga saya terapkan...

P : Mengangguk2

GBI : Ya nanti kalo mas nya butuh apa, bantuan gitu atau kalo mau kemari atau gimana nanti bisa hubungi saya saja

P : Ya bu, ya bu.. Ee, baik bu, kalo gitu saya pamit dulu ini sekalian mau ke kampus..

GBI : O iya iya

P : Terimakasih bu, pareng.. Assalamu'alaikum..

GBI : Nggih monggo, wa'alaikumsalam...

Interview 2: 9 Oktober 2010. Ruang tunggu - kantor guru.

P : Hei, sini..saya rekam bentar (banyak yang pada malu)

P : Gak apa apa..rene rene..(sambil berjalan medekati sekumpulan anak)

P : Namanya siapa ini?  
 S1 : Abim  
 P : Suka bahasa inggris ga abim?  
 S1 : Ha ha ha seneng  
 P : Kok seneng kenapa?  
 S1 : Ha yo apek to  
 P : Kok apik ki maksude pie?...seneng le maen opo le nggarap po..  
 S1 : Aduh (digojeki temen) ha? ..le nggarap  
 P : Nek sama bu wiwin sok diberi game2 ga?  
 S1 : Iya tapi les  
 P : Di les? Kalo di kelas?  
 S1 : Orak  
 S2 : Diberi game aja pak (langsung nibrung dari belakang)  
 P : Iya? Mau game?  
 S2 : Iya pak  
 P : Senengnya gimana kalo di dalam kelas? Game terus berpasangan mau ga?  
 S1 : O tapi ga sama perempuan  
 P : Oh engga ga..yo cowok sendiri, putrid sendiri  
 S1 : Siap...siap bos  
 P : Terus gamenya di luar kelas itu suka?  
 S1 : Yo suka  
 P : Pernah bu wiwin? Memberikan game di dalam kelas?  
 S1 : (Geleng kepala)  
 P : Belum?...ooo selama ini ngapain aja kalo di dalam kelas?  
 S1 : Ha ha gojek..  
 P : Gojek? He he he..ming nganu, cumin ngerjain buku tok itu?  
 S1 : He'em  
 P : Oke deh..makasih ya..  
 S1 : ...

Interview 3: 9 Oktober 2010. Di depan kantor guru.

P : Ini siapa ya?  
 S3 : Boma  
 P : Boma suka bahasa inggris ga neh?  
 S3 : Ga suka  
 P : Ga suka? Kok gak suka?  
 S3 : Uangel  
 P : Oo angel  
 S3 : Susah je  
 P : Apanya yang susah?  
 S3 : ....Ga tahu artinya  
 P : Kata-katanya gitu?  
 S3 : iIa  
 P : Kalo ngerjain tugas susah ga itu?

S3 : Ya  
S1 : Aku ga susah nek aku  
P : He he he.. pengenya gimana nek pelajaran bahasa inggris?  
S3 : Maen  
P : Maen suka yo? Nek diajak nyanyi-nyanyi juga sering ga sama bu wiwin?  
S3 : (Geleng2)  
P : Jarang?  
S3 : Jarang  
P : Halo maen game gitu?  
S3 : He'em..belum  
S4 : Belum pernah he nek itu  
P : Kalo game berpasangan gitu gimana?  
S3 : Belum  
P : Oo ya sudah, makasih ya  
S3 ; Mengangguk

Interview 4: 9 Oktober 2010. Ruang tamu kantor guru.

P : Halo, ini namanya siapa?  
S : Ihsan  
P : Ihsan seneng ga sama bahasa inggris?  
S : Seneng  
P : Seneng apanya?  
S : Pelajarannya  
P : Wah pinter dong  
S : Susah ding  
P : Lhoo.. ,kalo sama bu wiwin bosan ga?  
S : Iya  
P : Sering dikasih game ga?  
S : Iya  
P : Game apa tuh?  
S : Apa ya..  
P : Senenng maen2 ya kalo pas pelajaran?  
S : Iya  
P : Kalo disuruh pake bahasa inggris trus ngomong latihan sama temen pernah?  
S : Ee gak..  
P : Oke terimakasih ya

Interview 5: 9 Oktober 2010. Ruang tamu kantor guru.

P : Sini-sini..ini namanya siapa?  
S : Sof  
P : O asof.. Asof seneng bahasa inggris ga?  
S : Suka  
P : Suka apanya?  
S : Ya..apa itu.. Hmm

P : Apanya? Kata-katanya gitu?  
 S : Cara belajarnya  
 P : Woo pinter berarti, kalo sama bu wiwin gimana pelajaranya di kelas? Apa pake buku terus apa ada maen ada nyanyi?  
 S2 : Yo maen nok yo..  
 S : Buku terus  
 P : Kebanyakan buku?  
 S : Iya  
 P : Kalo nyanyi-nyanyi dan game? Kelas 5 ini?  
 S : Belum  
 P : Kalo maen-maen berpasangan pernah?  
 S2 : Sudah  
 P : Sudah?  
 S : Wes po?  
 S2 : Uwes  
 S : Kelas limo lho  
 S2 : During nek kelas limo nek kelas papat ketoke iyo  
 P : Masih inget ga?  
 S : Ga  
 P : Suka disuruh bicara sama temen pake bahasa inggris ndak?  
 S : Ndak  
 P : Oke deh..makasih yo

Interview 6: 9 Oktober 2010. Ruang tamu kantor guru.

P : Ini namanya siapa ini  
 S : Ivan  
 P : Kamu suka bahasa inggris ga?  
 S : Suka  
 P : Apanya yang suka?  
 S : Cara berbicara dan menulis  
 P : Berarti dah banyak tahu no, kata-katanya..  
 S : Ada yang tahu ada yang ndak..  
 P : Buku dictionary person nya dah diisi belum?  
 S : Geleng  
 P : Oo ya susah nya apa kalo bahasa inggris?  
 S : Susah nya oo yo..ee  
 P : Opo?  
 S : Menterjemahkannya  
 P : He?  
 S2 : Memperkenalkan diri  
 P : Ooo.. trus kalo disuruh praktek bicara inggris ke temenya sering ga?  
 S : Enggak  
 P : O ya udah, makasih ya...

Interview 7 9 Oktober 2010. Depan ruang kelas 5.

P : Ini namanya siapa?

S : Jalu

P : Suka bahasa inggris jalu?

S : Suka

P : Apanya?

S : Suka e memperkenalkan diri

P : Oh yo? Banyak ga maen-maen memperkenalkan diri pake bahasa inggris?

S : E banyak..eh sithik ding

P : Oke.. makasih ya jalu

Interview 8: 9 Oktober 2010. Ruang kelas 5.

P : Halo ini siapa namanya ya?

S : Dian

P : Suka bahasa inggris ga?

S : Ga

P : Ga?

S : Lesnya

P : Lesnya? Ada po?

S, S2, S3: Ada, hari slasa

P : Dimana? Di sekolah?

S : Ga, di rumah bu wWiwin

P : Bgajarin apa aja kalo pas.. (bell ringing)..woo ayo masuk dulu..makasih ya

S, S2, S3: Iya

Interview 9: 9 Oktober 2010.

P : Ini namanya siapa?

S : Vira

P : Vira suka bahasa inggris ga?

S : Suka

P : Kenapa?

S : Karena bikin pintar he he..

P : Suka disuruh bicara sama temen pake bahasa inggris ga kalo pas pelajaran?

S : Ndak

P : O ya ...makasih ya

Interview 10: 9 Oktober 2010.

P : Halo ini namanya siapa?

S : Windi

P : Windi suka bahasa inggris?

S : Suka

P : Kok suka kenapa? Sukanya gimana?

S : Karena bahasa inggris membuat kita cerdas

P : He he cerdas?

S : Dan bisa membuat kita berbicara bahasa inggris  
P : Wow.. kalo di kelas seringa pake bahasa inggris sama temen?  
S : Emm kadang-kadang  
P : O ya?  
S : Arang ding..  
P : Kalo pas pelajaran gitu, sama bu wiwin, disuruh praktek ke temenya..  
S : Jarang..  
P : O gitu.. sip deh, makasih ya windi  
S : Iya

Interview 11: 9 Oktober 2010.

P : Halo ini siapa?  
S : Dila  
P : Dila suka bahasa inggris?  
S : Hihhihi suka  
P : Iya? Sukanya kenapa?  
S : (malu)  
P : Oo ya sudah ndak apa-apa

Interview 12: 9 Oktober 2010

P : Hi ini namanya siapa?  
S : Ida  
P : Ida suka bahasa inggris ga neh?  
S : Suka  
P : Apanya?  
S : (malu)..  
P : Lho ini, kalo ini siapa?  
S : Diah..  
P : O iya ..eh gimana ida tadi?  
S : Sukanya karena menghitung dan menulis  
P : Kalo dengerin dan berbicara gimana? Missal bu guru ngomong ato disuruh bicara sama temen gitu  
S : Geleng  
P : Oo oke, terimakasih ya

Interview 13: 9 Oktober 2010

P : Nah ini yang tadi siapa tadi?  
S : Diah  
P : O iya..suka bahasa inggris ga?  
S : (malu)..  
P : Ya udah deh nanti lagi aja ya

Interview 14: 9 Oktober 2010

P : Ngobrol-ngobrol bentar ya, ini siapa namanya?

S : Erlin  
P : Erlin suka ga sama bahasa inggris?  
S : Suka  
P : Karena?  
S : Karena.. membuat kita.. (gangguan dari kelas 6)  
P : Wei!!.. maaf maaf yo dimulai lagi..di ulangi ya..kok suka kenapa?  
S : Karena bahasa inggris membuat kami senang dan ceria  
P : Oo seneng ya? Bener po?  
S : He7  
P : Sip deh

Interview 15: 9 Oktober 2010

P : Coba kalo yang ini namanya siapa?  
S : Sari  
P : Suka dengan bahasa inggris ndak ni?  
S : Suka  
P : Alasanya apa?  
S : Ya suka aja... karena bisa berbicara dengan orang asing (tertawa, karena sekolah pernah dikunjungi mahasiswa singapura)  
S2 : Mister sopo kae?  
S3 : Mister.. ah lali  
P : Kalo pas pelajaran bahasa inggris sama bu guru gimana? Pake inggris terus? Pake buku terus?  
S : He'em  
S2 : Ga sering-sering  
S3 : Iya to..  
S : Disuruh memperkenalkan diri  
S2 : Wong nek pas di kelas kok..  
P : Itu pas apa?  
S2,S2,S3: Pas les  
P : Suka nyanyi-nyanyi?  
S : Hmm.. my bonnie is over.. over gitu  
P : O ya ya gitu..kalo sama mister mayo pengenya gimana besok?  
S2 : Banyak lagunya  
P : Banyak nyanyinya?  
S : Banyak game nya..  
P : Oo gitu..oke deh makasih ya semua  
S, s2, s3; Ya..

Interview 16: 16 Agustus 2010. Ruang kelas 5.

P : Barusan ,hari ini kita belajar apa saja ni?  
S,s2,s3,s4: Wktuu../clock../jam..  
P : Seneng ga tadi?  
S,s2,s3,s4: Seneeng..

P : Ngapain aja tadi  
S : Maen maen..  
S2 : Maen  
S4 : Bisik-bisik..opo kae  
S3 : lCock..  
P : Oke-oke sip

Interview 17: 16 Agustus 2010. Ruang kelas 5.

P : Halo..gimana hari ini sneng?  
S : Seneeng  
S2 : Seneng  
S3 : Woi..seneng  
S2 : Seru  
P : Ngapain aja hari ini?  
S4 : Jam jam..  
S2 : Maen maen tok..  
S : Ee.. chain chain mau kae loh..  
S3 : ...(bercanda sama teman)  
P : Pengennya besok gimana? Maen lagi?  
All S: Yaaaa..  
P : Oke deh..

Interview 18: 16 Agustus 2010. Ruang kelas 5.

P : Wei..sini ,sini sek.. bentar tok kok  
S : Waah .. nopo e?  
S2 : Gruduk2  
S3 : Rekam meneh ki..woi halo halo..  
P : Sst sek sek.. gimana tadi pelajaran sama mister mayo?  
S2 : Rame..  
S : Maen-maen  
S4 : Rame  
P : Opo wae to tadi?  
All students: Jam..clock..trus bisik-bisik..gambar jam..(gaduh)  
P : Yo y owes.. besok lagi suka ga?  
All students: Sukaaa..  
P : Oke.. sip lah..ya sudah makasih..

Interview 19: 16 Agustus 2010. Kantor guru.

GBI : Sini mas masuk saja..  
P : Nggih bu.. ini bu, mau interview  
GBI : Ya silahkan mas  
P : Bagaimana bu mengajar saya hari ini?  
GBI : Ya lumayan mas. Anak-anak kan tertarik sama orang baru. Tapi maklum mas anak-

anak kelas 5 itu memang susah diatur.

P : Iya e bu, tadi saya sempat sulit ngaturnya..

GBI : Ya baru pertama kok mas..ndak apa-apa, dulu saya juga gitu.. ya saya Cuma pesan kalo bisa materi melanjutkan dari buku, kalo missal tidak ya jangan melenceng jauh-jauh...

P : Ya bu, saya usahakan

GBI : Ehm gitu dulu ya mas..saya mau ke kelas dulu ada pengumuman sebentar

P : O iya bu.. silahkan

Interview 20: 21 Agustus 2010. Kantor guru.

P : Selamat pagi bu..

GBI : Monggo ..iya..gimana mas?

P : Ini bu mau konsultasi tentang kegiatan-kegiatan yang akan saya terapkan. Tapi masih draft, belum jadi RPP bu..

GBI : Ooo ya ya..tak lihat dulu mas..

GBI : Ya..bagus kok, ndak apa-apa. Malah ini banyak yang baru buat saya..he he he bisa nambah game juga jadinya

P : Iya bu..

GBI : Bagus kok mas, ndak apa-apa, saya manut aja..

P : Maaf baru sekarang bu..

GBI : Ndak apa-apa mas, yang penting kan garis besarnya saja

GBI : Apa lagi mas..

P : Anu bu mengenai identitas sekolah, saya butuh untuk lampiran-lampiran

GBI : Ee apa saja itu mas yang dibutuhkan?

P : Yaa seperti peta atau denah, ruang kelas, terus siswanya,...

GBI : Oo itu yaa, nanti saya minta tolong TU untuk membuatkan, nanti kalo sudah jadi saya berikan mas nya

P : Terimakasih bu kalo begitu..ehmm saya langsung pamit saja bu..

GBI : Ya mas, monggo, nglaju ini mas? Lumayan ya..

P : Iya ini bu,,sudah terbiasa kok..mari bu,pareng

GBI : Nggih nggih mas..monggo..

Interview 21: Error (broken record)

Interview 22: 23 Agustus 2010. Depan Ruang kelas 5.

P : Hey,hey, sini bentar..ayo ngobrol-ngobrol sithik..

S : Wah mas..eh mister..ngaso sek..

P : Sdilit wae sini..

S : Nopo mister?

P : Gimana pelajaran mau asik ga?

S : Asik..asik..

P : Sing endi sing asik? Kok asik kenapa?  
 S : Hmm .. Kabeh lah.. Soale banyak main-main.  
 P : Sing paling kok.. Seneng kegiatan yang apa? Trus alesane apa?  
 S : Ee.. Sek mau kae.. Sortrot..sortrot.. Yang nebak-nebak, asik aja  
 P : Gimana ..susah ya?  
 S : Lumayan mister.. Tapi aku bisa kok  
 P : Ya wes.. Thank you ya

Interview 23: 23 Agustus 2010. Ruang kelas 5.

P : Halo smuanya..ngobrol-ngobrol bentar ya, tadi gimana pelajaran bahasa inggris dengan mister mayo?  
 S1 : Seneng  
 S2 : Seneng  
 S3 : ...  
 S4 : Suka  
 P : Waduh-waduh..sek-sek satu-satu.. Diah suka yang mana..tadi kan kegiatannya banyak to.. Terus alasanya kok suka kenapa?  
 S1 : Hmm.. Yang nebak-nebak mister! Soalnya seru dan lucu  
 P : Kalo vira? Seneng yang mana?  
 S3 : E..yang favorite day, soale tadi nanya nanya ke temen  
 S1 : Eh aku juga seneng itu, menurutku menantang, gampang-gampang susah  
 P : Kalo windy?  
 S2 : Suka semua mister! Seru main-mannya..  
 P : Kalo kamu yang mana?  
 S4 : Yang favorite day.. Aku tadi dapet lumayan banyak  
 P : Tadi pas maen-maen susah ga?  
 S3 : Enggak  
 S1 : Gampang  
 S2 : Enggak  
 S4 : Enggak  
 P : Besok kita main-main lagi gimana.. Suka nggak?  
 S1-4 : Sukaaaa..  
 P : Oke ..makasih yaa

Interview 24: 23 Agustus 2010. Ruang kelas 5.

P : Halo..  
 Ss : Wah meh direkam meneh iki..  
 P : Gimana tadi pelajarannya bareng mister mayo?  
 S1 : Seneng mas..  
 S2 : Seneng main-main  
 S3 : Lumayan gampang  
 S4 : Asyik mister

S5 : Asik..  
 P : Mana aja yang asik..pas apa?..eh sini dulu!  
 S1 : Pas survey hari-hari  
 P : Samaalesane dong..kok suka kenapa?  
 S1 : Eee..opo yo..nganu mister, cukup sulit..harus pake bahasa inggris  
 P : Nek kamu apa? Wes, dari nanda aja yo..  
 S3 : Itu..sing pantomim.. Lucu mister  
 P : Kalo kamu apa?.. Ayo yang keras  
 S2 : Akuu..yang survey.. Tapi aku belum lengkap e mister  
 S5 : Iya sama..yang survey, nek aku wes kebak..  
 P : Kamu yang apa?  
 S4 : Yang sakit-sakit, gampang  
 P : Penyakit..kok sakit.. Ga susah to tadi game-game e?  
 Ss : Engaaaaak..  
 P : He he he.. Pertemuan besok pengennya gimana?  
 S3 : Maen maen lagi wae mas..eh mister  
 S4 : Ho'o wae  
 S2 : Maen-maen  
 P : Oke deh..makasih ya  
 S2 : Siap mister  
 S4 : Oke

Interview 25: 23 Agustus 2010. Kantor Guru.

GBI : Monggo mas.. duduk dulu  
 P : Nggih bu..  
 GBI : Gmana mas.. capek?  
 P : Hemm iya bu.. lumayan tadi  
 GBI : Ya seperti itu mas keadaannya  
 P : E bu..gimana tadi tentang kegiatan yag saya terapkan..  
 GBI : Gimana mas?  
 P : Itu bu..saya ngajarnya apa sudah sesuai ,terutama dengan listening dan speaking mereka  
 GBI : Yaa bagus mas.. ana-anak saya lihat tadi sudah aktif.. mau gerak dan ikut bermain. Sebenarnya..lha wong mau owah saja sudah apik kok mas.. tadi itu anak-anak suka yang nyanyi-nyanyi. Kemarin saya tanya ke anak-anak. “gimana kemarin diajar sama masnya suka ndak” gitu, “seneng bu..diajak maen-maen sama nyanyi nyanyi” gitu katanya.. tapi tadi yang survey terus anak-anak muter-muter juga bagus, jadinya semua mencoba..ya meski yang seperti rio, adit dan abim itu suka diam dan susah diatur..  
 P : Iya bu.. tapi sperti abim itu sebenarnya aktif Cuma ga bisa anteng itu bu.. terus ngajak temen-temenya rame.. kalo rio memang susah bicaranya, malah yang anak perempuan lebih pandai

GBI : O iya nek yang perempuan.. rata –rata semua bisa mas, kalo introduction sudah hamper lancar semua

P : Iya bu..

GBI : Nanti kalo adaapa-apa, misalnya perlu apa gitu ,nanti bilang saja mas..saya tak usahakan bantu

P : Iya bu.. e bu ini rpp saya untuk pertemuan berikutnya, rencananya saya akan pake game yang outdoor tapi mungkin setelah Ramadan saja

GBI : O ya..itu lebih bagus mas..e ini saya taruh di lemari dulu ya.takutnya besok malah lupa..

P : E bu saya sekalian pamit dulu.. ini masih ke kampus mencari dosen.. he he he

GBI : O ya.. silahkan mas. Semoga lancar ya mas..

P : Iya bu.. saya pamit dulu bu.. mari bu

GBI : Mari mas.. mari..

Interview 26, interview Kolaborator. Parkiran SD

P : Gimana bro hari ini?

K : Ya lumayan, dari persiapan sudah bagus. Aktifitasnya juga lancar, terus..opo meneh yo? Cuma dalam mengatur kelas harus lebih tegas lagi, soalnya anak-anaknya memang rame. Suaranya juga kudu teriak agak keras gak apa-apa..biar kedengeran sampe belakang.

P : Kalau terhadap listening sama speakingnya?

K : Emm menurutku bagus..sudah kena sasaran lah. Mungkin ke penjelasan setiap aktifitas nya aja lebih lama gak apa-apa, yang penting mereka mudeng, jadi mungkin bisa hasilnya lebih bagus lagi. Soale yang belakang-belakang tadi sok takon. Keseluruhan menurutku sudah oke sih

P : Yo wes nuwun yo, besok interview lagi he he he

Interview 27: 30 Agustus 2010. Ruang kelas 5.

P : Ngobrol bentar ya .. what'syou name?

S : (mengangguk).. Rizal

P : Gimana pelajaran hari ini? Seneng ga?

S : Seneng..

P : Seneng yang mana neh? Kok seneng kenapa?

S : Yang.. nebak nebak itu. Karena lucu dan asik

P : Kalo game yang pertama?

S : Ya suka juga

P : O ya, susah ga tadi?

S : Lumayan gampang, tapi yang pertama agak susah.

P : Kok susah kenapa?

S : Lha mister ngasih petunjuk e boso inggris ok

P : Ha ha ha lha iyo to..kan pelajaran inggris. Dapet bintang ga tadi?

S : Hmm engga.. lha tadi ndak maju ok..

P : He he iya tadi sudah kedhisikan temen-temene, besok yang cepet dong biar bisa

maju.Hmm nek besok maen game lagi mau ga?  
S : Mau  
P : Oke ..thank you ya

Interview 28: 30 Agustus 2010. Ruang kelas 5.

P : Halo everybody.. mister rekam bentar ya  
S1,S2,S3 : Yaaaa..  
P : Gimana tadi pelajaran sama mister seneng ga?  
S1 : Seneeeeeng..  
S2 : Asik..  
P : Yang asik yang mana nih? Satu satu dulu.. dari sini aj, ayo sari dulu, kenapa kok seneng?  
S1 : Yang itu lho nepuk gambar di depan, soalnya mikirnya kudu cepet-cepetan  
S2 : Kalo aku yang nebak-nebak itu, asik soalnya  
P : Dila gimana, suka yang mana tadi?  
S3 : Aku yang nebak-nebak njuk, seperti di kuis-kuis itu lho mas..tapi nek tadi sama temennya, dadine seru  
P : Ada yang susah ga tadi?  
S1,S2,S3 : Nggaak  
P : Kalo besok kita maen-maen lagi mau ga?  
S1,S2,S3 : Mauuuu..  
P : He he ..makasih ya

Interview 29: 30 Agustus 2010. Ruang kelas 5.

P : Halo.. boma.. kok belum pulang?  
S : Iya..nunggu ibu  
P : Oo dijemput ya  
S : He'eh  
P : Eh tadi gimana pelajaran sama mister mayo? Suka ngga?  
S : Suka  
P : Suka yang mana? Kenapa coba?  
S : Semua...Tebak-tebakan binatang yang paling suka, soalnya nambah nama-nama binatang, jadi tambah tahu gitu  
P : oo...Kalo besok kita main-main lagi mau ga?  
S : Mau..  
P : Makasih ya..

Interview 31: 30 Agustus 2010. Masjid Muttaqin, Karangmalang.

P : Oke..wes murup.. gimana tadi bro tentang hari ini?  
C : Hayo singkat sih, tapi sudah mencakup lah.. yo sudah banyak yag maju sudah bagus. Ini tentang listening to? Tak liat respon nya ki..sudah responsive, cepet gitu, ga seperti sebelumnya...sudah ada kemajuan lah

- P : Iya tapi sebenarnya speaking juga, kan integrated..  
 C : Untuk listening ..tadi sudah banyak inputnya nek menurutku jadi ya ..sudah bagus, nek untuk.. yang speaking wes lumayan apik. Apalagi yang cewek-cewek, tertib mau. Nek sing lanang-lanang masih ada yang sering ngliat papan tulis ,sok lupa apa yang mau diomongin.. tapi memang mereka lebih agresif kalo diberi kegiatan atau game gitu  
 P : Sip.. thank you yo bro  
 C : Sama sama bro.. your welcome

Interview 30: 30 Agustus 2010. Ruang guru.

- P : Maaf bu kalo tadi rame  
 GBI : Biasa mas kelas 5 itu.. sudah mendingan to daripada pas awal-awal..  
 P : Iya bu lumayan  
 GBI : Ya memang harus gitu mas kalo sama anak-anak..nanti kan lama-lama bisa..  
 P : Ee mengenai aktifitas hari ini bagaimana bu menurut ibu..dari dua aktifitas tadi?  
 GBI : Bagus mas.. ya memang anak-anak rame tapi suka dengan apa yang tadi diberikan..gambar-gambarnya juga bagus, anak-anak jadi tertarik. Game yang kedua lebih bagus, karena anak-anak meski rame tapi pada muter-muter ke temen-temennya, terus mereka ngomong gitu..yang tadinyapendiam jadi ikut berani speaking sama sebelah-sebelahnya.  
 P : Tadi saya belum sampai selesai bu, mungkin besok saya lanjutkan lagi untuk rpp hari ini  
 GBI : O iya ndak apa-apa mas..pokoknya masnya dicukupkan saja.. nanti kalo butuh bantuan apa gitu bilang saja. Masih berapa kali mas?  
 P : Ya mungkin satu dua kali lagi bu..soalnya saya tergantung indikatornya dulu kalosudah terpenuhi..  
 GBI : Iya.nggak apa-apa..bertartiii nanti .. tanggal berapa ya bu masuknya lagi? (bertanya pada guru lain diruang guru)... tanggal 20 mas, mungkin Cuma syawalan. Jadi tanggal 27 masnya bisa mulai lagi.  
 P : Baik bu.. sebelumnya kam mohon maaf bu kalo ada kesalahan..  
 GBI : O iya mas sama-sama, saya juga mohon maaf kalo ada yang salah  
 P : Kami sekalian pamit bu, mau melanjutkan ke kampus..  
 GBI : O ya mari mas.. monggo monggo

Interview 32 : 4 October 2010. Ruang kelas 5.

- R : Hi Erlin, Fira..ngobrol bentar ya. Gimana hari ini suka ngga dengan pelajaran dari mister mayo?  
 S1 : Suka  
 S2 : Asik mister..  
 R : Yang mana yang asik?  
 S1 : Yang maen-maen diluar  
 S2 : Yang keluar tadi

R : Eh..ida sini, ngobrol sekalian.. gimana pelajaran hari ini suka ngga?  
 S3 : Suka  
 R : Kok suka kenapa?  
 S3 : Karena maen-maen di luar  
 S1 : Eh tapi tadi panas e mister  
 S2 : Ho'o panas yo..  
 R : Oya.. berarti besok di dalam aja ya. Masih pengen maen game kan?  
 S1, : Masiiih  
 2,3  
 R : Oke,besok kita maen-maen lagi..thank you ya

Interview 33: 4 October 2010. Ruang kelas 5.

S1 : Ngrekam lagi mas?  
 R : Iya, eh tadi gimana ,asik ngga pelajarannya? Kenapa?  
 S1 : Asik mas soalnya seru, pake bola.tapi panas je mas  
 R : Mister wae..  
 S1 : O ..yo, mister  
 R : Nek andi sama wahyu gimana?  
 S2 : Podho mister.. tapi asik  
 S3 : Asik juga..  
 R : Susah ngga tadi?  
 S2 : Gampang  
 S3 : Hmm..lumayan  
 R : Ya wes..makasih ya. Thank you

Interview 34: 4 October 2010. Ruang kelas 5.

R : Bu tadi saya pas ngajak anak-anak outdoor bagaimana menurut ibu?  
 ET : Menurut saya, sebenarnya bagus mas..permainannya saya liat tadi asik, anak-anak enjoy. Cuma mungkin cuacanya yang panas, sebenarnya di belakang ada lahan sekolah sedikit, tapi kurang luas untuk game.  
 R : Iya bu, tadi saya interview beberapa anak bilangny panas.. padahal sebetulnya asik pas main-main  
 ET : Iya.. tapi sudah bagus kok mas. Kalo jam pertama-kedua mungkin lebih enak, ga teralu panas. Saya suka mainannya. Mungkin nek ada kesempatan saya ingin juga lho menerapkan seperti itu, biar anak-anak seneng dan gak bosan di dalam kelas terus.  
 R : Iya bu.. eh bu ini rpp untuk pertemuan besok. Ya semoga bisa jadi yang terakhir. Tapi mungkin saya sampe siang..  
 ET : Nggak apa-apa mas..nanti jam saya yang terakhir dipake aja, besok saya bantu jelaskan ke anak-anak supaya enak gitu  
 R : Makasih bu  
 R : Kalau mengacu ke kemampuan listening sama speaking nya gimana bu? Untuk

game 1 dan 2 tadi..

- ET : Listeningnya ya bagus..tadi waktu masnya memberi petunjuk..eee.. cirri-ciri hewan kan banyak yang tunjuk jari berebut maju. Rata-rata banyak yang menawab benar, berarti kan sudah bisa paham, sudah bisa mendengar (paham) meski masnya pake inggris. Terus kalo speakingnya, tadi mungkin tidak sebanyak yang kemaren. Mereka berani menyebutkan nama-nama hewan di depan itu sudah bagus mas.. ya pronunciation nya aja...ya maklum masih SD
- R : Oo .. mm..ini untuk pertemuan besok saya sudah rencanakan bu
- ET : Eh mas saya minta itu..ee lembar untuk anak-anak
- R : O ini bu..maaf saya lupa tadi..ini bu?
- ET : Nah iya.. biar nanti saya tahu. Mungkin pas les saya kasih sedikit ke mereka biar nanti lancar..jadi bisa maksimal hasilnya
- R : Ya bu..makasih bu

Interview 35: 4 October 2010. Ruang kelas 5.

- R : Untuk hari ini gimana bro?
- O : Hmm.. yo lumayan, sing pertama jane variasine wes apik. Tapi menurutku kurang seru, kudune pas nyuarake suara hewan e sing seru..kenceng gitu, yang cewek kelihatan malu,nek cowok e ra takon, polahe memang sudah rame. Terus.. permainan outdoor e apik! Anak-anak kelihatan banget seneng nek diajak keluar kelas, yo mungkin karena Gurune jarang atau gak pernah outdoor game gitu. Mungkin aku yo iso nerapke kui nek suk pas ambil data. Anak-anak kelas lain wae pada ngliatin kok. Ming saranku memang resiko kalo outdoor, harus bener-bener mengatur anak-anak supaya gak lari kesana kemari.
- R : Iya bener..
- O : Tadi makin siang makin panas dadine anak-anak juga mulai gak focus..yo maklum she
- R : Improve ga listening sama speaking e? karo penggunaan score card juga.. piye?
- O : Iyo sih.. kan mereka langsung merespon, berarti kan listening e sudah berjalan bagus. Pas outdoor juga nyanyi terus yang kena giliran bola yo maju to..speaking nya sudah jalan juga berarti. Terus nek score card menurutku kurang efektif, mendingan ngasihnya yang konkrit wae.. apa gitu, yo modal njuk an
- R : Hmm yo yo..okelah maturnuwun
- O : Youre welcome bro...

Interview 36: 11 Oktober2010. Ruang kelas 5.

- P : Hi asov.. how are you today
- S : Hi ..hmm I am fine, thank you
- P : Gimana sov.. pelajaran hari ini?
- S : Seneng
- P : Seneng yang mana? Kenapa kok seneng?
- S : Seneng yang nanya-nanya tadi ,Asik mister.. bisa main-main, menambah pengetahuan..

P : Vocab mungkin maksudnya?  
 S : Iya.. bisa latihan bahasa inggris juga..ngomong-ngomong  
 P : Ada yang Susah ga tadi?  
 S : Ada yang terakhir sama .. yang tanya-tanya jam  
 P : Susahnya kenapa sov?  
 S : Lha sok lupa e mister..  
 P : Ha ha ha.. lha tadi penuh ngga ngisi lembar kerjanya?  
 S : Yo lumayan penuh..  
 P : Ya wes.. thank you ya sov ya..

Interview 37: 11 Oktober2010. Ruang kelas 5.

P : Hello.. sini sek.. bentar aja  
 S1 : Ha? ..wah rekam meneh ik.. apa mister?  
 P : Wes kabeh sisan ngga apa-apa.. yok  
 Hari ini menurut kalian pelajarannya gimana?  
 S1 : Seneng  
 S2 : Seneng  
 S3 : seneng  
 P : Kok seneng kenapa? Seneng yang mana sek.. yo mulai dari sekar, dian terus ..sopo ini.. ajik.. nah yo  
 S2 : Aku karena main-main, terus agak lumayan susah  
 S1 : ee.. suka aja  
 S3 : Opo yo? Rasanya seru aja mister  
 P : Yang mana tadi.. dijawab dulu..  
 S2 : Yang nanya-nanya..  
 S1 : Ah aku iso kok.. suka semua  
 S3 : Suka yang bisa main-main, ngisi-ngisi..  
 P : Tadi pada penuh ngga ngisi jawabannya?  
 S2 : Penuh..  
 S3 : Aku juga penuh mister  
 S1 : Aku..ketoke penuh semua  
 P : Nah bisa semua gitu kok.. okelah.. thank you ya semua

Interview 38: 11 Oktober 2010, di depan ruang kelas 5.

P : Hi, what's your name?  
 S1 : I am erlin  
 P : And you  
 S2 : Vira  
 P : Oke erlin and vira.. gimana pelajaran hari ini?  
 S1 : Seneng..  
 S2 : Seneng..  
 P : Pada seneng yang mana?

S2 : Mmm yang nyanyi sama yang dikasih lembaran untuk diisi  
 S1 : Yang bisik-bisik, nyanyi, samaaa.. yang nanya-nanya ..ee survey game  
 P : Wah nek itu yo semua.. ha ha.. terus susah ngga tadi?  
 S2 : Lumayan.. tapi asik kok, aku bisa  
 S1 : Iya aku juga bisa  
 P : Oke deh.. thank you yaa..  
 S1, : yaaa  
 S2

Interview 39: 11 Oktober 2010, di depan ruang kelas 6.

P : Halo semua.. gimana tadi pelajaran dengan mister mayo?  
 S1 : Eee.. hehe  
 S2 : Suka  
 S3 : Seneng  
 S4 : Seneng  
 S5 : Top lah  
 P : Sukanya kenapa?.. yang pas apa yang disukai?  
 S1 : Passs.. nganu.. mbisiki terus nempelkan gambar, seru e  
 S2 : Aku pas muter-muter cari jawaban suruh ngisi, lumayan angel mister  
 S5 : Akuu.. pas nanya-nanya juga, menantang hehe  
 S3 : Podo..  
 P : Lho..podho gimana..ayo jelaskan  
 S1 : Ya itu pas survey njuk kliling kelas suruh nyari tahu punya ny temen  
 S3 : Ee aku juga itu.. rame aja  
 P : Lha le ngisi tadi pada penuh ngga hayo?  
 S1,S2,S4 : Penuuuhh  
 P : Yang bener???  
 S5 : Ha ha ha..  
 P : Yo wes nanti tak lihat hasil pekerjaan kalian.. makasih yo..thank you

Interview 40: 11 Oktober 2010, di dekat ruang guru.

P : Halo .. diah..  
 S : Ya mister..  
 P : Gimana menurutmu pelajaran sama mister tadi?  
 S : Ee enak  
 P : Enak? Maksudnya suka, apa seneng apa giman gitu..  
 S : Iya..seneng  
 P : Kenapa kok seneng?  
 S : Soalnya jadi sering main-main.. tsmbsh kata-katane terus suruh bicara  
 P : Vocab maksudnya, susah nggak?  
 S : Iya, sudah enggak susah..  
 P : Sudah bisa ya? Lancar?

S : Hmm lumayan..  
P : Oke.. thank you diah  
S : You are welcome

Interview 41: 11 Oktober 2010. Ruang guru.

P : Bagaimana bu, pendapat ibu tentang hari ini?  
GBI : Menurut saya sudah bagus, dari beberapa kali pertemuan sudah mulai terlihat perkembangannya. Anak yang tadinya diem saja sudah ga takut lagi kalo disuruh ke depan. Mereka juga mendapat pengetahuan baru lewat games atau song yang mas nya berikan...ee tentang hari ini juga bagus, misalnya untuk listening, yang game pertama tadi..  
P : Chain whisper bu..  
GBI : Iya itu.. terus itu mas, saya juga melihat anak-anak sudah tidak grogi lagi kalo speaking. Pas di kelas kan banyak kegiatan speakingnya, otomatis listeningnya juga lumayan tambah bagus. Dari hasil survey di kertas..apa tu..lembar kerjanya juga rata-rata penuh. Saya rasa anak-anak enjoy dengan kegiatan-kegiatannya.  
P : Kalau saran mungkin bu? Buat koreksi saya gitu..  
GBI : ee..oh ya mungkin memang mengatur kelasnya mas nya mendingan agak keras saja tidakapa-apa, sama suaranya yang kurang keras..kalo di belakang terdengarnya samar-samar..ya mungkin mas mayo sudah keras ya.. tapi wong anak-anak itu rame jadinya kurang jelas.  
P : Hmm.. baik bu, saya rasa cukup  
GBI : Kalo butuh apa-apa beri tahu saja mas..mungkin saya bisa bantu lagi  
P : Ya bu.. terimakasih

Interview 42: Kos teman, Karangmalang.

P : Sip..yo.. Gimana mba menurutmu tentang ngajarku kemaren?  
K : Hmm oke. Menurutku bagus banget RPP nya.. game-game nya juga. Terus mediane yo apik banget. Kelihatannya sudah well-prepared semua. Tapi suaramu kurang keras nek dari belakang. Kemaren anak-anak di belakang masih tanya-tanya sama aku tentang cara bermainnya. Yo mungkin karena waktu juga sih. Ming kelase emang rame, cah-cah e mbeling-mbeling.. overall bagus lah..  
P : Oke thank you...

Interview 43, 5 Desember 2010, di rumah GBI

P : Mengenai penelitian saya, maksud saya dari sekian aktifitas yang telah saya terapkan secara keseluruhan, apa ada komentar bu? Ya kritik dan saran, semacam itu bu...  
GBI : Ee apa ya.. dari semuanya ada yang bagus untuk anak-anak, dan saya pikir malah hampir semua ya..bagus. Menarik gitu bagi mereka. Kalo kekurangan sih mungkin ada tapi Cuma sedikitlah.. misal suara, atau mungkin juga karena waktu yang terbatas jadi masnya melum maksimal menyampaikan materinya. Tapi menurut saya sudah berhasil kok mas..

- P : Kalo secara pribadi Ibu, ada tidak aktifitas yang menurut ibu bagus atau cocok untuk terus diterapkan?
- GBI : Ada juga, sebagian besar permainan memang saya suka. Dari yang saya amati, anak-anak antusias dan secara engga languang mereka belajar juga. Cuma mungkin saya belum menerapkan yang seperti itu, ya dengan ada skripsi terus seperti ini malah jadi masukan juga buat saya. Cuma ya kalo yang di kelas saja, permainan yang sifatnya diluar kelas sebenarnya bagus cumin butuh persiapan dan mengontrolnya yang lebih .. ee lebih ketat lagi gitu..supaya berjalan lancar
- P : Ada tidak Bu, yang mungkin akan Ibu terapkan? ..maksudnya dilanjutkan begitu..
- GBI : Hmm ada mas, yang lagu “*If you happy*” itu sudah saya terapkan, kalo masnya habis ngajar juga saya sering bertanya , mana yang mereka sukai, jadinya saya ikuti saja. Yang sudah-sudah ya baru nyanyi-nyanyi sama permainan sederhana yang pake gambar-gambar..
- P : Bagaimana dengan anak-anak Bu? Perkembangan yang mereka alami.. terutama listening-speaking mereka..
- GBI : Sebagian besar bagus.. ketika saya memberi atau menyampaikan sesuatu pake Inggris, mereka sudah *dong*, pas saya kasih instruksi, mereka langsung mengerjakan ini-ini-ini gitu.. terus kalo penggunaan speakingnya ya masih yang sederhana mas.. saya tanya mereka pake bahasa Inggris, sudah bisa njawab, meski namanya anak-anak, lupa atau salah sedikit-sedikit..
- P : Dalam mengajar Ibu lebih banyak pake bahasa Inggris, Bu?
- GBI : Ya.. saya coba untuk lebih banyak pake Inggris. Ketika mereka keliatan kurang paham, saya bantu, kalo masih *gak dong* ya saya kasih tahu artinya. Tapi setelah diberi permainan dan kegiatan-kegiatan gitu, seperti yang masnya sudah terapkan, mereka lebih banyak pahamnya dari pada *gak dong*-nya.. mereka sudah terbiasa jadinya..
- P : Wah Alhamdulillah kalo begitu bu.. saya juga berterimakasih sama Ibu, sudah banyak membantu..
- GBI : Sama-sama mas, lha kalo gak ada yang penelitian gini saya juga kurang masukan nantinya.

# APPENDIX D: FIELD NOTES

**Keterangan :**

**P : Peneliti**

**GBI : Guru Bahasa Inggris**

**S : Siswa/Murid**

*Field note 1*

*12 Juli 2010, Senin.*

*Kondisi sekolah*

Sekitar pukul 10, P tiba di lokasi SD Negeri Gabahan. Sekolah tersebut terletak di desa Sumberadi, kecamatan Mlati, Kabupaten Sleman. Lokasi berada tak jauh dari pasar tradisional Cebongan, sekitar 400 meter ke utara. P langsung mengamati kondisi sekolah.

Sekolah persis berada di pinggir jalan Purbaya. Pagar tembok berwarna coklat krem dan gerbang yang tinggi tampak jelas. Begitu melewati gerbang sekolah, persis di depan ada tiang bendera di tengah lapangan. Di belakangnya terdapat gedung yang berjajar panjang terdiri dari ruang-ruang kelas beserta ruang kepala sekolah persis di tengah. Ruang kepala sekolah bersebelahan dengan ruang guru. Ruang-ruang tersebut bila diurutkan dari selatan ke utara adalah ruang kelas 4, kelas 5, kelas 6, ruang kepala sekolah, ruang guru, ruang kelas 1, kelas 2, kelas 3, dan tempat parkir sepeda/sepeda bermotor. Sekolah ini memiliki kondisi bangunan yang bagus. Sebagian dinding sekolah dipasang keramik berwarna merah.

Di sebelah selatan gedung utama, terdapat gedung dengan beberapa ruangan. Ruang-ruang tersebut berfungsi sebagai ruang kegiatan dan 2 ruang pembelajaran TK (Taman Kanak-kanak) Di situ juga terdapat bak pasir untuk keperluan olah raga. Di sebelah barat (belakang) gedung utama terdapat toilet siswa dan toilet guru dan lahan kosong.

Meski sekolah ini terletak persis di tepi jalan, namun suasananya tenang, beberapa pohon besar yang kokoh tumbuh di dalam pagar sekolah. Selain itu, sekolah ini memiliki lapangan sangat luas yang memungkinkan untuk diadakan kegiatan outdoor. P kemudian menuju ke ruang kepala sekolah. Di depannya terdapat teras yang disambung taman kecil memanjang di setiap depan ruang kelas.

*Field note 2*

*Ruang kepala sekolah*

*Pertemuan dengan kepala sekolah*

*12 Juli 2010*

P bertemu langsung dengan Ibu Tatik Suparyati, S.Pd selaku kepala sekolah. Beliau kebetulan sudah selesai mengerjakan agenda hari itu. P mengemukakan tujuannya untuk mengadakan penelitian untuk kepentingan skripsi. Kepala sekolah menyambut dengan terbuka. Kemudian P dipersilahkan untuk melakukan koordinasi lebih lanjut dengan guru bahasa Inggris. Kebetulan pada hari ini guru yang bersangkutan tidak hadir dan jadwal taun ajaran baru belum diumumkan. Kepala sekolah menyarankan agar 2 hari lagi P datang ke sekolah sebelum pukul 9 pagi.

*Field note 3*

*Ruang tamu sekolah  
14 juli 2010, Rabu.*

P datang ke sekolah. Setelah dipersilahkan duduk oleh kepala sekolah, guru bahasa inggris, Bu wiwin, menemui P. setelah P mengemukakan tujuannya, GBI pun dengan terbuka menceritakan kondisi pembelajaran bahasa inggris di sekolah tersebut. Bahasa inggris sudah diajarkan sejak kelas 1. Untuk anak kelas 5, pada umumnya sudah banyak mengenal bahasa inggris. Satu kelas terdiri atas 28 siswa. Meski begitu beliau menjelaskan beberapa permasalahan yang ada. Diantaranya adalah penguasaan kosa kata. Untuk mengatasinya, guru mencoba member solusi dengan menugaskan setiap siswa agar memiliki dictionary person, buku kecil yang di dalamnya dituliskan kosakata baru. Setiap pertemuan, anak diwajibkan menulis 3 kosakata baru dan menghapuskannya. Beberapa anak juga mengikuti les di luar jam sekolah.

Permasalahan yang kedua adalah kemampuan mendengarkan instruksi dalam bahasa inggris. Kurangnya pemahaman siswa terhadap instruksi yang diberikan guru mempengaruhi kemampuan siswa dalam performance di dalam kelas. Seperti halnya instruksi untuk melakukan atau mengerjakan sesuatu. GBI pun mengharapkan adanya masukan mengenai tindakan yang baru dalam mengatasi hal tersebut.

Penggunaan media gambar sudah dilakukan. Namun penerapannya masih terbatas. Selain media tersebut GBI juga menggunakan LKS untuk menyampaikan materi.

Aktifitas mengajar di dalam kelas masih berpedoman pada buku ajar. Setiap pertemuan siswa selalu mengerjakan soal dan tugas-tugas dari guru. Aktifitas mengajar di luar kelas (outdoor) juga belum dilakukan oleh guru. Beliau menyarankan dari satu kali pertemuan, ada yang melakukan aktifitas di luar kelas. Metode mengajar yang baru juga diharapkan oleh GBI sebagai input bagi beliau.

*Field note 4  
2 Agustus 2010.*

P mendatangi sekolah untuk melakukan observasi. Pukul 9:17 P beserta GBI memasuki kelas. P kemudian duduk di meja paling belakang. GBI memulai pelajaran dengan salam dan rangkaiannya. Hanya siswa yang duduk di depan saja yang merespon. Sebagian siswa hanya bergumam mengikuti teman-temanya yang merespon. Sebagian lagi masih sibuk bermain dengan teman yang lain. Setelah itu dilanjutkan dengan menghitung dengan bahasa inggris. GBI melanjutkan pelajaran dengan menyuruh siswa menghitung dalam bahasa Inggris mulai dari 1-100, kelipatan seratus sampai, kelipatan seribu, diakhiri dengan ten thousand and one million. Di kelas sebelah terdengar suara gaduh. GBI melanjutkan dengan meminta siswa membuka dictionary person masing-masing. Namun masih banyak siswa yang tidak membawa, terutama laki-laki. Kelas ini memiliki 20 siswa laki-laki, 8 siswa perempuan. Proses pengecekan vocabulary berjalan lancar, GBI menunjuk secara acak. Dia hanya melihat hasil dari siswa yang menuliskan 3 kosakata baru, namun tidak meminta mereka mengejanya. Bagi siswa yang tidak mengerjakan, GBI memberi hukuman yaitu harus menulis 3 kali lipat (9 kosa kata baru). "Lali kok Bu" beberapa siswa beralasan.

Setelah itu P diminta untuk memperkenalkan diri. Setelah itu kelas mulai gaduh, terutama siswa laki-laki. Pelajaran dilanjutkan kembali dengan GBI meminta Ss membuka buku pegangan. Buku yang digunakan adalah speed Up 5 dari penerbit Yidhistira. Ada sebagian kecil Ss yg belum memiliki. Setelah itu seluruh siswa diminta

menunjukkan pekerjaan mereka untuk diparaf oleh GBI. Beberapa siswa yang mengaku tidak masuk, tidak mengerjakan. Bagi yang tidak mengerjakan akan dihukum dengan diberikan soal baru lagi khusus bagi mereka, untuk dikumpulkan minggu depan.

Memasuki materi baru mengenai clock. Guru menerangkan dan menggambar jam. GBI lebih banyak menggunakan bahasa Indonesia karena Ss belum sepenuhnya mengerti instruksi dalam bahasa Inggris. Saat-saat tertentu GBI menggunakan bahasa Jawa untuk mengingatkan Ss yang susah diatur. Ss lebih banyak menggunakan bahasa Jawa sesuai latar belakang mereka. Setelah Ss paham, GBI menulis soal, Ss menjawab. GBI menuliskan beberapa soal untuk dikerjakan siswa. Beberapa lama kemudian GBI keluar karena ada kepentingan. P diminta untuk melanjutkan pelajaran. Selama siswa mengerjakan soal, beberapa siswa laki-laki dan perempuan memberanikan diri untuk bertanya, sementara siswa laki-laki di depan ada yang gaduh. Siswa di tengah dan belakang kelas cenderung bisa mengerjakan, namun siswa yang duduk di depan memiliki kemampuan untuk memprovokasi teman lain untuk berbuat gaduh. Beberapa siswa laki-laki dapat mengerjakan dengan cepat, sementara beberapa yang lain cenderung bermain dan belum selesai.

Setelah waktu mengerjakan habis, P menggambar jam yang besar di papan tulis. Soal dicocokkan bersama. Setiap soal yang dikerjakan dibaca bersama terlebih dahulu. Ss diberi kesempatan bagi yang berani maju ke depan untuk menjawab. Kemudian teman sekelas mengecek. Apabila salah, P memberi kesempatan bagi yang berani membenarkan "Is it right or wrong? Ayo siapa yang tahu jawaban yang benar...". Butuh waktu untuk memberikan motivasi agar mereka berani maju mengerjakan ke depan. Setelah selesai, P memberikan permainan berupa human clock. P memberikan soal, siswa yang dipanggil harus mempraktekan di depan kelas. Tangan kiri menunjukan jarum panjang (menit), tangan kanan mengepal sebagai jarum pendek (jam). Ss juga boleh memberikan soal untuk temanya, namun beberapa masih malu dan belum paham, hanya siswa yang pandai mampu melontarkan soal "Two o'clock, wei..pie kui? Iso ra?". Namun setelah beberapa kali permainan berlangsung, murid sangat antusias untuk menjawab soal dan memperagakan di depan kelas. Hal ini berlangsung hingga bel istirahat berbunyi pukul 10:37. Setelah P menutup kelas, murid-murid segera istirahat. P kemudian kembali ke kantor guru. Di sana P berbincang-bincang mengenai kondisi kelas dan hasil observasi hari itu dengan GBI dan beberapa guru lain. Pukul 11 kurang, P meninggalkan lokasi.

Nb: dari observasi pertama tersebut P dapat mengambil kesimpulan bahwa GBI mengajar dengan biasa saja. Seperti pada umumnya berpatok pada materi di buku. Murid-murid sudah di drill pada awal pertemuan. Namun kesempatan murid-murid untuk menggunakan bahasa Inggris jarang sekali. Murid-murid cenderung masih menggunakan bahasa Jawa.

#### *Field note 5*

*9 Agustus 2010, first meeting.(RPPI)*

Pukul 8:50 P tiba di lokasi penelitian, yaitu SDN Gabahan. P kemudian mempersiapkan diri dan segera memasuki kantor guru. P mengajak seorang siswa untuk di wawancara. Beberapa murid lain mengikutinya. P berhasil mewawancarai beberapa anak sebelum pelajaran dimulai. Bel sekolah berbunyi, P pun segera bergegas ke kelas.

Murid-murid masih berlarian memasuki kelas. P mempersiapkan diri dan kelengkapan mengajar. Pukul 9:17 P memulai pelajaran dengan greeting "Good morning class. How are you today?". Awalnya sebagian besar siswa masih diam. Hanya ada sebagian siswa menjawab.

P menunjuk mereka dan meminta mereka untuk mengulanginya dengan keras agar ditirukan teman lainnya”Loh kok masih malu-malu ya..good morning class?”. Akhirnya setelah beberapa kali salam, sebagian besar siswa menjawab “Good morning Mam. I’m fine thank you, and you?”. “Loh kok mam to, hayo tang benar bagaimana?”, P membenarkan ujaran yang seharusnya. “Good morning, Sir.” Mereka serentak menjawab. P kemudian mengecek daftar hadir siswa. Hari ini ada 2 orang siswa tidak masuk sekolah. Jumlah murid yang hadir 26 orang.

Pelajaran dimulai dengan berhitung seperti kebiasaan sebelumnya. Kali ini P menerapkan cara yang berbeda dengan guru. Arah berhitung siswa dirubah menjadi menjalar, tidak bersama-sama. Hitungan dimulai dari depan sampai belakang, kemudian kembali ke arah berlawanan dan beberapa kali giliran melompat kepada murid yang ditunjuk P secara acak. Hitungan berakhir pada angka 50. Hal ini dilakukan P agar siswa lebih memperhatikan, karena urutan dalam berhitung tidak seperti biasanya.

Berikutnya P melanjutkan materi yang diajarkan oleh GBI sebelumnya, yaitu tentang clock, sesuai permintaan GBI. P menerapkan game chain whisper. P menjelaskan aturan permainan terlebih dahulu. Setelah itu, murid-murid diminta berdiri dan dibagi menjadi beberapa kelompok. Masing-masing diminta berbaris berbanjar ke belakang.

Murid yang berdiri paling belakang pada masing-masing kelompok diminta maju ke depan. P memberikan soal dengan berbisik pada mereka. Pada hitungan ke 3, mereka diminta kembali ke kelompok masing-masing dan memulai permainan. Soal yang diberikan dalam permainan ini adalah half past eleven, fortyfive past seven, a quarter to two, twenty past nine, ten to ten, dst.

Permainan berjalan dengan lancar. Murid tampak antusias melakukannya. Kelas terkadang menjadi sangat gaduh, “Keep silent please! Ayo..ayo jangan rame!” P mencoba memperingatkan siswa. Setelah chain whisper sampai pada murid terdepan dari masing-masing kelompok, mereka berlomba-lomba menggambarkan waktu yang dibisikkan ke papan tulis. Di sana sudah tersedia gambar jam untuk masing-masing kelompok.

Setelah semua kelompok selesai menjawab, saatnya mengecek jawaban-jawaban mereka sambil meminta yang menjawab di depan kelas mengutarakan jawabannya secara lisan. “half past eleven sir!”, “twenty past nine!”, “Is it right class?” tanya P pada siswa yang lain “benar pak!” sahut beberapa siswa, “oke give them applause please” P memberikan arahan untuk tepuk tangan diikuti semua siswa.

Pada awalnya semua kelompok memberikan jawaban salah. Ada siswa yang ternyata menagis karena salah mendengar bisikan temannya dan menyebabkan kelompoknya kalah. Ada yang mundur ke kursi karena takut salah dan dimarahi teman satu kelompoknya. P memberikan motivasi kepada mereka agar tidak takut melakukan kesalahan. Soal berikutnya, wakil dari masing-masing kelompok bergantian.

Permainan kembali berjalan. Namun beberapa siswa cenderung tidak sabar dan ingin segera mengerjakan di depan kelas karena soal bocor. Soal kemudian di ralat dan permainan diulang. Beberapa murid di belakang menabuh meja sehingga kelas menjadi sangat gaduh. Di pintu dan jendela kelas, seringkali ada anak-anak dari kelas lain yang penasaran dan melihat sambil ikut bersorak-sorak. Setelah beberapa menit baru keadaan dapat diatasi dan permainan bisa dimulai kembali.

Setelah permainan selesai, P segera memberi penjelasan untuk memulai aktifitas baru. Kali ini tugas atau kegiatan berpasangan. Setelah semua murid kembali ke tempat duduknya, mereka diminta untuk menggambar 5 buah lingkaran (jam) seperti yang dicontohkan P di papan tulis. Kemudian semua murid diminta mendengarkan soal yang dibacakan P. murid diminta mencocokkan gambar dengan soal yang dibacakan. P membacakan 5 soal kepada mereka secara acak. Murid diminta menuliskan. Soal itu

adalah 4:15, 3:50, 1:20, 12:40, dan 6:35. P berkeliling kelas mengawasi pekerjaan murid. Setelah semua selesai,

Pekerjaan dikumpulkan dalam tiga kelompok menurut barisan tempat duduk, kemudian dibagi secara acak pada barisan lain dan mencocokkan bersama. Bel berbunyi, hasil mencocokkan segera dikumpulkan dan P menutup kegiatan hari itu pukul 10:30. Sebelum murid-murid diijinkan keluar kelas, P membagikan kertas yang harus diisi oleh murid mengenai ketertarikan mereka terhadap bahasa Inggris dan evaluasi hari itu. Selesai pelajaran, P melakukan interview. Guru bahasa Inggris belum dapat mendampingi karena mengurus akreditasi di SMA Muh Mlati

#### *Field note 6*

*16 Agustus 2010, 2<sup>nd</sup> meeting.(RPP1)*

P tiba di lokasi jam 9 kurang bersama rekan peer review yang akan menemani P mengambil dokumentasi sekaligus mengobservasi aktivitas di kelas. P memasuki kelas dan segera mempersiapkan diri.

P memulai pelajaran setelah berdoa dengan mengucapkan salam “How are you today?” dan mereview pelajaran pada pertemuan sebelumnya. Untuk menyegarkan suasana, murid-murid diminta berhitung dalam bahasa Inggris dengan arah seperti ular melata. Setelah sekali putaran, giliran dilompati ke siswa sesuai yang P tunjuk secara acak.

Setelah itu, materi pelajaran sekolah dari buku teks dilanjutkan. P meminta murid-murid untuk membuka buku pada halaman 17. Hari ini memasuki tema baru yaitu Happy. Pada halaman tersebut terdapat gambar tentang situasi ulang tahun. Di sekelilingnya terdapat gambar dengan kata dalam bahasa Inggris untuk diucapkan. Sebagian berupa noun (ribbon, balloon, cake, etc.), sebagian action (clap your hands, cheers, make a wish, etc.). P meminta murid-murid membaca bersama-sama setelah P memberikan contoh pengucapan yang benar. Setelah beberapa kali, murid-murid dilepas untuk membaca nyaring tanpa contoh dari P. Kemudian drill dilanjutkan dengan menunjuk kelompok, atau perorangan untuk melafalkan dengan benar.

Berikutnya, P mengajak seluruh murid untuk melakukan permainan Simon Says. P menanyakan apakah mereka sudah pernah memainkan permainan itu sebelumnya. Mereka serempak berkata tidak atau belum tahu. P kemudian menerangkan aturan permainan dan bagaimana memainkannya. P menuliskan instruksi-instruksi yang akan digunakan dalam permainan, seperti; “stand up, sit down, raise your left hand, raise your right hand, jump, stomp your feet, blink your eyes, clap your hands, dst”. Murid-murid serta merta mencatatnya.

Setelah semua paham, P memberikan contoh permainan. Setelah cukup, permainan dimulai. Pada awalnya permainan, banyak siswa yang masih salah dalam merespon. Ada yang tidak tahu artinya, banyak juga yang tidak konsentrasi. Permainan kembali berjalan beberapa putaran. Kemudian, Murid-murid dibagi menjadi beberapa kelompok sesuai tempat duduk.

Masing-masing kelompok harus konsentrasi, bagi kelompok yang ditunjuk P setelah ia berujar, mereka harus segera merespon dengan benar. P menunjuk secara acak. Situasi kelas menjadi ramai. Kelompok yang salah disoraki oleh kelompok yang lain. Ada siswi yang merasa bersalah karena salah mendengar dan mengucapkan whisper word nya, ia menangis. P membesarkan hati siswi tersebut.

Waktu sudah melebihi dari cukup. P menyudahi permainan setelah menobatkan kelompok yang paling kompak. P mengajak semua murid untuk bernyanyi. Judul lagunya

Happy song. P bertanya apakah sudah ada yang pernah menyanyikan sebelumnya. P menuliskan lirik nya, murid-murid mencatat. P beberapa kali memberikan contoh cara menyanyikan lagu tersebut.

P meminta semua murid untuk berdiri. Mereka harus menyanyikan dengan peragaan. Semua murid Nampak ceria dan antusias. Bel istirahat berbunyi, P meminta mereka untuk menyanyikan sekali lagi dengan kompak. P kemudian menutup pelajaran dengan salam. Sebelum anak-anak keluar kelas, P membagikan kertas kuesioner dan meminta mereka untuk menuliskan jawaban secara singkat sebagai refleksi kegiatan pada hari itu. Bagi siswa yang sudah selesai dipersilahkan mengumpulkan kertas tersebut di meja guru.

#### *Field note 7*

*23 Agustus 2010, 3<sup>rd</sup> meeting.(RPP2)*

P memulai pertemuan dengan greeting seperti biasanya. P mengecek siswa yang tidak hadir. P meminta bantuan 2 orang anak untuk membagikan score card pada tiap temannya. P menjelaskan bahwa setiap siswa yang berani unjuk kerja akan mendapat bintang.

P memulai pelajaran dengan bertanya “what day is today?”, siswa terdiam sejenak. Setelah P megulangi dua-tga kali, segelintir siswa menjawab “Monday..”, P memotivasi yang lain untuk menjawab. “today is Monday” P memberikan contoh jawaban ditirukan oleh siswa sekelas. Kemudin P bertanya “what day is tomorrow?..hayo after Monday itu hari apa?”. Sebagian siswa sudah berani menjawab “Tuesday ..mister”. P melanjutkan menyebutkan nama-nama hari dalam seminggu diikuti siswa.

P bertanya mengenai nama-nama bulan dalam bahasa inggris. Hanya sebagian kecil siswa yang sudah mengerti. P kemudian menerangka nama-nama bulan dalam bahasa inggris, siswa mengikuti drill sesuai perintah P. P kemudian mengajak siswa untuk menyanyikan ‘the day song’ bersama-sama. Siswa sudah familiar dengan lagu ini, mereka tak mengalami kendala dalam bernyanyi.

Memasuki kegiatan inti, P mengajak siswa untuk megikuti ujaran yang diajarkan. Kali ini mengenai disease; cough, headache, sore eye,, etc. setelah beberapa kali latihan, P menunjuk siswa secara berkelompok untuk memperagakan ujaran-ujaran tersebut. Setelah beberapa kelompok, P menunjuk siswa berpasangan untuk memperagakan ujaran. Beberapa siswa masih canggungdan melihat papan tulis karena belu hafal, misalnya “what is wrong with you?”, pasangan siswa tersebut menjawab “ee.. I..got..stomachache” dengan pelafalan yang ragu-ragu.

Setelah itu P meminta siswa menebak peragaan P di depan kelas. P mempergakan orang yang sedang sakit sesuai denga kosa kata yang diajarkan. Misalnya; cough, fever, flu/runnig nose, sore throat, dst. Siswa Nampak antusias dalam menebak, meskipun dampaknya kelas menjadi gaduh. Siswa laki-laki tampak lebih mendominasi kelas.

P mengajak siswa untuk melakukan peragaan di depan kelas, seperti yang P lakukan sebelumnya. P memberikan kartu berisi kosa kata ‘disease’ pada masing-masing siswa. Mereka diminta untuk merahasiakannya. Masing-masing pasangan sebangku diminta untuk memperagakan di depan kelas, yang lain memperhatikan. Kalau jawaban salah, yang lain boleh ikut menebaknya. Bagi yang sudah unjuk kerja, P memberikan cap ‘star’ pada score card mereka. Untuk menyingkat waktu, P menunjuk siswa secara acak untuk berpasangan dan langsung memperagakan di depan kelas. Variasi ini juga berguna untuk menunjuk siswa yang terlihat pasif. Namun masih kurang berhasil karena siswa

yang aktif lainnya tidak sabar untuk ikut menebak. Mereka juga ingin mendapatkan bintang.

P mengajak siswa untuk bermain 'survey game'. P membagi kelas menjadi 3 grup. Masing-masing anggota dalam kelompok diberikan lembar kerja. Siswa diminta untuk melakukan survey (Tanya-jawab) untuk mencari tahu 'my friends' favorite day'. Survey dilakukan dalam satu grup. Siswa bertanya 'what is your favorite day?', namun sebagian siswa memiliki lebih dari satu hari, kemudian P menambahkan penjelasan tentang penggunaan 'is-are' dalam menjawabnya. Kegiatan ini berlangsung lancar meskipun kelas menjadi ramai dan gaduh. P memnyuruh siswa untuk tetap tertib, namun beberapa siswa memang susah untuk diatur. Setelah hampir selesai semuanya, beberapa siswa diminta ke depan untuk membacakan hasilnya. Namun waktu sudah tidak cukup, P mengecek pekerjaan dengan mendatangi siswa di akhir pertemuan.

Sebelum menngakhiri pertemuan, P mengajak siswa untuk menyanyikan 'waking up song' bersama-sama. Karena waktu yang sudah habis, sebagian siswa memilih diam. Sebagian yang lain menirukan sebisanya dengan membaca lirik yang P tuliskan di papan tulis. P kemudian mereview apa saja yang sudah mereka pelajari hari ini. Kelas mulai ramai karena sudah tak sabar lagi keluar dari kelas. P mengakhiri pertemuan dengan greeting "thank you and have a nice day"

#### *Field note 8*

*30 Agustus 2010, 4<sup>th</sup> meeting.(RPP3)*

Seperti biasanya, P datang lebih awal ke sekolah. Bersama observator, P mempersiapkan rencana mengajar di kelas hari ini. P berbincang-bincang dengan GBI tentang rencana mengajar hari ini. GBI siap memberikan bantuan apabila dibutuhkan. Bel berbunyi, P segera masuk kelas dan mempersiapkan media ajar berupa animal flashcard dan kain flannel. P memasangnya di papan tulis. Murid murid sudah menunggu untuk memulai pelajaran.

Pelajaran dimulai dengan greeting oleh P, diikuti dengan pertanyaan tentang hewan-hewan. "oke.. siapa yang hapal nama-nama hewan dalam bahasa inggris?" serentak sebagian besar murid menunjukkan jarinya. "oke, can you call me what it is?"..murid-murid masih menjawab dengan seadanya."chicken..chicken..ayaam", P membenarkan " it's a chicken..apa anak-anak? Ayo bareng-barenga yang kompak dulu..1..2..3.." kemudian mereka menirukan.

Sembari mengingatkan kembali kosa kata siswa tentang hewan, P menunjukan gambar-gambar hewan untuk membantu. P tetap melakukan drill. Gambar-gambar tersebut kemudian P tempelkan ke kain flannel. P mengajak siswa untuk bermain 'fly swatting'. Cara bermainnya yaitu, P memberikan cirri-ciri hewan sebagai petunjuk agar siswa bisa menebak hewan apakah itu. Siswa yang tahu jawabannya haru menunjukan jari terlebih dahulu, kemudian P mempersilahkan siswa tersebut mengambil penggaris yang ada di tangan P dan menepuk gambar hewan yang benar.

P menyuruh semua siswa untuk mendegarkan ucapan P dengan seksama. Kemudian mulai memberikan petunjuk. Belum semua petunjuk selesai diucapkan, banyak siswa sudah menunjukan jari sambil berteriak " me mister, me mister.." namun ada juga yang "aku mas..aku mas".. P cukup sulit menentukan siapa yang paling cepat tunjuk jari, P meminta observer dan guru untuk membantu dan mengkondisikan. Semua Nampak antusias mengikuti kegiatan tersebut. P menunjuk anak yang paling cepat menunjukan jari. Kemudian mereka segera menepuk gambar yang dimaksudkan. Sebagian sudah dapat menjawab dengan benar, bila ada yang salah menjawab, P melemparkan kesempatan pada teman yang lain. Kegiatan berlangsung seru.

Setelah soal habis, dan waktu semakin mepet, P memutuskan untuk melanjutkan kegiatan berikutnya yaitu 'animal mime'. P membagikan flash card bergambar hewan pada masing-masing siswa. P juga membagikan nama-nama hewan pada mereka. Masing-masing harus merahasiakannya. P menjelaskan cara bermain; mereka harus mencari teman yang membawa gambar hewan yang namanya ada di secarik kertas berisikan nama hewan yang P berikan sebelumnya. Sedangkan animal flash card yang mereka bawa adalah identitas mereka, yang akan mereka peragakan apabila ada teman yang bertanya (mencari-cari).

Siswa mencari dengan bertanya "would you mind to mime your animal?" dan teman yang ditanya tersebut menjawab "alright" kemudian memperagakan gerak-gerik hewan sesuai dengan gambar yang ada di flash card mereka. Siswa yang bertanya boleh menebak "is it a cat? Is it a dog?".. "no, it is not" jawab pemegang gambar bila tebakan temannya salah. Kegiatan berlangsung cukup menyita waktu dan kelas berubah menjadi ramai. Siswa berjalan kesana-kemari. GBI meninggalkan kelas kemudian ke kantor. Beberapa anak yang biasanya pendiam tampak masih sesekali melihat ke papan tulis karena merasa ujarannya tidak benar.

GBI kembali ke kelas dan menginformasikan P untuk mengakhiri pelajaran. Ini dikarenakan jam pelajaran saat puasa yang sedikit dan pada kesempatan hari ini sudah habis. P mengakhiri pelajaran dengan berdoa dan berpesan agar siswa tidak lupa belajar di rumah dan menghafal kosa kata yang sudah diajarkan.

#### *Field note 9*

*27 September 2010*

P izin kepada ET untuk tidak mengajar dikarenakan ada kepentingan keluarga, sehingga persiapan mengajar belum sepenuhnya selesai. Ternyata ET sedang ada lelayu kakak ipar beliau yang di Solo meninggal, beliau juga tidak hadir.

#### *Field note 10*

*4 Oktober 2010, 5<sup>th</sup> meeting.(RPP4)*

P datang bersama observer tiga puluh menit sebelum pelajaran dimulai. Hari ini adalah pertemuan kedua, karena rpp pertemuan ke 3 belum selesai. P meminta bantuan ET untuk mengkondisikan siswa kelas. P akan menerapkan outdoor game. ET berpesan agar permainan di luar kelas agar tidak berlangsung lama karena anak-anak sering mengeluh dengan cuaca panas.

Bel berbunyi, P bersama observer dan ET segera masuk ke kelas. Sementara ET mengkondisikan kelas, P mempersiapkan media yang akan digunakan. P memulai pelajaran seperti biasanya. P mereview sekilas kosa kata siswa tentang animal. P mengajak siswa untuk menyanyikan 'Old McDonald'.

P membagi siswa seluruh kelas menjadi grup-grup beranggotakan 4 anak. Masing-masing grup diberi animal flash card. Semua ada 7 grup (chicken, cow, cat, pig, horse, sheep and duck). P juga memberikan print out lirik lagu pada setiap grup. Siswa terlihat tertib karena English teacher turut membantu P handle kelas. Masing-masing grup harus menyanyi dan menirukan suara hewan sesuai dengan flash card mereka. Setelah beberapa kali berlatih, menyanyi sekaligus bermain dimulai. Sebagian

siswa merasa malu karena harus menirukan suara hewan dalam bahasa inggris, terutama para siswi.

Sebagian siswa masih malu-malu. P harus turut menyanyikan agar mereka juga terus bernyanyi. Kegiatan berlangsung cukup lancar, namun suara mereka tidak seramai biasanya. Mungkin karena sejak awal GBI mengingatkan untuk tertib agar tidak mengganggu kelas lain. Grup yang paling susah menirukan suara hewan adalah grup horse, "knee..knee", karena perbedaan suaranya dgn versi bahas inggris. Grup lain dapat menirukan dengan kompak sesuai urutan dalam lagu. Beberapa siswa laki-laki nampak antusias dan riuh, apalagi saat menyuarakan suar hewan (chicken, duck, pig, and cow).

Setelah beberapa kali bernyanyi P mengajak semua siswa untuk melakukan permainan di luar kelas. Sebelumnya P mengingatkan untuk tidak mengganggu kelas lain. Kemudian kami semua keluar menuju halaman. Kami memilih untuk di bawah pohon yang teduh. P menggantung kain flannel ke pohon. P menjelaskan aturan permainan pada siswa. P menunjukan sedikit demonstrasi agar semua lebih jelas. GBI memperhatikan dari jauh, dari kantor guru.

Permainan pun dimulai. Mereka membentuk lingkaran kemudian menyanyikan lagu 'old McDonald'. Sembari bernyanyi, bola mulai berjalar dari satu siswa ke siswa yang lain, semakin lama semakin cepat. Bagi yang melempar-lempar bola langsung terkena hukuman. Apabila P meneriakan 'freeze' atau 'stop' maka bola harus seketika berhenti, dia yang memegang bola harus maju ke tengah lingkaran. Kemudian memungut gambar di lantai, membalikannya dan menyebutkan nama hewan tersebut dalam bahasa inggris, "It is a green frog... It is a brown bear..." namun tidak sedikit yang masih malu dan hanya menyebutkan "it is an elephant.. giraffe ...".

Setelah beberapa kali putaran, hari semakin panas. P mencukupkan permainan dan menyuruh semua kembali menuju kelas. Waktu menunjukan masih ada 10 menit tersisa. P segera melakukan review atas apa yang sudah dipelajari hingga usai jam pelajaran. P menutup pelajaran dengan greeting seperti biasa dan mengingatkan mereka untuk terus menghafal kosa kata yang telah diajarkan.

#### *Field note 11*

*11 Oktober 2010, 6<sup>th</sup> meeting.(RPP4)*

Pukul 8.40 P tiba di sekolah. Di sana sudah menanti observer. Kali ini teman P sebagai observer berbeda dari sebelumnya karena teman yang biasanya hadir menjadi observer tidak jadi hadir. Kami segera menuju ke kantor guru.

Di kantor guru P bertemu GBI dan berbincang mengenai perencanaan pagi ini dan kelengkapannya. GBI sekali lagi mendukung perencanaan yang P rumuskan sebelumnya. Kali ini P tidak mengacu pada buku teks dalam rangka memenuhi kebutuhan P dalam pengambilan data. GBI menyambut dengan baik.

P beserta GBI dan kolaborator segera masuk ke kelas setelah bel berbunyi. GBI membuka pelajaran dan mengingatkan siswa untuk mengikuti kegiatan dengan tertib. Sementara P mempersiapkan media ajar. GBI kemudian mempersilahkan P handle kelas. P memulai pelajaran dengan greeting seperti biasa. P mencoba mereview kosa kata siswa tentang animal. P kemudian mengajak mereka untuk bermain 'animal chain whisper'.

P membagi mereka menjadi 4 grup beranggotakan 7 anak. Masing-masing grup berdiri menghadap ke belakang kelas. Siswa yang berdiri di urutan paling belakang pada masing-masing grup menjadi relawan untuk menerima whisper word oleh P. dalam

hitungan ke tiga, mereka lari ke barisan masing-masing dan mulai membisikkan whisper word-nya. Merek yang diujung barisan harus berlari menuju ke tumpukkan flash card yang ada di bawah flannel board dan segera menempelkan gambar yang benar.

Permainan ini cukup mudah, namun ada juga grup yang masih salah berbisik. Keadaan kelas menjadi riuh. Rata-rata siswa menjawab dengan benar. Mereka harus menempelkan gambar yang sesuai, yaitu; snake, sheep, mouse, rhino, horse, alligator, hippo, bird, squirrel dan tiger.

Setelah itu semua diminta kembali ke tempat duduk masing-masing. P dibantu 2 orang siswa menempelkan gambar pada flannel board. Itu adalah gambar tentang daily routines. Kemudian setelah semua terpasang, kelas menjadi ramai karena mereka menertawakan gambar-gambar tersebut. P menjelaskan apa maksud dari gambar-gambar tersebut; wake up, go to school, breakfast, take a bath, watch TV, eat lunch, do homework, eat dinner, dst. P juga membagikan lirik lagu 'waking up'. Lagu tersebut adalah lagu bangun tidur yang dibuat versi inggris. Tidak sulit bagi mereka untuk menyanyikannya setelah 3 kali latihan bersama. P mengajak mereka menyanyikan lagu tersebut dengan nyaring.

Setelah bernyanyi, P melontarkan pertanyaan tentang rutinitas sehari-hari, "what time do you usually get up?". Sejenak mereka diam dan menerka jawaban. Kemudian P bertanya pada anak yang lain lagi, "what time do you usually goto school?" dan si murid hanya tersenyum. Kemudian P memberi penjelasan mengenai pertanyaan-pertanyaan tadi dan bagaimana cara menjawabnya. Ternyata semua cepat paham, apalagi jawabannya menyangkut pelajaran tentang clock yang sudah diajarkan sebelumnya. P meminta bantuan dua murid yang sering banyak ulah untuk membagikan lembar survey pada teman-temannya. Setelah semua dapat, P menjelaskan cara bermain 'the daily routines-survey game'.

Setelah mereka cukup jelas, permainan segera dimulai. Masing-masing menuliskan nama dan mengisi data rutinitas pribadi sesuai dengan tabel yang tersedia. Setelah semua mengisi, dalam hitungan ketiga mereka diperbolehkan bertanya-jawab pada 3 teman yang lain. Permainan berjalan lancar, tiap anak sibuk mensurvei data milik temannya. Ada yang sambil duduk, dan banyak juga yang sambil berdiri. "I usually wake up at shubuh" ada satu anak menjawab demikian, ajik namanya. Kemudian ia bertanya pada P, "shubuh itu jam berapa mister?". dan beberapa anak lain juga bertanya bila menemui keraguan, termasuk pada observer yang sebenarnya sibuk di pojok kelas mengambil dokumentasi.

"oke.. you have to finish it in five minutes, come on, hurry up..ayo cepat selesaikan..five minutes!" P mencoba mempercepat permainan, "aa ..belum pak", "bentar mister..kurang sithik"..dan P melihat GBI juga membantu beberapa anak yang masih belum selesai. 10 menit berlalu, P menghentikan permainan. Semua kembali ke meja masing-masing P kemudian memberikan kesempatan pada mereka yang berani menunjukkan hasil pekerjaannya di depan kelas. Namun waktu semakin mepet. Hanya 3 anak yang berani maju. Mereka adalah rizal, ivan, dan windi.

P bertanya "what time does she usually wake up?.. ayo rizal, in English" dia menjawab "she usually go to school at.. eee.. five..half past five". P membenarkan "go apa goes?.. goes ya", setelah itu 2 anak berikutnya jadi mengerti dan lebih baik, terutama windy.

Bel ternyata sudah bebunyi, P mengistirahatkan mereka. P dan kolaborator pindah menuju kantor guru, GBI sudah dari tadi mendahului. GBI menyajikan teh hangat pada kami sambil berbincang-bincang. P memanfaatkan kesempatan untuk meminta evaluasi sekilas ada apa yang baru saja P terapkan di kelas. "saya pikir bagus mas, anak-anak jadi sering aktif dan berani ngomong. Mereka lebih sering berinteraksi. Ini jadi

input juga buat saya”. P lupa merekam percakapan tersebut, P kemudian mencatatnya pada secarik kertas. R meminta izin untuk melanjutkan pelajaran hingga jam pulang sekolah. Hal ini sudah diperbincangkan oleh P sebelumnya. P mempersilahkan dan mendukung.

Bel masuk berbunyi. P, observer dan ET kembali menuju kelas. P dibantu observer mempersiapkan gambar-gambar tentang stationery pada flannel board. Gambar tersebut adalah a pencil, a pencilcase, a pen, an eraser, dst. P kemudian memberi penjelasan tentang gambar-gambar tersebut.

P melakukan vocabulary drill. Kemudian menjelaskan permainan yang akan dimainkan yaitu “things in my bag game”. P dibantu 2 siswa membagikan surveysheet ke setiap siswa. Pada lembar muka, terdapat gambar tas punggung dan didalamnya terdapat box-box untuk menuliskan alat tulis apa saja yang mereka bawa di dalam tas. Mereka dapat mengisikan sesuai dengan gambar yang ada di flannel board atau memilih beberapa dari stationery box yang ada di samping gambar tas. Mereka harus merahasiakannya.

Di baliknya terdapat tabel “things in my friends’ bag” untuk mereka isi dengan cara melontarkan pertanyaan yes-no question seperti “Do you have pencils?”, “How much do you have?”. Setelah cukup jelas, permainan pun dimulai. Mereka segera menuliskan apa saja yang mereka sukai untuk dibawa dalam tas. Setelah semua selesai. Dalam hitungan ke tiga, mereka diperbolehkan untuk mulai mencari tahu apa saja yang ada dalam tas teman mereka. Kelas menjadi cukup ramai. Namun masing-masing terlihat sibuk.

Satu atau dua anak terlihat cenderung diam, lagi-lagi Rio dan Aditya. 2 anak ini memang seperti itu, wali kelas mereka sering membicarkannya. Berbeda dengan Vira, Diah Windy, Ivan, Asov, dan Ajik. Mereka begitu antusias. Ada Jalu yang sedari awal mudah menangkap kosa kata dan lancar dalam berbicara. Dia terlihat sedang sibuk mensurvey windy. Permainan ini cukup lama berlangsung. Setelah kira-kira 20 menit, P menghentikan permainan, “okay.. semuanya.. time is over.. every body get back to your seat please... ayo ayo sudah”. P menyadari tidak mudah untuk mengatur mereka dalam sekali atau dua kali perintah.

Setelah semua dapat dikondisikan, P mempersilahkan volunteer untuk maju ke depan dan memperagakan percakapan mereka. Yang berani maju diberi hadiah berupa pensil lucu dari P. Sontak mereka banyak yang ingin maju. Setelah beberapa penampilan, P menunjuk mereka yang jarang maju. Ternyata mereka bisa melakukan percakapan dengan baik, hanya saja sering kalah dengan anak-anak yang suka mendominasi.

10 menit lagi jam sekolah usai. P menyempatkan waktu yang tersisa untuk membagikan kertas kuesioner. P meminta mereka menuliskan refleksi terhadap apa yang mereka pelajari hari ini. Bel pun berbunyi, P memimpin doa dan mengakhiri pelajaran seperti biasa.

# APPENDIX E: PHOTOGRAPHS

# APPENDIX D: PHOTOGRAPHS



The students play *Simon says* game.



The students play *Freeze! Stop!* game.



The students play *Simon says* game.



The students play *Freeze! Stop!* game.



The students play *Freeze! Stop!* game.



The students play *Freeze! Stop!* game.



The students play *guessing* game.



Student with her text book and score card.



The students were practicing their oral English.



The students were enthusiastic to play the game.



The students playing 'the day' survey game.



Dian's performance in *fly-swatting* game.



Windi's performance at *fly-swatting* game.



The students at their role-play performance.



The dialogue between Winda and Vira.



The students were enthusiastic to involve themselves in every activity.



Students walk around the class in survey game.



The students sing *Waking Up* song.



The students play *Animal Chain Whisper* game.



Students' role-play performance.



The Students interview their group.



Students' role-play performance.



The Students interview their couple.



Students' role-play performance.



Jalu was interviewing Vira.



Abim was interviewing Nanda.



The student walk around to make a survey.



Rizal shows the picture and mentions the animal's name in guessing game.



Students' role-play performance.



The students play *Simon says* game.

# APPENDIX E: MEDIA



The Animal Flash Cards And The Flannel-Cloth



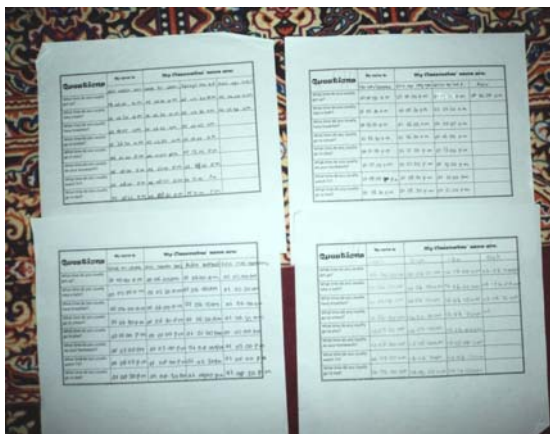
The Daily Routines Flash Cards



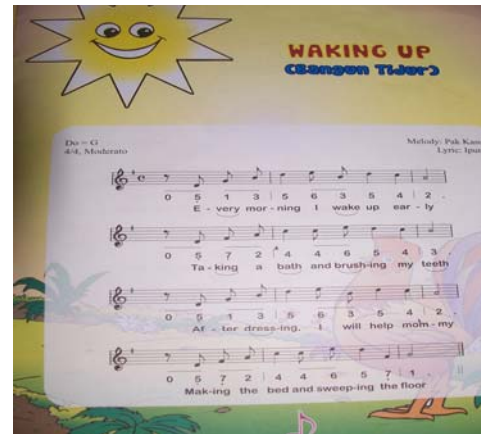
The Daily Routines Flash Cards



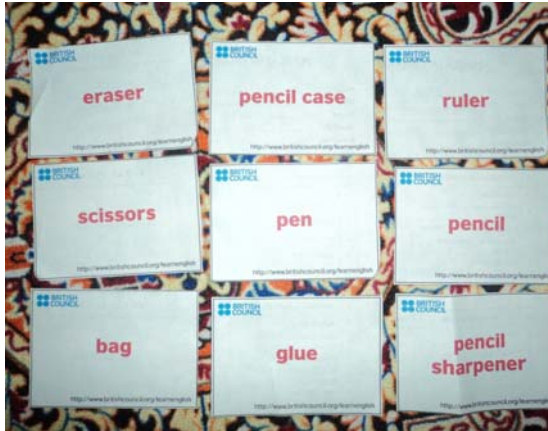
The Daily Routines Flash Cards



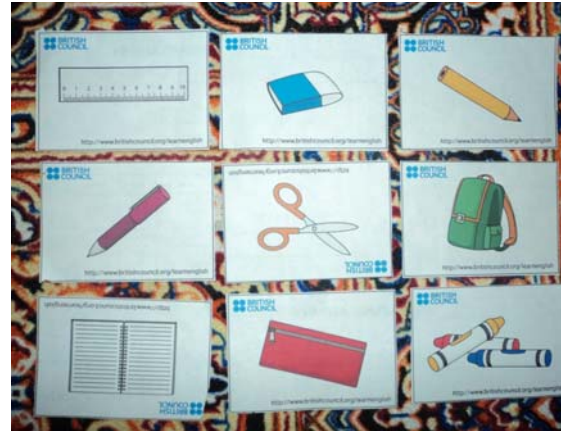
The Daily Routines Worksheets



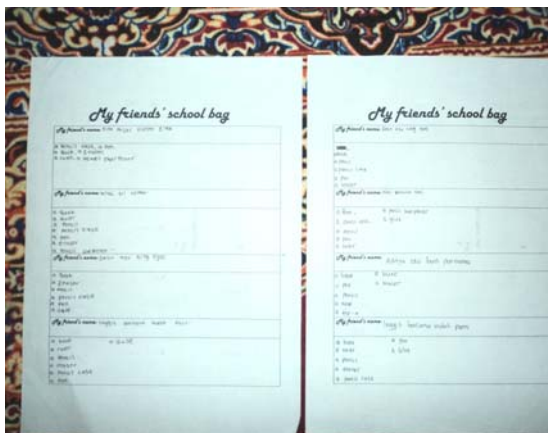
The Waking Up Song's Lyric



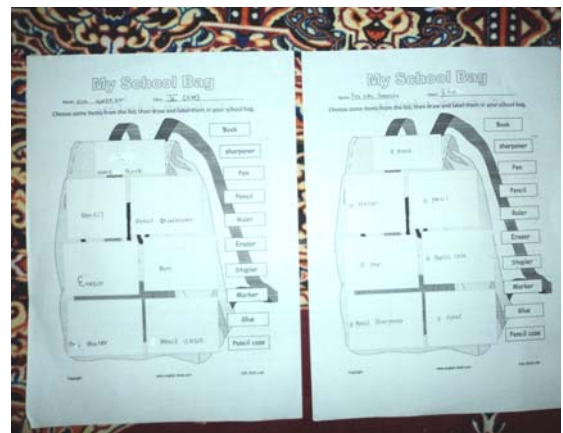
The Things in My Bag Flash Cards



The Things in My Bag Flash Cards



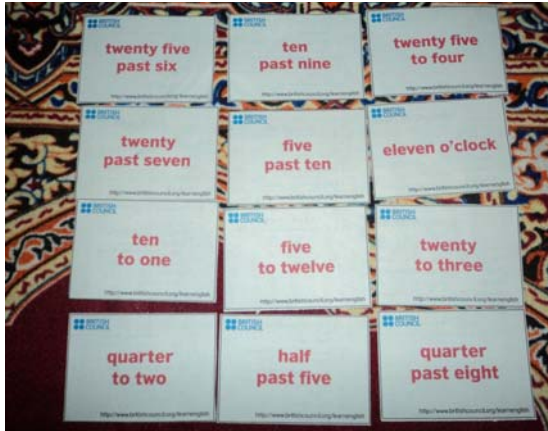
The Things in My Bag Worksheets



The Things in My Bag Worksheets



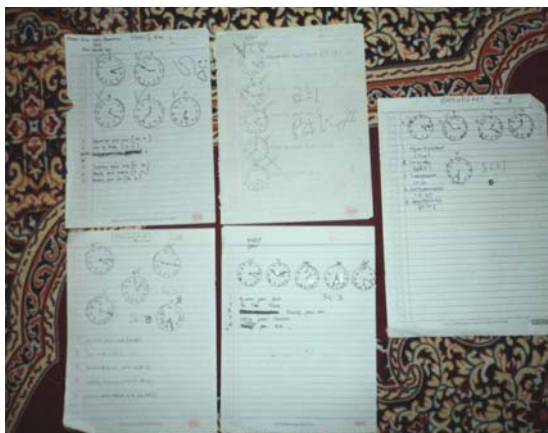
The Score Cards



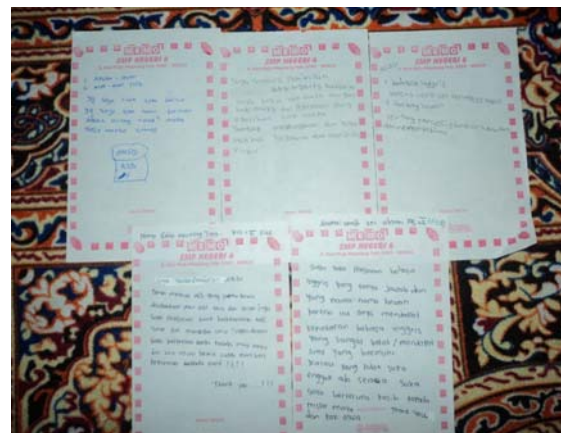
The Clock Flash Cards



The Clock Flash Cards



The Students' Work



The Questionnaire of the Students

# APPENDIX G:

# LETTERS



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/35-00

31 Juli 2008

30 Agustus 2010

Nomor : 1357/H.34.12/PP/VIII/2010  
Lampiran : --  
Hal : Permohonan Izin Penelitian

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta

c.q. Kepala Biro Administrasi Pembangunan

Sekretariat Daerah Propinsi DIY

Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul :

*Efforts to Improve The Listening-Speaking Ability of The 5 Grade Students of SDN Gabahan Through Interactive Language Activities in The Academic Year of 2010/2011*

Mahasiswa dimaksud adalah :

Nama : MAYO HADI WIBOWO  
NIM : 04202241029  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SDN Gabahan, Sumberadi, Mlati, Sleman  
Waktu Penelitian : Bulan Agustus s.d. Oktober 2010

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

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan  
Pembantu Dekan I,

*Suhaini M. Saleh*  
Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
UPT PELAYANAN PENDIDIKAN KECAMAYAN MLATI  
**SEKOLAH DASAR NEGERI GABAHAN**

TERAKREDITASI B

Alamat: Gabahan, Sumberadi, Mlati, Sleman, Yogyakarta 55288

---

**SURAT KETERANGAN**

NO. / SD Gabahan / /2011

Kepala Sekolah Dasar Negeri Gabahan, Dinas Pendidikan Pemuda dan Olahraga  
Kabupaten Sleman menerangkan dengan sesungguhnya bahwa :

Nama : MAYO HADI WIBOWO  
Tempat ,Tgl Lahir : Magelang, 7 April 1985  
NIM : 04202241029  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Telah melakukan penelitian di SDN Gabahan dari tanggal 14 Juli s.d. 11 Oktober 2010  
sebagai syarat pembuatan skripsi dengan judul "IMPROVING LISTENING-  
SPEAKING SKILL OF 5<sup>th</sup> GRADE STUDENTS THROUGH INTERACTIVE  
LANGUAGE ACTIVITIES AT SDN GABAHAN, SLEMAN IN THE ACADEMIC  
YEAR OF 2010-2011"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gabahan, 16 Juni 2011

Yang menerangkan

Kepala Sekolah



Tatik Suparyati, S.Pd

NIP. 19600821 198101 2 003



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/5546/V/2010.

Membaca Surat : Dekan Fak. Bahasa dan Seni - UNY. Nomor : 1357/H.34.12/PP/VIII/2010.  
Tanggal Surat : 30 Agustus 2010. Perihal : Ijin Penelitian

- Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJIN-KAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) kepada :

Nama : MAYO HADI WIBOWO. NIP/NIM : 04202241029.  
Alamat : Karangmalang, Yogyakarta 55281.  
Judul : EFFORTS TO IMPROVE THE LISTENING - SPEAKING ABILITY OF THE 5th GRADE STUDENTS OF SDN GABAHAN THROUGH INTERACTIVE LANGUAGE ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011.

Lokasi : Kab. Sleman.  
Waktu : 3 (tiga) Bulan Mulai tanggal : 02 September s/d 02 Desember 2010

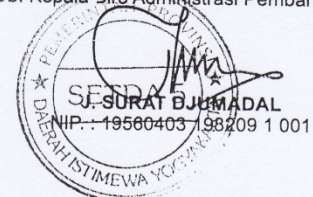
Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan ditandatangani cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 02 September 2010.

An. Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
U.b. Kepala Biro Administrasi Pembangunan



Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman cq Ka Bappeda.
3. Ka Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fakultas Bahasa dan Seni UNY.
5. Yang bersangkutan



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( BAPPEDA )

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax (0274) 868800. E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07.0 / Bappeda / 2110 / 2010

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

- Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Propinsi Daerah Istimewa Yogyakarta Nomor: 070/5546/V/2010  
Tanggal: 02 September 2010 Hal : Izin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : MAYO HADI WIBOWO  
No. Mhs/NIM/NIP/NIK : 04202241029  
Program/ Tingkat : S1  
Instansi/Perguruan Tinggi : UNY  
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Sampangan, Jurangombo Utara, Magelang  
No. Telp / HP : 088215174220  
Untuk : Mengadakan penelitian dengan judul:  
"EFFORTS TO IMPROVE THE LISTENING – SPEAKING  
ABILITY OF THE 5 th GRADE STUDENTS OF SDN  
GABAHAN THROUGH INTERACTIVE LANGUAGE  
ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011"  
Lokasi : Kab. Sleman  
Waktu : Selama 3 (tiga) bulan mulai tanggal : 02 September 2010 s.d  
02 Desember 2010

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman  
Pada Tanggal : 22 September 2010.

**Tembusan Kepada Yth :**

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Mlati
6. Ka. SDN Gabahan, Mlati
7. Dekan Fak. Ilmu Bahasa dan Seni - UNY
8. Peringgal

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bidang Pengendalian & Evaluasi  
u.b.  
Ka. Sub Bid. Litbang

**SRI NURHIDAYAH, S.Si, MT**  
Penata Tk. I, III/d  
NIP. 19670703 199603 2 002

## PROFIL SEKOLAH

Nama Sekolah : SD Negeri Gabahan  
 Luas Tanah : 2088 m<sup>2</sup>  
 Luas Bangunan : 560 m<sup>2</sup>  
 Jumlah Ruang : 6 ruang kelas  
                           1 ruang guru  
                           1 ruang KS  
                           1 ruang untuk kegiatan ( Perpustakaan, Ibadah, Lab. Komp )

Keadaan Personil :

- Kepala Sekolah : 1 Orang PNS
- Guru Kelas : 6 Orang PNS
- Guru PAI : 1 Orang PNS
- Guru PA Katholik : 1 Orang PNS
- Guru PA Kristen : 1 Orang GTT
- Guru Penjias : 1 Orang PNS
- Guru Mulok : 2 Orang GTT
- Penjaga Sekolah : 1 Orang PTT
- Jumlah : 14 Orang

Keadaan Siswa

Kls	Jumlah Siswa	Keadaan Siswa Berdasarkan Agama								
		Islam			Katholik			Kristen		
		L	P	Jml	L	P	Jml	L	P	Jml
I	22	11	9	20	2	-	2	-	-	-
II	21	12	8	20	1	-	1	-	-	-
III	28	14	13	27	1	-	1	-	-	-
IV	23	13	10	23	-	-	-	-	-	-
V	28	17	8	25	1	1	2	1	-	1
VI	25	14	9	23	1	1	2	-	-	-
Jml	147	81	57	138	6	2	8	1	-	1

Gabahan, 02 Desember 2010

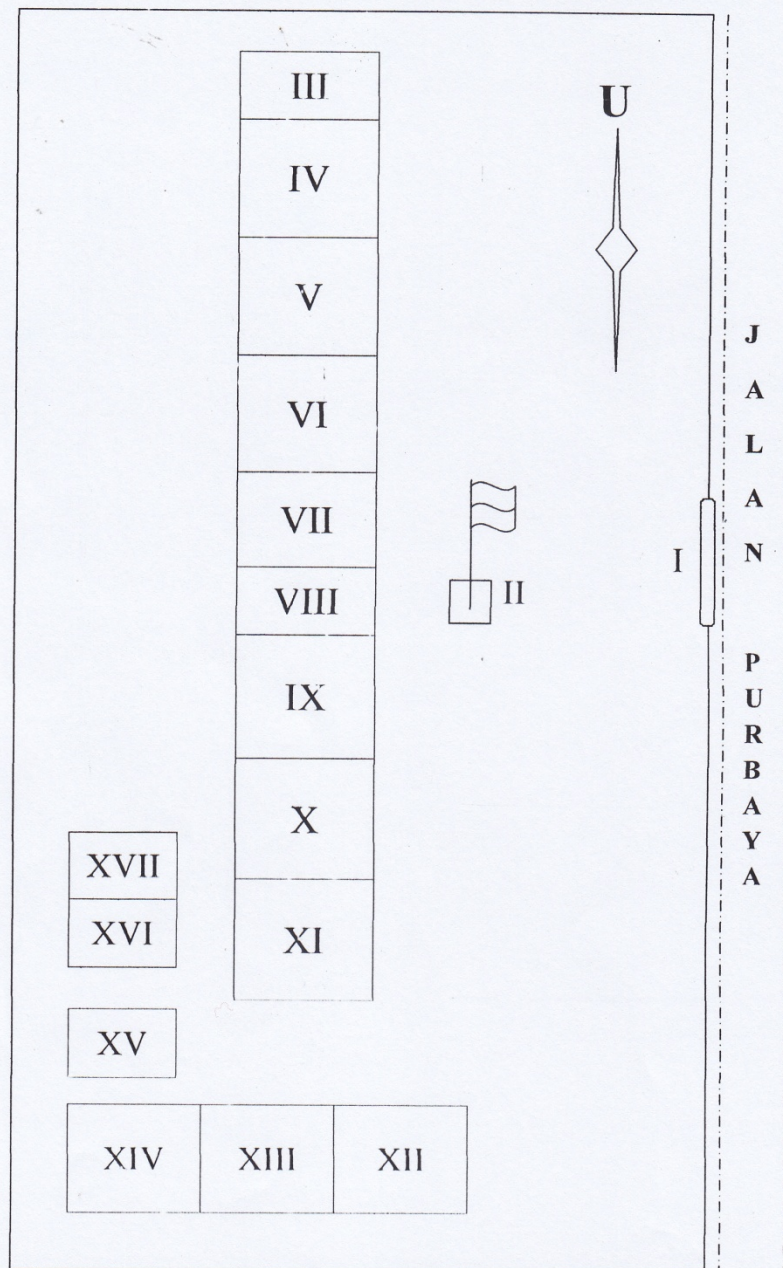
Kepala Sekolah



Tatik Supriyati, S.Pd.

NIP. 19600821 198101 2 003

# DENAH SEKOLAH



## KETERANGAN

I	: Pintu Gerbang Sekolah
II	: Halaman / Lapangan Upacara
III	: Tempat Parkir Sepeda / Sepeda Motor
IV	: Ruang Kelas III
V	: Ruang Kelas II
VI	: Ruang Kelas I
VII	: Ruang Guru
VIII	: Ruang Kepala Sekolah
IX	: Ruang Kelas VI ( Ruang I Ujian Nasional )
X	: Ruang Kelas V ( Ruang II Ujian Nasional )
XI	: Ruang Kelas IV ( Ruang Sekretariat Ujian Nasional )
XII	: Ruang Kegiatan
XIII	: Ruang Pembelajaran TK
XIV	: Ruang Pembelajaran TK
XV	: Ruang Penjaga / Dapur
XVI	: KM / WC Siswa
XVII	: KM / WC Guru



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
UPT PELAYANAN PENDIDIKAN KECAMATAN MLATI  
**SEKOLAH DASAR NEGERI GABAHAN**  
TERAKREDITASI B

Alamat : Gabahan, Sumberadi, Mlati, Sleman, Yogyakarta 55288

**DAFTAR NILAI KELAS V SD NEGERI GABAHAN  
TAHUN PELAJARAN 2010 / 2011**

Mata Pelajaran :

NO URUT	NO INDUK	NAMA	NILAI									
			1	2	3	4	5	6	7	8	TKM	RAPOT
1	916	Wahyu Nur Hidayat										
2	919	Aditya Eko Budi Purnomo										
3	920	Aditya Prasetyo										
4	921	Ardila Widyati										
5	927	Diah Pratiwi										
6	929	Erlin Ayuningtyas										
7	930	Fira Riski Florentina										
8	931	Ida Afkaria										
9	932	Ifari Gilang Saputra										
10	933	Ikhsan Dewanto										
11	934	Inggit Berlianti Indah Putri										
12	935	Jalu Bagus Pamungkas										
13	937	Nini Novitasari										
14	938	Nanda Dwi Cahyo										
15	939	Rohmad Nugroho										
16	942	Totok Iswanto										
17	943	Vhadau Casov Krisnan Syarif										
18	944	Sekar Ismoyojati										
19	945	Windi Tri Utami										
20	973	Yulianda Tri Rahma Yahyadi										
21	975	Muh. Rizal Dwi Yunanto										
22	977	Christiandi Aprianto Naibaho										
23	978	Al Bagusa Abim Indriyanto										
24	1008	Dian Eko Nugroho										
25	1030	Rio Subrata Hidayat										
26	1034	Dicky Ghali Maranov										
27	1061	Boma Andika										
28	1062	Maulana Ahmad Aji Triadi										

Gabahan, .....  
Guru Mapel

NIP. \_\_\_\_\_

# APPENDIX G:

# LETTERS



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/35-00  
31 Juli 2008

30 Agustus 2010

Nomor : 1357/H.34.12/PP/VIII/2010  
Lampiran : --  
Hal : Permohonan Izin Penelitian

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Propinsi DIY  
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul :

*Efforts to Improve The Listening-Speaking Ability of The 5 Grade Students of SDN Gabahan Through Interactive Language Activities in The Academic Year of 2010/2011*

Mahasiswa dimaksud adalah :

Nama : MAYO HADI WIBOWO  
NIM : 04202241029  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SDN Gabahan, Sumberadi, Mlati, Sleman  
Waktu Penelitian : Bulan Agustus s.d. Oktober 2010

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

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan  
Pembantu Dekan I,

*Suhaini Ms*  
Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAHA  
UPT PELAYANAN PENDIDIKAN KECAMAYAN MLATI  
**SEKOLAH DASAR NEGERI GABAHAN**

TERAKREDITASI B

Alamat: Gabahan, Sumberadi, Mlati, Sleman, Yogyakarta 55288

---

**SURAT KETERANGAN**

NO. / SD Gabahan / /2011

Kepala Sekolah Dasar Negeri Gabahan, Dinas Pendidikan Pemuda dan Olahraga  
Kabupaten Sleman menerangkan dengan sesungguhnya bahwa :

Nama : MAYO HADI WIBOWO  
Tempat ,Tgl Lahir : Magelang, 7 April 1985  
NIM : 04202241029  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Telah melakukan penelitian di SDN Gabahan dari tanggal 14 Juli s.d. 11 Oktober 2010  
sebagai syarat pembuatan skripsi dengan judul "IMPROVING LISTENING-  
SPEAKING SKILL OF 5<sup>th</sup> GRADE STUDENTS THROUGH INTERACTIVE  
LANGUAGE ACTIVITIES AT SDN GABAHAN, SLEMAN IN THE ACADEMIC  
YEAR OF 2010-2011"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gabahan, 16 Juni 2011

Yang menerangkan

Kepala Sekolah



Tatik Suparyati, S.Pd

NIP. 19600821 198101 2 003



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/5546/N/2010.

Membaca Surat : Dekan Fak. Bahasa dan Seni - UNY. Nomor : 1357/H.34.12/PP/VIII/2010.  
Tanggal Surat : 30 Agustus 2010. Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) kepada :

Nama : MAYO HADI WIBOWO. NIP/NIM : 04202241029.  
Alamat : Karangmalang, Yogyakarta 55281.  
Judul : EFFORTS TO IMPROVE THE LISTENING - SPEAKING ABILITY OF THE 5th GRADE STUDENTS OF SDN GABAHAN THROUGH INTERACTIVE LANGUAGE ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011.

Lokasi : Kab. Sleman. Mulai tanggal : 02 September s/d 02 Desember 2010  
Waktu : 3 (tiga) Bulan

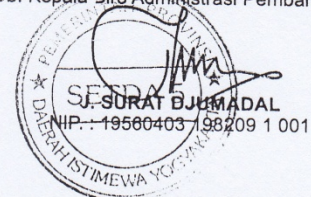
Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 02 September 2010.

An. Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
U.b. Kepala Biro Administrasi Pembangunan



Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman cq Ka Bappeda.
3. Ka Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fakultas Bahasa dan Seni UNY.
5. Yang bersangkutan



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( BAPPEDA )

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax (0274) 868800. E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07.0 / Bappeda / 2110 / 2010

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata,  
Praktek Kerja Lapangan dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Propinsi Daerah Istimewa Yogyakarta Nomor: 070/5546/V/2010  
Tanggal: 02 September 2010 Hal : Izin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : **MAYO HADI WIBOWO**  
No. Mhs/NIM/NIP/NIK : 04202241029  
Program/ Tingkat : S1  
Instansi/Perguruan Tinggi : UNY  
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Sampangan, Jurangombo Utara, Magelang  
No. Telp / HP : 088215174220  
Untuk : Mengadakan penelitian dengan judul:  
"EFFORTS TO IMPROVE THE LISTENING – SPEAKING  
ABILITY OF THE 5<sup>th</sup> GRADE STUDENTS OF SDN  
GABAHAN THROUGH INTERACTIVE LANGUAGE  
ACTIVITIES IN THE ACADEMIC YEAR OF 2010/2011"  
Lokasi : Kab. Sleman  
Waktu : Selama 3 (tiga) bulan mulai tanggal : 02 September 2010 s.d  
02 Desember 2010

**Dengan ketentuan sebagai berikut :**

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Lurah Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman  
Pada Tanggal : 22 September 2010.

**Tembusan Kepada Yth :**

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Mlati
6. Ka. SDN Gabahan, Mlati
7. Dekan Fak. Ilmu Bahasa dan Seni - UNY
8. Peringgal

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bidang Pengendalian & Evaluasi  
u.b.  
Ka. Sub Bid. Litbang

**SRI NURHIDAYAH, S.Si, MT**  
Penata Tk. I, III/d  
NIP. 19670703 199603 2 002

## PROFIL SEKOLAH

Nama Sekolah : SD Negeri Gabahan

Luas Tanah : 2088 m<sup>2</sup>

Luas Bangunan : 560 m<sup>2</sup>

Jumlah Ruang : 6 ruang kelas

1 ruang guru

1 ruang KS

1 ruang untuk kegiatan ( Perpustakaan, Ibadah, Lab. Komp )

### Keadaan Personil

- |                    |            |     |
|--------------------|------------|-----|
| - Kepala Sekolah   | : 1 Orang  | PNS |
| - Guru Kelas       | : 6 Orang  | PNS |
| - Guru PAI         | : 1 Orang  | PNS |
| - Guru PA Katholik | : 1 Orang  | PNS |
| - Guru PA Kristen  | : 1 Orang  | GTT |
| - Guru Penjas      | : 1 Orang  | PNS |
| - Guru Mulok       | : 2 Orang  | GTT |
| - Penjaga Sekolah  | : 1 Orang  | PTT |
| Jumlah             | : 14 Orang |     |

### Keadaan Siswa

Kls	Jumlah Siswa	Keadaan Siswa Berdasarkan Agama								
		Islam			Katholik			Kristen		
		L	P	Jml	L	P	Jml	L	P	Jml
I	22	11	9	20	2	-	2	-	-	-
II	21	12	8	20	1	-	1	-	-	-
III	28	14	13	27	1	-	1	-	-	-
IV	23	13	10	23	-	-	-	-	-	-
V	28	17	8	25	1	1	2	1	-	1
VI	25	14	9	23	1	1	2	-	-	-
Jml	147	81	57	138	6	2	8	1	-	1

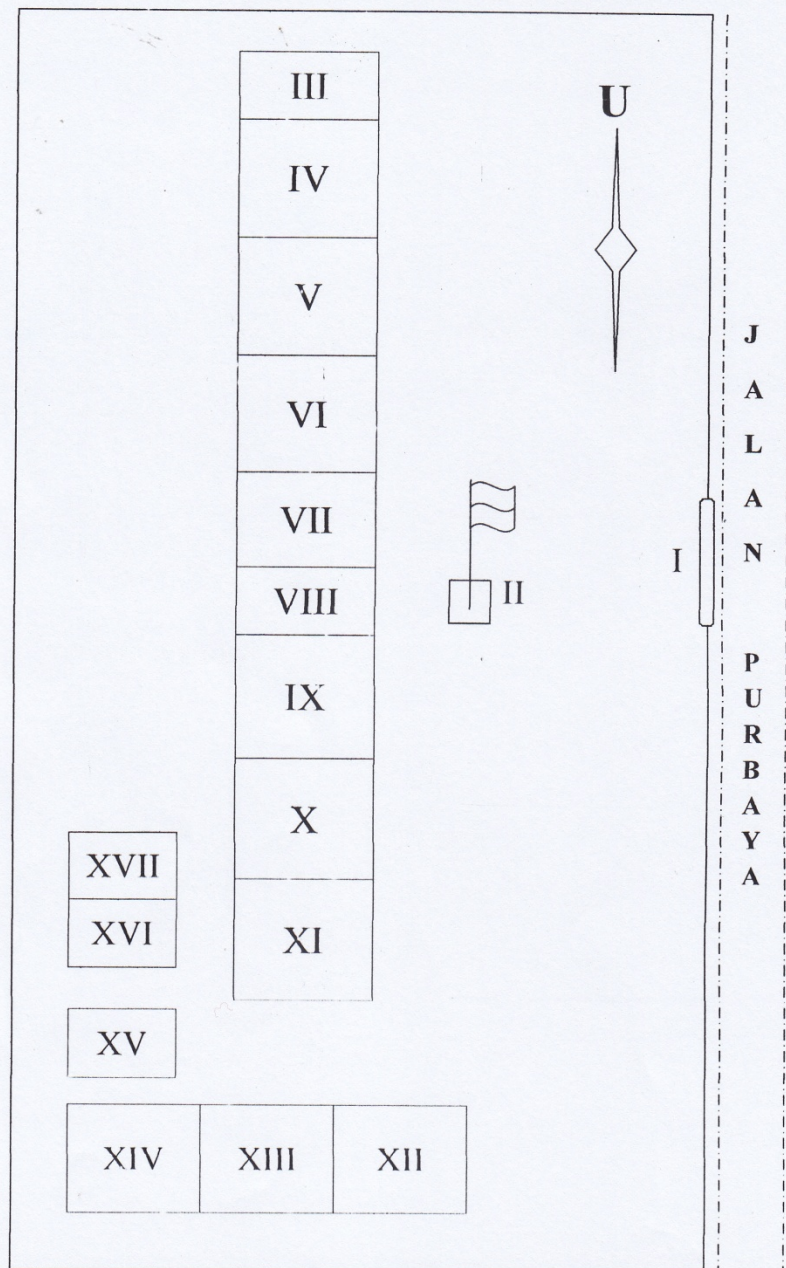
Gabahan, 02 Desember 2010

Kepala Sekolah

Tatik Suparyati, S.Pd.

NIP. 19600821 198101 2 003

# DENAH SEKOLAH



## KETERANGAN

I	: Pintu Gerbang Sekolah
II	: Halaman / Lapangan Upacara
III	: Tempat Parkir Sepeda / Sepeda Motor
IV	: Ruang Kelas III
V	: Ruang Kelas II
VI	: Ruang Kelas I
VII	: Ruang Guru
VIII	: Ruang Kepala Sekolah
IX	: Ruang Kelas VI ( Ruang I Ujian Nasional )
X	: Ruang Kelas V ( Ruang II Ujian Nasional )
XI	: Ruang Kelas IV ( Ruang Sekretariat Ujian Nasional )
XII	: Ruang Kegiatan
XIII	: Ruang Pembelajaran TK
XIV	: Ruang Pembelajaran TK
XV	: Ruang Penjaga / Dapur
XVI	: KM / WC Siswa
XVII	: KM / WC Guru



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
UPT PELAYANAN PENDIDIKAN KECAMATAN MLATI  
**SEKOLAH DASAR NEGERI GABAHAN**  
TERAKREDITASI B

Alamat : Gabahan, Sumberadi, Mlati, Sleman, Yogyakarta 55288

**DAFTAR NILAI KELAS V SD NEGERI GABAHAN  
TAHUN PELAJARAN 2010 / 2011**

Mata Pelajaran :

NO URUT	NO INDUK	NAMA	NILAI										TKM	RAPOT
			1	2	3	4	5	6	7	8				
1	916	Wahyu Nur Hidayat												
2	919	Aditya Eko Budi Purnomo												
3	920	Aditya Prasetyo												
4	921	Ardila Widyati												
5	927	Diah Pratiwi												
6	929	Erlin Ayuningtyas												
7	930	Fira Riski Florentina												
8	931	Ida Afkaria												
9	932	Ifan Gilang Saputra												
10	933	Ikhsan Dewanto												
11	934	Inggit Berlianti Indah Putri												
12	935	Jalu Bagus Pamungkas												
13	937	Nini Novitasari												
14	938	Nanda Dwi Cahyo												
15	939	Rohmad Nugroho												
16	942	Totok Iswanto												
17	943	Vhadau Casov Krisnan Syarif												
18	944	Sekar Ismoyojati												
19	945	Windi Tri Utami												
20	973	Yulianda Tri Rahma Yahyadi												
21	975	Muh. Rizal Dwi Yunanto												
22	977	Christiandi Aprianto Naibaho												
23	978	Al Bagusa Abim Indriyanto												
24	1008	Dian Eko Nugroho												
25	1030	Rio Subrata Hidayat												
26	1034	Dicky Ghali Maranov												
27	1061	Boma Andika												
28	1062	Maulana Ahmad Aji Triadi												

Gabahan, .....  
Guru Mapel

NIP. \_\_\_\_\_