

**USING POWERPOINT PRESENTATION TO IMPROVE
STUDENTS' MOTIVATION IN LEARNING ENGLISH FOR
GRADE FIVE STUDENTS OF THE STATE ELEMENTARY
SCHOOL OF PUJOKUSUMAN III, YOGYAKARTA
IN THE ACADEMIC YEAR OF 2010/2011**

A Thesis

Presented as Partial Fulfillment of the Requirements
to Obtain a *Sarjana Pendidikan* Degree in English Education



by:
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YOGYAKARTA STATE UNIVERSITY
2011**

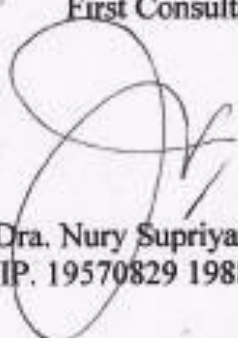
APPROVAL

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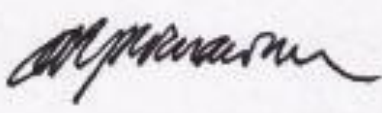
**Action Research in the Fifth Grade of
SD Negeri Pujokusuman III Yogyakarta
in the Academic Year of 2010/ 2011**



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RATIFICATION

USING POWERPOINT PRESENTATION TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH FOR GRADE FIVE STUDENTS OF THE STATE ELEMENTARY SCHOOL OF PUJOKUSUMAN III, YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/2011

A Thesis

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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, Juni 2010

Penulis,



Miftah Khoiron Noviaji

DEDICATIONS

I lovingly dedicate this thesis to:

- ✚ My beloved parents, brother, and sister. Thanks for the love, the supports, prayers, and the patience.
- ✚ My friends. Thanks for the supports, the guidance, and the joy.

MOTTOS

**“A journey of thousand miles
begins with the first step”**

(Confusius)

**“Therefore, don’t ever feel weak and distressed, for you are
going to be the winner and better, if you can keep your faith”**

(Q.S.Ali Imran: 139)

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At least, needless to say this thesis is far from being perfect even though it is a result of the hard work. The researcher hopes that this thesis will give some contribution to the improvement of the English teaching and learning in the elementary schools.

Yogyakarta, Juni 2011



Miftah Khoiron Noviaji

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ABSTRACT

This study is action research. It aims at improving students' motivation in Grade 5 of SD Negeri Pujokusuman III Yogyakarta through PowerPoint Presentation in the academic year of 2010/2011.

The research was carried out at the second semester from April 28th to May 26th, 2011. It involved the principal, the English teacher, and the students of Grade 5. The steps were reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The action was done through a design. The design was based on the Standard of Competency (SK) and the Basic Competency (KD). The researcher implemented some PowerPoint Presentations consisting of pictures, games, and role plays. The data were obtained by interviewing the English teacher and the students of Grade 5 and observing the teaching and learning process. The instruments were the researcher and interview guidelines. The data were in the forms of interview transcripts and field notes.

The implementations of the PowerPoint Presentation are obviously effective to improve the students' motivation in learning. The improvement covers (1) the students' interest toward the English lesson, (2) the students' obedience during the teaching and learning process, (3) the students' involvement in the teaching learning process, and (4) the students' concentration during the teaching and learning process.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English to children in the elementary school is different from that to adults. It is not only because English is a foreign language but also because the characteristics of the learners are different from adults. Children are more eager and lively. If they are given such fun activities, they will be very interested in them. Therefore, the teachers have to make deep exploration about children's needs and also their characteristics. Teaching students based on their characteristics and their needs will result in the effectiveness of the teaching and learning process.

English has been taught in Pujokusuman III elementary school since 2004. The English class of the fifth grade students is held weekly every Thursday at 07:00 AM. According to the Government Regulation Number 19 of 2005 about National Standard of Education, there are two aims of the School-Based Curriculum. The first aim is to increase students' intelligence, knowledge, personality, morals, and life skill. The second aim is to prepare the students to be ready at the next level education (Junior High school). However, it is difficult to see the successful implementation of this curriculum at the elementary school, including in Pujokusuman III elementary school. Many problems emerged during the teaching and learning process. For example, the students did not pay attention

during the English teaching and learning process. Meanwhile, the teacher was not aware of students' presence.

There are some factors affecting the effectiveness of the teaching learning process in the classroom. The first factor is the teachers. They have to be able to make the learning alive. The second factor is the students. The students are the center of the teaching learning process. Therefore, they have to be involved in every step of the teaching and learning process. The media used in the process of teaching and learning is the third factor. The fourth factor is the learning environment where the process takes place. The learning environment should be well conditioned, in order to let the students feel the joy of the English teaching and learning process. The last factor is the facilities that support the activity.

Those factors affect the students' motivation in the teaching and learning process. Without those good factors, students are prone to lose their motivation easily. In conclusion, when the teachers are able to handle the class, when the students enjoy the class, when the media is pretty good, when the learning environment is comfortable, and when the facilities are in a good condition, it is almost impossible that the students will dislike the class instruction. Even they will be more interested in the teaching and learning process.

Those problems were evidences in the English classroom where this study was conducted. Based on the observation on Tuesday, February 17th, 2011, the researcher found motivation problems. The students were unmotivated in the English teaching and learning process. They were just passive in joining it. They

were not interested in it as seen in interview 1. Some of the students said that English was difficult and boring. Besides, they also were not enthusiastic in the teaching and learning activities; when the teacher asked questions, only few students answered. Another fact is that the students were not attentive to the English teaching and learning process. They were very noisy and busy with their own activities, such as drawing.

The school is equipped with an adequate computer laboratory. The laboratory can be used as the English learning kit which can interest students to learn English. Unfortunately, the laboratory is not used optimally.

The school has provided teaching-learning media to support the English activity. The media consist of material and some educational kits. One of the kits is projector. However, the projector is not used optimally. The teacher does not use the projector in the teaching and learning activity. She only uses English textbook as learning media so that students were bored and uninterested to learn English.

From the problems described above, the researcher considers optimizing the use of the projector by applying PowerPoint Presentation in English teaching-learning activities. It is expected that the use of the presentation will improve the student's attention on the lessons in order to improve the quality of students' motivation.

B. Identification of the Problem

Based on the preliminary interview on Thursday, 17 Februari, 2011, the researcher found some factors related to the teaching-learning process problems which influence students' motivation. In this regard he considers some factors which decrease students' motivation in learning English as follows.

The first problem was related to the students' interest. The teacher said that the students did not give positive response to the lesson. When the teacher explained the materials, they were busy with their own activities. They ignored the teacher.

Then, the second problem was related to the teacher. Basically, the English teacher tried to explain the English material clearly, but the English teacher did it without using interesting activities. Therefore, the teaching and learning process was monotonous. As a result, some students were bored and they were busy with their own activities.

Teaching materials are also an important factor in the teaching learning process. The materials used by the teacher are considered to be uninteresting. There is only a material text-book for students. The text-book will not be enough for the teacher to make enjoyable activities in teaching-learning process. Because the activities were not enjoyable the students did not like English and always feel reluctant to join the lesson. Further, high students motivation of learning English cannot be achieved.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focuses the study on the use of PowerPoint Presentation to improve students' motivation in teaching-learning process for fifth grade students of Pujokusuman III Elementary School.

D. Formulation of the Problem

Based on the background, the identification, and the limitation of the problems, the researcher formulates the problems as follows. How can PowerPoint Presentation improve students' motivation of fifth grade students of SD Negeri Pujokusuman III to learn English?

E. Objective of the Study

In line with formulation of the problem mentioned above the objectives of the study is to improve the students' motivation of the students of fifth grade in SD Negeri Pujokusuma III through PowerPoint Presentation.

F. Significance of the Research

It is expected that the result of the research will give advantages to some parties.

1. For the students of Pujokusuman III elementary school, this study will provide interesting teaching and learning process by using PowerPoint

Presentation. It is expected that the students can improve their skills through this kind of IT-based materials.

2. For the teacher of English in Pujokusuman III elementary school, this study will provide useful information about the use of PowerPoint Presentation in teaching English for children. It is expected that the findings become good inputs for implementing the same techniques in the fifth grade of elementary schools.
3. For students of English Department conducting teaching practice in the elementary school, it is expected that the findings become good inputs to conduct their teaching practice.
4. For other researchers, the study can be a source to conduct further research of teaching English to elementary school.
5. For the researcher himself, the study becomes a practice and experience in developing his knowledge and skills in problem solving process.
6. For material developers or book writers, it is expected that the finding becomes a good reference for creating or arranging appropriate materials or books.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Teaching and Learning for Children

a) Children Characteristics

Brown (2001: 87) states that children are able to use their abilities consisting of language acquisition devices they have for acquiring the second language better than adults. Children are able to analyze the language form and acquire it. One of difficulties children face in learning second language is the context of classroom instruction. Unlike children, adults are able to analyze and understand linguistics elements such as grammatical items. In this regard the teacher needs to understand the characteristics of children in order to apply appropriate activities and materials to be conducted in teaching learning activities.

Moreover, the teachers need to be careful when brings rules and explanation about language to the about eleven aged children (Brown, 2001: 88). Within that age, children are focus on the immediate environment and situation surround them. In addition, children do not have the ability to understand the linguistics concepts. There for the teacher better applies enjoyable activities than provides students with such linguistic concept.

Characteristics of children depend on their ages in which plays an important role on how they acquire the language. It is supported by Elliot (1981: 169) who states that children use their own opinions to interpret the meaning of something they see. They cannot realize that what they see and think cannot be accepted by other.

Further, Scott and Ytreberg (1990: 4) divide children into two main groups. The first group is the five to seven years old children and the second is the eight to ten years old children. Children by the age of ten have better preparation for the foreign language classroom because they have language acquisition devices which help them understand abstract and symbol. In this regard, they can also describe the abstract and symbol.

What the teacher needs to do is setting up the children to be settled and get involved to the language program. As it is mention by Scott and Ytreberg (1990: 25) who say that eight to ten years old children use their first language for communication. They use the language based on their first language basic rules.

Similar to Scott and Ytreberg, Chomsky (1965: 42) discovers that children have the language acquisition devices which allow them to acquire the language. The devices help children in taking and using words used by other people around them. Through the devices, children automatically speak fluently in the language they used.

In line with Brown, Vygotsky cited in Cameron (2001: 6) states that the environment, the children surrounding, plays an important role in the children

language learning development. People which are the parts of children environment can lead children to be active learners by bringing the language objects and teaching how to use them to children.

Some experts argue their opinions of children's language acquisitions. Tough (1985: 46) argues that since children have been born, they have the ability to imitate and use other people speech without understanding the meaning.

Clark (1977: 300) states that children speak based on the information they take for a certain time from their environment. Clark's statement is supported by another expert. Halliwell (1992: 33) states that children can understand people speech without understanding the meaning of all the words used in the speech. It will be good for the teacher teaches children through some repetition or drilling children.

Moreover, Brewster and Ellis (2002: 27) state that teacher needs to make a breakthrough when teaching language to children because they have great efforts when learning but are weak in accepting and maintaining the information they have got. Further, Cameron (2001: 1) states that children are the active learners. They like to get deal with something new. When children talking in a new language, they bring great motivation with them and talking actively. Language activities such as language game, song and role play will be useful to motivate students and lead them actively participate the activities.

b) **Teaching English to Children**

Brown (2000: 1) states that teacher needs to find appropriate methods, techniques, and approaches in which can lead children to obtain the goal of the language learning. Moreover, Scott and Ytreberg (1990: 10) state that children need to be settled in the language lesson in order to make them get the better output. New way of learning consists of appropriate methods and techniques which can lead children put themselves in some activities may be needed. This kind of learning ways can be conducted by considering some aspect such as well-designed activities, cooperative approaches, etc.

Brown (2000: 87 – 90) proposes some approaches to teach children a second language.

1) Intellectual development

Some rules for the classroom:

- a) Don't explain grammar using terms like "present progressive" or "relative clause".
- b) Rules stated in abstract terms ("to make a statement into a question, teacher add a do or does") should be avoided.
- c) Some grammatical concepts, especially at the upper levels of childhood can be called to learners' attention by showing them certain patterns ("notice the -ing at the end of the word") and examples ("this is the way we say it when it's happening right now. I'm walking to the door").
- d) Certain more difficult concepts or patterns require more repetition than adults need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate.

2) Attention span

The teachers need to move children attentions of immediate situation to focus on the language lesson by providing enjoyable activities in the classroom.

3) Sensory input

Planned activities consisting of contextual items which can be done in such of moving activities are required by teacher when teaching language to children.

4) Affective factors

The teachers should generate children confidents and self-esteems, and should make them ignore anything which can interrupt their minds when learning language and doing activities in the language lesson.

5) Authentic, meaningful language

Children are focused on what this new language can actually be used for here and now. The class is forbidden to have an overload of language that is neither authentic nor meaningful.

Those five approaches by Brown will lead the teacher to plan some enjoyable activities which can attract children and keep their attention while learning English. The activities consist of authentic and meaningful language.

Teacher cannot directly bring the grammar rules into the class but introduce them to students in certain times such as when student asks for an explanation and when correcting written work as mention by Scott and Ytreberg. They say that the grammatical items are some language elements which should be approached carefully and with extreme caution (Scott and Ytreberg,1990: 6).

Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information

surround them (Aitchison, 2003: 135). Further, teacher needs to plan activities which are requiring children to get their body moved, to provide interesting media, and to give modelling action to students in the language learning (Scott and Ytreberg, 1990: 5). Moreover, by dealing with the situation around them, children practice and increase their abilities to solve problems by themselves (Paul, 2003: 172). The activities conducted should be well prepared which is in line with the requirements purposed by the experts. The activities should be involving the children and make them become creatively.

2. School-Based Curriculum

A curriculum is the basis of syllabus design consisting of experts' thoughts and statements of how the language program will be held (Reid, 1993: 74). Further, Brown (2000: 171) defines a curriculum as a plan for carrying out a particular language program. In addition, Feez and Joyce (1998: 9) define a curriculum as a general statement of goals and outcomes, learning arrangements, evaluation and documentations relating to the management of programs within an educational institution.

In Indonesia, the curriculum used is the school-based curriculum. The handbook of the school-based curriculum mentions that a curriculum is a set of plans and arrangements which contains aims and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BSNP, 2006: 4).

The curriculum allows the school to develop the English teaching and learning based on the competency. The school-based curriculum is developed by the school based on the school's potential, characteristics, culture of the society around the school and the students' characteristics. It is developed by the teachers, school principal, school committee, and stakeholders. The basic competency and the standard competency are designed in the curriculum.

The school-based curriculum is developed according to its relevance by each school under the coordination and supervision of the Ministry of National Educational or the Ministry of Religion for the Elementary School in each regency. The development itself cannot be developed out of Standard of Content and Standard of Graduate Competency, and it should refer to the curriculum guidance compiled by Badan Standar Nasional Pendidikan (BSNP). Further, the development of the school-based curriculum in each school has to be agreed by the school committee.

Mulyasa (2006: 22) mentions the objectives of the school-based curriculum as follows.

- 1) To improve the quality of education through the school initiatives in developing the curriculum.
- 2) To improve the school society's attention in developing the curriculum through voting.
- 3) To improve the good competitors in the quality of the education.

The scope of English teaching and learning of the elementary school are managed on the curriculum. The scope of English teaching and learning of the elementary school are listening, reading, speaking, and writing. The basic competency and the standard competency for the fifth grade students of elementary school can be seen in the following table.

Table 1. **The standard of competency and the basic competency of fifth grade**

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<p><i>Mendengarkan</i></p> <p>1. <i>Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah</i></p>	<p>1.1 <i>Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah</i></p> <p>1.2 <i>Merespon instruksi sangat sederhana secara verbal</i></p>
<p><i>Berbicara</i></p> <p>2. <i>Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah</i></p>	<p>2.1 <i>Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk</i></p> <p>2.2 <i>Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang</i></p> <p>2.3 <i>Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan</i></p> <p>2.4 <i>Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: do you mind ... dan Shall we ...</i></p>

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<p><i>Membaca</i></p> <p>3. <i>Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah</i></p>	<p>3.1 <i>Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana</i></p> <p>3.2 <i>Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima</i></p>
<p><i>Menulis</i></p> <p>4. <i>Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah</i></p>	<p>4.1 <i>Mengeja kalimat sangat sederhana secara tepat dan berterima</i></p> <p>4.2 <i>Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati</i></p>

(Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006)

3. Motivation

a) The Definition of Motivation

According to Brown (2000:72) motivation is the extent to which one makes choice about: goals to pursue and the effort you will devote to that pursuit. Moreover, Brewster, et al. (2000:218) defines motivation as a set of beliefs, thought, and feelings that are turned into action.

In addition, Bardner as quoted by Dornyei (2001:219) states that motivation is a kind of energy that includes effort, want/will (cognition) and task

enjoyment. Meanwhile, Slavin (1994:347) states that motivation is the influence of needs and desires on the intensity and direction of behavior. Motivation is not only important in getting students to engage in academic achievement. It is also important in determining of how far students learn from the activities they perform or the information to which they are exposed.

Similar to Bardner, Anderson, (1973:123) states that students who are motivated to learn and interested in what they are doing, will learn more. High or low learning motivation of the students can be measured from their wants and their efforts to achieve high learning achievement for all school subjects. Motivated children have a big hope for success and positive attitude toward goal attainment. They do not think much about a possibility of failure.

From another perspective, Cajkler and Addelman (2000) in Brewster (2000:218) suggest that, in order to keep the levels of motivation high, language teacher should be critical in selecting the activities and the task employed in the classroom. There are two key factors in motivating children. The first is how far the children expect to be successful in doing the task. The second is how far the children think about being successful in doing the task. In conclusion, students' motivation refers to a student's willingness, need, desire, and compulsion to participate and to be successful in the learning process.

In addition, Lile (2003) argues that motivation is to be the key to all learning. The main idea of motivation is to capture the children's attention and curiosity and channel their energy to ward learning. In addition students'

motivation needs efforts from all components including parents and teachers. Government should be very aware about education systems, especially related to students' motivation. They have to have regulations that allow the teachers to hold fun and interesting English teaching-learning process. Furthermore, parents have to support and help the teacher, and also trust them as the parents in law to work as hard as possible.

b) Types of Motivation

1) Intrinsic Motivation

Lile (2003) states that intrinsic motivation is motivation from within the students. An intrinsically motivated student will study since he/she wants to study. Therefore, according to Harmer (2002:51) intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by a desire to make himself feel better.

Moreover Houston (1985:268) states that a person is intrinsically motivated when he/she does something "for the fun of it", or for no other reason than to perform the behavior. For example when we sing in the shower, it is not because we expect applause or we are trying to earn money, but rarely because we like to do it. We don't expect any external award. Someone is having intrinsic motivation when his activity of doing something without any influences from outside.

2) Extrinsic Motivation

Extrinsic motivation is the desire of students to learn with the need for external inducement and rewards, (Elliot, et al, 2000:33). In addition, Brown (2000:164) also states that extrinsically motivated behaviors are carried out in anticipation of reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positives feedback.

According to Harmer (2002:51) extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. In addition Anderson (1973:123) states that motivation in learning can be identified from children behavior characteristics. They are: interest, attention, activity, concentration, and diligence.

As mentioned, the difference between the extrinsic and the intrinsic motivations is where some factors which generate the motivation are coming from. Unlike intrinsic motivation, the extrinsic motivation is caused by outside factors such as the hope of reward, financial needs, punishment syndrome, etc. The hope of reward may be considered as the most influencing outside factors for children. In this regard it may be needed to give reward to children in order to increase the motivation.

c) **Factors Affecting Motivation**

According to Spratt (2005: 38), there are some factors which influence students' motivation to learn a language. The first one is the students' needs of knowing the language well, e.g. for finding jobs, getting on to courses of study, getting good marks from the teacher. Second one is the students' interest in the target language cultures (the culture of the language we are learning). And the last one is the feeling good about learning the language; success, self-confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning).

Moreover, Paul (2003: 23) also proposes the important factors that influence children's motivation: the first factor is home and friends. The attitude of friends and families can have a big effect on a child's motivation. If the student's parents encourage her or him to learn, she or he would more likely to be positive about learning. The second factor is transferability. This factors will help children themselves if they can see how to transfer what they learn into other situations. The third is self-perception. In order to make the children motivated to learn actively, it is important that they have to perceive themselves as being successful. The fourth factor is absence of extrinsic reward. Rewards tend to encourage children to learn as the aim as to get the rewards, not to achieve internal goals, so rewards may have an adverse effect on motivation. And the last factor is evaluation and threats. If children expect to be evaluated or feel they are being watched and checked up on, it is likely that they study for the sake of the

evaluation, to avoid the threatened punishment, or to satisfy the adult watching them, and will lose some inner motivation to learn for its own sake.

d) How to Increase Motivation

There are ten suggestions of how teachers can encourage greater students' motivation: The first is set a personal example with your own behaviour (i.e. be motivated as a teacher yourself). The second is create a relaxing atmosphere in the classroom (i.e. try to prevent anxiety in yourself or the learners). The third is present tasks in an interesting way which makes the tasks seem achievable to the learners. The fourth is developing a good relationship with the learners. The fifth is increasing the learners' self-confidence about language learning (i.e. help learners feel they can be good at learning the language). The sixth is making the language classes interesting. The seventh is promoting learner autonomy. The eighth is personalize the learning process (i.e. make the course feel relevant to the learners' lives). The ninth is increasing the learners' awareness of their goals (i.e. what they want to achieve). The tenth is familiarizing learners with the target language culture (Dornyei and Csizer in Spratt, 2005: 39).

Moreover, Dornyei (2001) in Pinter (2006: 37) suggests that there are four main components or stages of motivational teaching. The first stage is to create motivating conditions for learning. This means creating a pleasant and supportive environment in the classroom. The next stage is to introduce initial motivational techniques such as talking about values, showing positive attitudes to

learning, creating materials that are relevant for the learners, and establishing expectations of success. After this initial stage, teachers need to take care to maintain and protect their learners' motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among learners. Finally, motivating teachers take care to turn evaluation and feedback into positive experiences.

4. Power Point Presentation

a) Definition

Microsoft PowerPoint is desktop presentation software of creating many different types of presentations such as slides, handouts, or even on-screen computer projection that is simple to use and provides powerful features for dealing presentation (Workstation and Microcomputer Facilities Division, 1999:1). Further, Microsoft PowerPoint is a full-featured presentation using slides displayed by computer, slides in 35mm format, transparencies of paper [Baseline access, Training and Support (BATS), 2005 ;1]. You can also create printed handouts for the audience and notes that you can use as you give the presentation. In addition, it is known that PowerPoint is “high powered software tool used for presenting information in a dynamic slide show format (www.actden.com)”. It is very powerful program that can also be used to create presentation for groups or individuals in which they can also printed handouts for the audience and notes that you can use as you give the presentation,

The development of PowerPoint starts from the very simple version with simple use and features to the more modern one with more complete use and featured. Microsoft PowerPoint was first designed by, Dennis Austin, under the name of Presenter for Forethought. The present version is Microsoft Office PowerPoint 2007 released in November 2006. This newest version had mayor changes of user interface and better graphic capabilities.

b) Criteria of Appropriate PowerPoint Presentation

PowerPoint is applicable to use in the instruction. Parette, Blum and Wats (2009:864) clearly state that PowerPoint is especially popular application because many early childhood education professionals already have experience with its use as Instructional technology. It is able to assist learning process because it allows the education professionals to:

- 1) Manipulate a variety of pictures, colors, sounds, animation, slide designs, or slide transitions within a presentation to promote interest and motivation, and
- 2) Deliver information in a clear, structured format, while keeping children engaged in the lessons.

During this generation of millennial learners, who are heavily stimulated by visual and active involvement there is need to create innovative pedagogical approaches that effectively utilize technology, particularly PowerPoint, and meet

students need in learning. At the same time these technologically innovative teaching and learning strategies are being developed. It is imperative for educators to present learning outcomes. In line with this statement, Sidman and Jones (2007:449) state that:

“Multiple ways of using technology in teaching and learning have been utilized to creatively deliver and organize course content. Interactive educational games (Mungai and Jones, 2003), digitized video clips, hand on websites, online assessments, online course management system, simulations, and interactive PowerPoint slides are all examples of methods in which educators attempt to make effective use of technology to actively engage millennial learners and address their learning styles”.

Furthermore, PowerPoint now is widely used in teaching-learning process. Many claims have been about the value of technology in language learning; in particular PowerPoint. Further, PowerPoint can enhance language learners' motivation and understanding (www.moegov.com).

In addition, the use of PowerPoint is expected to be beneficial for both the learners and the teachers indeed in order to facilitate the good teaching and learning environment and enhance the learners' motivation to keep participating in the teaching-learning process. The presentation program PowerPoint is probably the most used tool in the school of today. The use of this program however, comes at a cost, because it is not just different and neutral way of teaching. PowerPoint makes a breakthrough on the teachers' way of teaching and

learners' understanding. In line with this statement, Kjeldsen (2006:1) states that PowerPoint affects not only the way the learners think, learn and understand.

In reference to the above statement, PowerPoint gives solution to the success of, teaching-learning process, in particular the success of the learners to comprehend of text.

c) The advantages of Using PowerPoint Presentation

Stover (2009) states that are many advantages of using Microsoft PowerPoint that include:

1) Interactive and Engagement.

Microsoft PowerPoint and slides presentation hold attention through the use of videos, graphics and music. Because students today are so technology advanced, tools that involved technology such as slides shows increase student motivation and interaction.

2) Ability to capitalize on modern media.

The internet provides current events coverage and the latest information on an enormous number of topics. Slide show tools allow teacher to incorporate texts, videos, audios, and photos from the internet easily, which are allowing them to share the most recent onformation using media that engage students.

3) Integration of multiple sources.

Using Microsoft PowerPoint and slides show, the teachers are able to integrate multiple sources in their classroom presentations. For example, they easily can incorporate photos of student works, a video from a field trip, related content from news sources, and the latest expert research into a single presentation.

4) Availability of instruction.

Rather than handling absentee students written notes of lesson they missed, the teacher enable to replay their lesson pr presentation using a slide show. Absent student receive the same instruction as those who are present, so they do not fall behind.

5) Cooperation and collaboration.

Teachers can share lessons and presentations simply using a file-sharing system of flash drive. Teachers can share the work load of creating presentations. Furthermore, a student seeing more than one teacher's presentation is exposed to more than one point of view.

In regard to the above explanation, PowerPoint is recognized as a computer tool for creating on-screen multimedia presentations that can be used to effectively and actively engage learners and address their learning styles in order to achieve their learning outcomes.

B. Conceptual Framework

Based on the theoretical review above, the teaching of English to children should be different from adult. The way the children learn English will influence how the teachers teach them. The teachers should provide appropriate and interesting resources in teaching learning process so that the children can enjoy their lesson and can understand English easily. If they are given such fun activities, they will be very interested in them. The teachers, the students, the media, the learning environments and the facilities are the factors which affect the students' motivation in the teaching and learning process.

PowerPoint is especially popular application because many early childhood education professionals already have experience with its use as Instructional technology. It is able to assist learning process because it allows the education professionals to manipulate a variety of pictures, colors, sounds, animation, slide designs, or slide transitions within a presentation to promote interest and motivation, and deliver information in a clear, structured format, while keeping children engaged in the lessons.

There are many advantages of using Microsoft PowerPoint that include Interactive and Engagement, Ability to capitalize on modern media Integration of multiple sources, availability of instruction, Cooperation and collaboration. This statement is similar with Kjeldsen who argues that PowerPoint affects not only the way the learners think, learn and understand.

In reference to the above statement, PowerPoint will give solution to the success of teaching-learning process, in particular the success of the learners to comprehend of text.

The researcher believes that he can improve the students' motivation of SD Negeri Pujokusuman III by incorporating PowerPoint Presentation. To improve the students' motivation, the teachers and researcher may do some collaborative works to find problems and causes. Then, they try to solve the problems by observing, planning, implementing and reflecting the actions.

CHAPTER III

RESEARCH METHOD

A. Research Type

This study is action research. It aims at improving the students' motivation of the fifth grade students of SD Negeri Pujokusuman III in the academic year 2010/2011 through PowerPoint Presentation. The researcher, the classroom teacher, the English teacher, and the principal collaborated with each other and worked together. They worked together in collecting the obstacles and the weaknesses of English teaching-learning motivation, identifying the collected problems, planning and carrying out the actions and then doing the evaluation and reflection of the action implemented.

B. Research Setting

The research was conducted in SD Negeri Pujokusuman III in the academic year of 2010/2011. The school is located at Jl. Kol. Sugiono no. 9, Keparakan, Mergangsan, Yogyakarta. SD Negeri Pujokusuman III has six 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 of students' number in each class is about 40 students.

Grade V has 44 students. The class has 25 boys and 19 girls. Most of them come from the middle to low economic background. The class is bright and

comfortable. It gets enough sunlight through its glass windows. There are 22 desks and 44 chairs made from wood. There is a teacher desk and chair. There is a wide white boards in front of the class.

In SD Negeri Pujokusuman III, English was taught from grade I up to VI. For the grade V, the English class was held once a week, every Thursday for about 70 minutes. It was from 07.00 up to 08.10 am. The teacher took the materials for the teaching learning process from the book entitled *Grow with English* published by Erlangga. She implemented translation and direct drilling as her method. The activities were monotonous because she did not provide interesting and appropriate activities, such as games, stories and songs to improve their motivation. The activities were only focused on individual classroom activities.

C. Participants of the Research

The participants of the research were the researcher, the English teacher, and grade V students of Negeri Pujokusuman III in the academic year of 2010/2011. The researcher and the English teacher agreed that the researcher implemented the action while the teacher observed and noted the students' reactions toward the implementation.

D. Time of the Research

The research was carried out in the second semester in the academic year of 2010/2011. It was from March to June 2011. The class was held once a week, every Thursday. The duration was 2 x 35 minutes for one meeting. It was from 07.00 up to 08.10 am.

E. Data Collection Technique

The data were collected by observations and interviews. The teacher did observations to get the data from the teaching learning process. Then the result was made in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were made in the form of interview transcripts.

F. Data Analysis

The data were obtained from the action conducted in the field. Firstly, the researcher looked up the findings as genuine data such as field notes, interview transcripts, and other records. He then analyzed the description of opinions, performances and the result of research. Secondly, from the interview transcript, it could be shown the progress of the implementation given. Additionally, the researcher and the teacher had chances to give their own opinions, ideas, and comments about the implication of the action research. That was useful to avoid subjectivity in analyzing data and get trustworthiness.

G. Research Procedures

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 and discussing with English teacher. The researcher and the teacher shared their opinions, ideas, and problem in teaching and learning in the fifth grade of SD Negeri Pujokusuman III. Then the information collected was classified based on the level of problem.

Based on the interviews and field observations, the researcher together with the classroom teacher classified the existing problems. The main focus of this research was at improving motivation through PowerPoint Presentations in learning English of the fifth grade of SD Negeri Pujokusuman III.

2) Planning

After identifying and selecting the problems that were serious and feasible to be solved, the researcher and the English teacher made some plans to be implemented in the teaching learning process. Afterwards, he chose PowerPoint Presentations as one of the interesting media. After the PowerPoint Presentations have been selected, he made the preparation of the action.

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 two meetings. The topics used were adapted from *Grow with 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 V after the action had been done. The English teacher and the collaborator helped 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

The researcher made reflections in every cycle. The reflection was important to do because could be used 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 gotten from the observation and the interview to the English teacher, some students of grade V. They gave their comments of the actions done. The reflection was done to see what happened in the actions, to see whether the objectives were achieved or not.

CHAPTER IV

THE RESEARCH PROCESS, FINDING, AND INTERPRETATION

The description of the action research steps would be presented here in four sections. The first one is the identification of the field problems. The second is the report concerning Cycle I. The third is the report concerning Cycle II. And the last is the general finding.

A. Identification of Field Problems

To identify the problems in the field, the researcher did some activities. The first one was conducting class observation and the second one was interviewing the teacher and the students of SD Negeri Pujokusuman III on February 17th, 2011. From these activities, the researcher found many problems related to the students' motivation that needs to be solved. Learning motivation could be identified from the students' behavior and characteristics. Those were interest, attention, activity, and concentration. Therefore the researcher identified the problems as follows:

Table 1
The Field Problems

No	Problems found	Indicator
1.	Interest Some students felt that English was difficult and did not like the English instruction.	1) Some students said that English was difficult. 2) Most of students said that they did not like the English instruction given.

2.	<p>Attention</p> <p>Some students did not pay attention to the lesson.</p>	<ol style="list-style-type: none"> 1) The students made noise. 2) Some of the students drew something on their book. 3) The students looked outside of the class through the window.
3.	<p>Activity</p> <p>There was lack of involvement of the students in the teaching and learning process.</p>	<ol style="list-style-type: none"> 1) Most of the students did not answer the teacher's question. 2) Some students did not ask any question if they did not understand the material and task given. 3) Some students kept silent when being asked questions.
4.	<p>Concentration</p> <p>The students' concentrations were easily distracted and got bored easily.</p>	<ol style="list-style-type: none"> 1) Some students frequently asked the teacher to end the class. 2) Some students were sleepy during the lesson. 3) Some students frequently looked out through the window.

From the list of the problems above, the researcher and the English teacher selected some problems that were very serious and feasible to be solved. They agreed that there were four feasible problems to be solved:

- 1) The students were not interested in English and its teaching and learning process. They admitted English as a scary lesson, even some of them were afraid of making mistakes while joining the English teaching and learning process. On the other hand, the students who were motivated to learn and interested in what they were doing, would learn more. Whether or not, the students who were motivated can be seen from their willingness and efforts to achieve high learning achievement for all school subjects. In this case, none of

the students had highly interest in the English instruction and the efforts to reach the goal.

2) Controlling the students had direct relationship with students' attention and interest. While they were not interested in the lesson, it is difficult for the teacher to control them. The teacher will be unable to control the students when he lost students' attention. Students became uncontrolled since the teacher did not provide interesting activities. Teacher needs to have plenty of objects and pictures to work with, and to make full use of the school and surrounding. In fact, in this classroom, the students were not interested to English lesson because of the activities which were boring and uninteresting.

3) Most of the students were not active in the teaching learning process. There were only some students involved in the teaching and learning process. Some of them kept in silent and did not want to answer when being asked. Moreover, when they faced troubles they did not want to ask for a help from the teacher.

In addition, a person might be motivated by the enjoyment of the learning process or by a desire to make himself or herself feel better. In this case, the students were not motivated to study and did not have much interest to the teaching and learning process. It was shown as they did not enjoy the teaching learning process. The condition was caused by the lack of challenges or even because of uninteresting material in the teaching and learning process.

4) The students' concentration was easily distracted. That was actually a very common situation and the teacher should not merely blame the students. They should understand since children generally just have a limited attention span

and they easily get bored and lose their interest after ten minutes, although they are given the extremely engaging ones. The problems above lead the researcher to implement Power Point Presentation as the solution to the problems. If the presentation is effective, the students would have a good motivation to learn English in the teaching-learning process. The problems are presented below:

Table 2
The Feasible Problems to be Solved and the Functions of the Slideshow Content

No	Problems	Slideshows	The Slideshow's Function
1.	The students were not interested in English and also its teaching and learning process.	Cartoon characters. Ex: SpongeBob and friends.	The researcher used interesting pictures such as cartoons or animations which are colorful and bright.
2.	It was difficult for the teacher to control the students	Using slideshow games. - Crosswords puzzle	The researcher used crosswords puzzle in the PowerPoint which could give the students more chances to take a part on the activities.
3.	The students' involvement in the English teaching learning process was low.	Using slideshow with Role play	The researcher used role play in the PowerPoint which could make the students more active during the teaching and learning process. All students got same turns to speak.
4.	The students' concentration was easily distracted.	Using slideshow game. - Make a match	The researcher used the make a match game in the PowerPoint which could make students active and involved in the teaching and learning process. So, the students' concentration would be difficult to be distracted.

B. Reports of Cycle I

1. Planning

Considering the problems identified, the researcher and the English teacher planned to implement PowerPoint Presentation to support the main activities and materials and to use game as the supporting activities.

Before doing the actions, the researcher made the course grade based on the Standard of Competency (SK) and the Basic Competency (KD). Then he discussed the Course Grade with the English teacher. After they reached an agreement with the course grade, he made the lesson plans to conduct the actions.

By implementing these techniques, it is expected that:

- a. The students would be interested in English,
- b. The students would easily be controlled,
- c. The students would be involved in the teaching learning process,
- d. The students' concentration would not be easily distracted.

2. Action

The actions were done twice on 28 April and 5 May 2011. There were two meetings in the first cycle. The actions were applied in every meeting.

a) Meeting 1

The action applied in the first meeting was implementing PowerPoint Presentation in the English teaching and learning. After the action had been done, he interviewed the observer and students. Here is the description of the action in the first meeting.

In the first meeting, Power Point Presentation was used in whole learning activities involving presentation, practice, and production activities. In the presentation activity, teacher explained the material to students and then students performed their skills under teacher's control. He used pictures of "traffic signs" to introduce material of the asking and showing direction by showing the pictures of traffic signs.

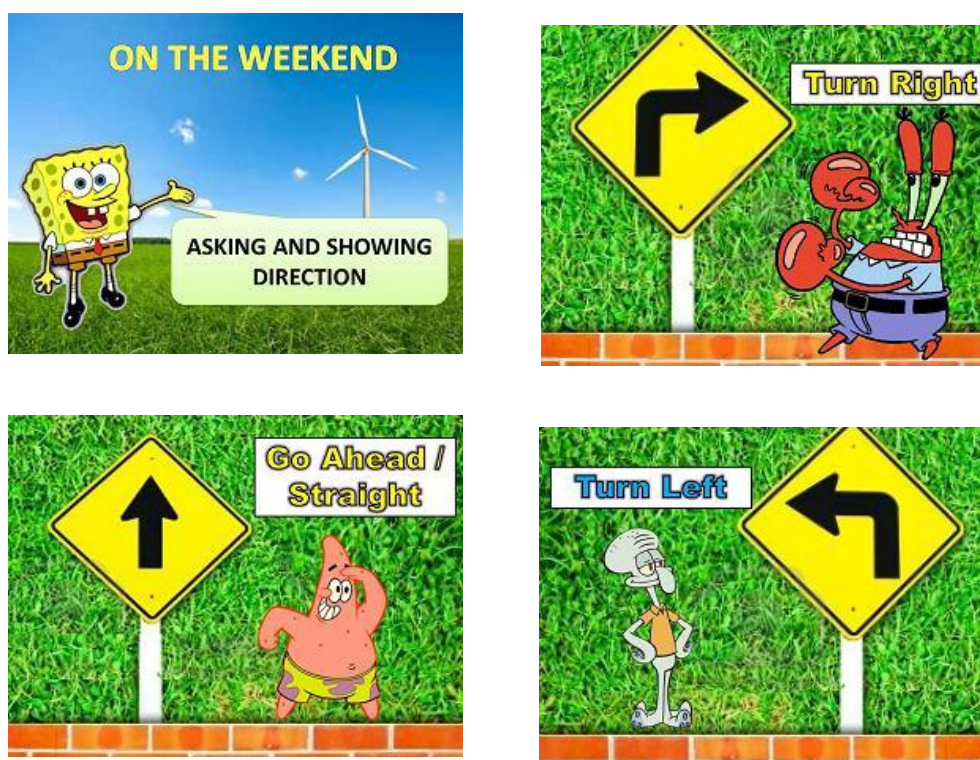


Figure 1. Picture of traffic signs

The researcher explained the traffic signs from the slideshows. The learning process was effective during the activity and students liked the pictures shown in the slideshows. They enjoyed the slideshows very much. It can be seen from the following field note.

Saat P menghidupkan proyektor dan kemudian muncul slide show di depan kelas mereka berteriak "Eh Spongebob" kemudian mereka tertawa bersama.

(When researcher turning on projector then the slideshow shown some students said "Eh SpongeBob" and then laughed).

(Field Note 7 / 28 April 2011/ line 8)

He asked some students to guess the meaning of the traffic signs. It was applied to check their understanding by showing them a picture on PPT then they tried to guess it.

R: What is it?

S: Turn left? (a student answered)

R: What is it?

S: Straight? (a student answered)

R: What is it?

S: Turn right sir? (a student answered)

(Field Note 7 / 28 April 2011/ line 10)

The presentation done by the researcher using Power Point consisting of pictures of traffic signs was able to attract the students and make them learning English actively. In addition, the class condition was manageable and students actively participating the English learning activity. It can be seen from the following interview.

R : Gambar trafic signs di layar tadi suka tidak?

(do you like the pictures of traffic signs?)

S : Suka.

(Yes, I like the pictures)

(Interview 5 / 28 April 2011)

The researcher showed the slides show which consist of pictures and dialogues. When the picture of Sinchan was shown, a student in the backside of the class said “*eh, ada ilham*”, other students laughed spontaneously and the class was noisy. The researcher then cooled the situation down by saying “*sudah-sudah, kembali ke layar ya*”.



Figure 2. Picture of dialogues

The researcher practiced the expressions based on slideshow in front of the class. The teacher asked the students to repeat the expressions. After that, the teacher divided the students into two groups to practice the expressions.

Most students were eager to perform the dialogue during the activity. There was difference in performing the dialogue between two groups. The left group pronounced the words with slow voice. That is why the researcher needed to encourage students to perform the dialogue loudly. “*ayo group kiri lebih semangat, jangan mau kalah sama group kanan!*”, said the researcher to courage students. Some students of the left group said, “*iya pak*”. Then the researcher asked them to repeat practicing the dialogue. As a result the left group is now speaking loudly.

In the practice activity, the slide show used consisted of exercises and examples of dialogue in which students need to create.

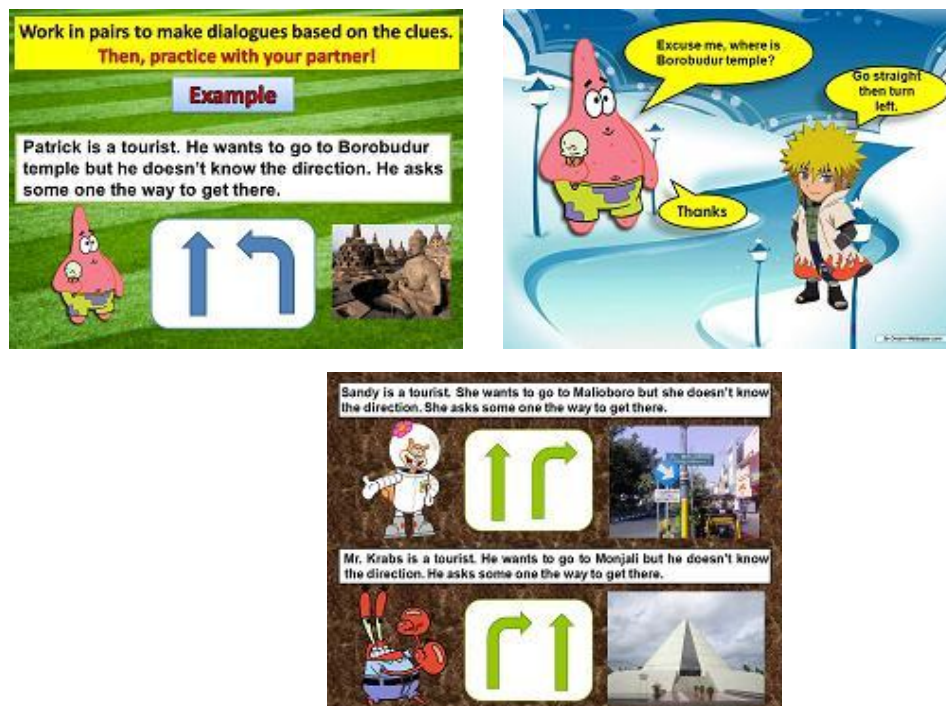


Figure 2. Picture of exercises of dialogues.

The researcher asked the students to work in pairs to make dialogues based on the clues in slideshow. After that, the students were asked to practice their dialogues. Most of the students enjoyed completing the tasks in groups. Few students made noise when seeing their friends finished the task first. It can be seen from the following conversation.

S one : *Sudah selesai pak.*
 (we've finished the task sir)
R : Finish?
S other: *Belum pak..... wuuu....*
 (not yet sir, yealing the students who didn't finish yet)
R : Ok, I give you 3 more minutes.
S : yes sir....

(Field Note 7 / 28 April 2011/ line 16)

However the use of the PowerPoint Presentation had weakness that was on the pictures used which was not interesting enough. It can be seen in the following interview.

R : Gambar yang digunakan di PPT tadi bagus tidak?

(Do you like the pictures on the PPT?)

S : Tidak

(No)

R : Kenapa?

(why?)

S : Kurang lucu.

(not funny enough)

R : Misalnya siapa yang lucu?

(then who is the funny one?)

S : Bernard bear pak.

(Bernard Bear sir)

(Interview 7 / 28 April 2011)

Besides, there were instruction statements which were too long and difficult to understand by students. As a result, most of the students of the class feel difficult to understand the instruction given. It can be seen in the following interview.

R : Soalnya tadi sulit tidak?

(Do you feel difficult when doing the tasks?)

S : Sulit, tulisannya panjang.

(Yes, the statements are too long)

(Interview 8 / 28 April 2011)

In the teaching learning process, the researcher used other actions to support the main action. It was needed to make the action successful. He applied games which were combined with the power point as the production activity. He

used a language game. He divided students into a group of four then prepared the picture of map on the slideshow.



Figure 3. Picture of role play.

He explained the rule of the game, each student of the groups belonged to someplace in the map then they had to discuss the direction to reach the public places in the map. For example, a student belonged to “post office” then he asked other students in his group (belongs to the bank) where the post office is from his place. He had to discuss with his group how to get the direction. The games made the students happy and enjoyed in learning English in the class.

R : Tadi role play nya suka?

(Did you like the roleplay?)

S : Suka. Karena biasanya gak pernah ngomong-ngomong ma temen pake bahasa Inggris di kelas.

(Yes, I did. I liked it because we never spoke with our friends in English in the class before).

(Interview 5 / 28 April 2011)

b) Meeting 2

The actions were the same as the actions in the previous meeting. In the presentation activity the researcher used Power Point which consisted of public places pictures. It is expected that students are interested to watch, listen, and guess the name of the public places pictures shown in the slide show. Unfortunately, after some pictures were shown, some students enjoyed talking with their friends in the backside of the class and did not watch the rest of the pictures shown. It was caused by some pictures used were not interesting enough. It can be seen in the following interview.

*R : Tadi pas gambar public places keluar di layar suka tidak?
(Do you like the pictures of public places shown in the slide?).*

S :Suka pak.. tapi lama-lama bosan.

(Yes I like, but I'm getting bored after).

R : Kenapa bosan? (Why?)

S : Gambarnya gak lucu pak. (The pictures are not funny enough)

(Interview 10 / 5 May 2011)

When the class was noisy, the English teacher who played a role as the observer advised some students in the backside of the class not to make noise and to pay attention to the lesson. “*ssstt... dengarkan masnya, jangan bicara sendiri*”, said the teacher. Then the researcher attracted students by using crossword puzzle game.



Figure 4. Picture of crossword puzzle.

In the second meeting, he added crossword puzzle into the presentation activity. He then asked students to work in pairs and do the crossword puzzle. He showed the slideshow consisting of crossword puzzle to the students. The students were asked to answer the crossword puzzle in the copies and to see the questions in the slideshow. The game attracted the students as can be seen in the following interview.

R : Game yang crossword puzzle tadi bisa tidak?

(Can you complete the crossword puzzle?)

S : Bisa pak,

(Yes I can).

R : Menyenangkan tidak?

(Do you like it?)

S : Iya pak,

(Yes I like it).

(Interview 10 / 5 May 2011)

After that he explained the vocabulary list shown in the slide show. He drilled students to pronounce the lexical items correctly. After the students were able to pronounce the words correctly, he showed the slideshow which consisted

of public places pictures and the description. He explained the pictures and the descriptions by modeling the way to pronounce the words then students imitated.



Figure 5. Picture of describing public places.

In the practice activity, he asked students to describe the public places pictures orally. He showed the slideshow containing public places pictures to students and asked one of them to describe the pictures orally. This activity did not run well because they were getting bored and talking to each other.

“*Ssttt.... Silent please*” The researcher asked the students who sat in the back not to make noise and to listen their friends who was describing the picture of public places. Then the class became normal.

Therefore, he attracted them through matching picture game. He divided students into eleven groups, a group consisting of four students. Then he showed the slideshows of public places pictures and the descriptions. After that students were asked to match the pictures with the descriptions. The activity interested students as can be seen in the following interview.

*R: Game yang mencocokkan gambar dengan deskripsinya tadi gimana?
(what do you think about the matching game?)*

*S : Seneng pak.
(It was fun sir)*

R: Mudah bukan?
(It was easy, right?)

S : Iya.
(Yes)

(Interview 10 / 5 May 2011)

In the production activity, students were asked to write at least two descriptions about public places. The students wrote the descriptions on their own books. Then he asked the students to submit the books to be evaluated.

3. Reflection

After conducting the actions in the first cycle, the research team had a small discussion. In the discussion, they analyzed the data from the observations and the interview transcripts to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions.

The use of *PowerPoint Presentation in the teaching learning English* was effective in motivating the students and making them involved in the teaching and learning process. It also made them brave enough to speak up and practice English. However, there were still some weaknesses; the pictures used were not interesting enough so a few students did not focus on the lesson but comfortably talking and joking with their friends. Instructions which were too long also made the students felt difficult to understand it. As a result, it was difficult for the students to understand the instructions given.

Game which was used as supporting activity was helpful in controlling students and made them more active in teaching learning process. The students were easy to cooperate in English learning process. Crossword puzzle and matching game were excited students. By playing the games, students' concentrations were hardly distracted. In addition, students did the tasks given seriously.

C. Reports of Cycle II

1. Planning

Based on the reflection of the first cycle, there would be some plans in Cycle 2. The researcher and the teacher planned to implement PowerPoint Presentation with interesting and preferred pictures. In this second cycle, he also made the course grade to discuss with the English teacher. After that he made the lesson plans to conduct the actions. The pictures used were in form of animated full-colour pictures. he also added audible device in which the pronunciation of the used words and utterances. he decided to implement the new games with the consideration that the students needed many fun activities and give the winner reward to make them much more interested and motivated in learning English, it was expected that:

- a. The students would be interested in English,
- b. The students would easily be controlled,
- c. The students would be involved in the teaching learning process,
- d. The students' concentration would not be easily distracted.

2. Action

The actions were done twice on 19 May and 26 May 2011. There were two meetings in the second cycle. The actions were applied in every meeting.

a) Meeting 1

In this cycle, the PPT was implemented the same as in the first cycle. The pictures in the PowerPoint presentation were more interesting than those in the first cycle. The researcher used pictures of “pets” to introduce some materials about “the asking and giving information” by showing pictures of pet animals. The pictures used were the combination of animated and unanimated pictures, supported with audible devices which pronounced the name of the animals. It was aimed to attract students’ attention. As a result, the class was manageable and students focus on the presentation – watching the slideshow.





Figure 6. Picture of pets.

Students were interested to each picture shown with its pronunciation.

*R: PPT yang ada gambarnya hewan tadi suka tidak?
(do you like the pictures of pet in the PPT?)*

*S : suka pak.
(Yes I like it sir).*

*R : Kenapa?
(Why?)*

*S :Lucu. Bisa gerak-gerak. Ada suaranya juga.
(It was funny, it can move and there is a sounds too).*

(Interview 14 / 19 May 2011)

He explained about “asking and giving information” about the pet dialogue by showing some pictures and dialogues in the slide show. He gave examples how to pronounce some words by playing the voice of conversation in the slideshows. Then he asked students to repeat what they heard.



Figure 7. Picture of dialogues.

As a result, most students pronounced the words correctly and a few students made mistake when pronouncing the words.

*R : Pada saat menirukan dialog yang ada di PPT sulit tidak?
(Do you find difficulty when imitating the dialogs?)*

*S ; Tidak pak
(Not at all sir)*

*R : Kamu suka dengan gambar yang ada dialog tadi?
(Do you like the picture on the dialogs?)*

S : Suka.(Yes)

*R: Suara yang muncul dalam percakapan tadi bagus tidak
(Do you think the sound in the dialogs are good enough?)*

*S: Bagus.
(Yes it was good)*

(Interview 15 / 19 May 2011)

The presentation applied by the researcher is considered running effectively. Most students were attracted and interested to join and focus on the English learning process. It is supported by the English teacher's statement in the following interview.

R : Pada saat presentasi menggunakan PPT untuk menjelaskan materi tadi menurut ibu bagaimana?

(What do you think about the using of the PPT?)

ET : Sudah bagus mas, siswa terlihat antusias untuk memperhatikan PPT nya.

(It was good, the students are enthusiastic to pay attention the PPT).

(Interview 23 / 26 May 2011)

He applied "show your pet" game in the practice activity. He asked students to make a group consisting four students. He gave the students flashcards containing the names of animals.

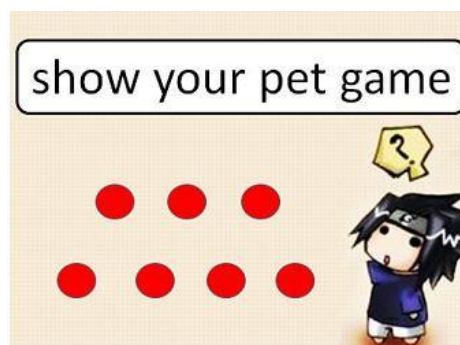


Figure 8. Picture of show your pet game.

He explained the rule of the game. He asked students to guess the name of animals shown in the slideshow then each group has to rise up the correct flashcard quickly. He who raises the correct flashcard faster will get 1 point. The winner is the group which gains most point. All students got a turn and could do this activity well. They looked cheerful and some of them stand up. This could be seen from the field note the students' responses.

R: Do you want to play game?

S: Yes Mr.

R: Ok, everybody look at the slide show.

Nanti saat gambar hewan muncul di layar, cepat-cepatan mengangkat nama hewan itu. siapa paling cepat dia mendapat 1 point. Paling banyak mendapat point dia pemenangnya.

(Rise the name of pet quickly when the picture is shown in the slideshow, who rise it fastest will get 1 point. Who get the most points will be the winner)

S : *yang menang dapat apa pak?*

(What will the winner get?)

R: *Group pemenang akan mendapat vocher soto.*

(The winner group will get the soto vocher)

S: *Asyik, bener ni pak?*

(Cool, are you sure sir?)

R: *Iya bener.*

(Of course)

S: *Asyik...*

(Nice)

R: Ok, let's play the game

(Field Note 13 / 19 May 2011/ line 10)

Students were eager to win the game in order to get the reward – soto voucher. Moreover, there was a student which stands by to rise the flashcard up quickly to get a point

The second game, the survey game, was applied in the production activity. He showed the picture of survey notes and asked each student to survey his/her partner in his/her group by asking questions using English as it is mentioned in the dialogue.

S1 : do you have a cat?

S2 : no, I don't

S1 : do you have a bird?

S2 : yes, I have.

(Field Note 13 / 19 May 2011/ line 12)

The researcher gave a point to a group which used the dialogue frequently and correctly. The game was running effectively, students enthusiastic participating the activity and had willingness to do the asking and giving dialogue using English. It can be seen in the following interview.

R: Game yang suruh mensurvey tadi suka tidak?

(Do you like the survey game?)

S: Suka.

(Yes I like it)

(Interview 16 / 19 May 2011)

By applying the games students became more active, manageable, and their concentration were hardly distracted in the English learning process.

b) Meeting 2

In this meeting, the researcher used PowerPoint Presentation as the main activities to make the students interested learning English and to improve students' concentration to be not easily distracted. He also used game to make students easy to be controlled and actively giving contribution on the lesson. The media used were colourful pictures, animated and flashcards. They were used to attract the students and to motivate them in English teaching-learning process. These are the descriptions of the actions.

Firstly, the researcher applied crossword puzzle game.

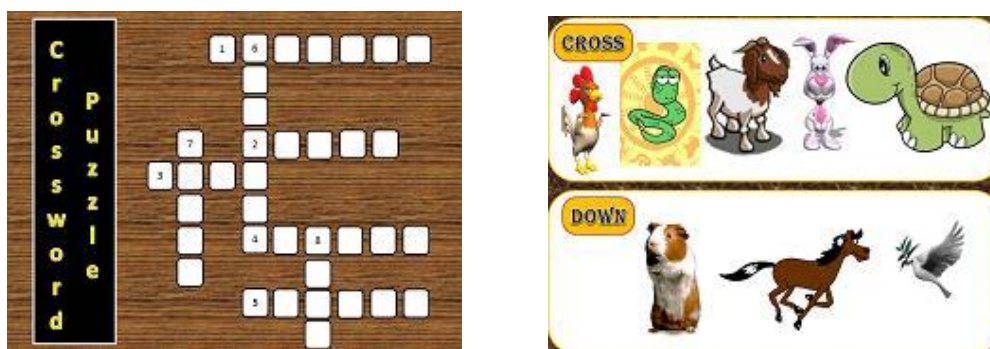


Figure 9. Picture of crossword puzzle.

Students were asked to complete the puzzle in pairs. After students completing the puzzle, the researcher taught the students pronouncing new vocabulary in the crossword puzzle. Students were attracted and excited with the game. It can be seen in the following field note.

R: Ok, sekarang kita akan bermain crossword puzzle.

(Ok, now we will play the crossword puzzle).

S : Asyik....(all students answered)

(Nice,)

(Field Note 14 / 26 May 2011/ line 5)

Then the researcher showed students pictures of animals and their descriptions on the slides show. He explained the pictures to the students. Pictures in the slides show were in form of unanimated and animated pictures. He also add the sound how to describe the pet on his PPT.



Figure 10. Picture of describing pets.

Students liked the animated pictures as it can be seen in the following interview.

R : Gambar di penjelasan pet tadi suka tidak?

(Do you like the pictures on the describing pet?)

S : Bagus pak, bisa gerak2.. lucu..

(It was good, it's funny)

(Interview 19 / 26 May 2011)

The students are happy with the sound in the slideshows. When the researcher explained the pets by playing the sound in the slideshows, the students looked enthusiastic and they pronounced the words loudly.

In the practice activity, he used slide show consisting of animals' pictures and jumble words. Students were asked to work in pairs and arrange the jumbled words into a meaningful sentence.



Figure 10. Picture of jumble words.

Then he showed the animal pictures with the descriptions. Students were asked to work in pairs and match the pictures with the correct descriptions.

Students were happy arranging the jumbled words and matching the pictures which were given by the researcher. It can be seen in the following interview.

*R : Tadi pas jumble words bisa tidak?
(Can you arrange the jumble words?)*

S : Bisa

(Yes I can)

R : Suka tidak?

(Do you like it?)

S : Suka

(Yes I like)

(Interview 20 / 26 May 2011)

The researcher asked students to play a game – ‘make a match game’. Students were asked to match pictures with the descriptions on the PPT. Students were happy with the game as can be seen in the following interview.

*R: Tadi pas make a match suka tidak?
(Do you like the 'make a match' game?)*

*S: Suka.
(Yes, I like it.)*

(Interview 21 / 26 May 2011)

He then showed animal pictures using slides show. He asked students to describe the pictures. The activity ran effectively as it can be seen in the following interview.

*R : kalau saat mendiskripsikan gambar secara orall tadi gimana?
(What about the activity of describing pictures orally?)*

ET ; sudah bagus kok mas, sudah ada yang berani untuk mangacungkan tangan mencoba menjawab walaupun masih malu-malu, maklum saja masih anak-anak. Tapi itu menunjukkan bahwa mereka menjadi lebih berani.

(It is good. There are students who eager raising their hands to answer although they are shy. No wonder they are children. However, that is meant that they are becoming better)

(Interview 23 / 26 May 2011)

In the production activity, students were asked to write at least two descriptions about animals. Students wrote the descriptions on their own books. Then the researcher asked students to submit the books to be evaluated.

3. Reflection

After conducting the action in cycle II, the research team conducted a discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the action that had been conducted. Everyone was free to voice their opinions, feelings, and suggestions related the implemented actions. The following were the results of the reflection:

The use of *PowerPoint Presentation in the teaching learning English* was effective in motivating the students and making them involved in the teaching and learning process. It also made them brave to speak up and practice English. The use of PowerPoint Presentation was effective in motivating and also making the students involved in teaching and learning process at the first cycle. Animated pictures supported with the sound had a big influence to the teaching learning process. The students were more enthusiastic and brave to speak up. The weaknesses of the first cycle were the picture of the slides show that was not interesting enough and the instruction statements which were too long and difficult to understand by student. They did not emerge in the second cycle. Finally, the students could understand the lesson and the instruction given easily.

The game which was used as supporting activity was helpful in controlling students. Students were easy cooperated and advised in English learning process. Crossword puzzle, matching game, survey game and show your pet game were excited students. By playing the games, students' concentrations were hardly distracted. In addition, students did the tasks given seriously. As our hope, it successfully made them enthusiastic and not easy to be distracted.

D. General Findings

The action was implemented in two cycles. Based on the reflections of each cycle, a number of points can be concluded as follows;

- 1) The implementation of cycle 1 and cycle 2 were very effective to build the students' enthusiasm in learning. They were interested in the teaching and learning process.
- 2) The use of animated pictures and the sound in the PowerPoint Presentation as the main activity was attracting students. In this regard, students' motivations in learning English were improved.
- 3) Games as the supporting activity made the students much more enthusiastic in the teaching and learning process. Those activities made students eager to speak and avoid students from being passive during the teaching and learning process.
- 4) Giving rewards to the winner was effective to arouse the students' self-confidence especially the passive ones.
- 5) Some weaknesses on the first cycle were successfully overcome in cycle two: students like the pictures and the sound included in the PPT slideshow. The instructions in the PPT were shorten so that students were not confused.
- 6) After implementing the two cycles, Almost of the students did not look out through the window. None of them put their head on the table as they did before the implementation. As a conclusion, the second cycle had a better result dealing with the students' motivation.

The following were the changes occurring in the Teaching and Learning process from the pre-action, cycle I and cycle II. They were both successful and unsuccessful result.

Table 3
The changes (before and after implementation)

Before action were conducted	Cycle I	Cycle II
The students were not interested in English and also its teaching and learning process.	Almost of the students were interested in the teaching and learning process although still, there were still some problems emerged e.g. the pictures of PPT are uninteresting enough.	The students were enthusiastic in the teaching and learning process. Moreover, the number of students who were involved in the activities was increased.
On average, the students were very noisy. The teacher faced difficulties in handling them.	The students were still noisy in a particular time. But that was because of the activity that needed discussion.	The students were not noisy. They paid attention to the lesson carefully and obeyed during the teaching and learning process
The students' Involvement in the English teaching learning process was low	Most of the students were involved in the activities given.	All of the students were involved in the activities since that were engaging. The problems emerged on the cycle 1 could be overcome. The activities were successfully run.
The students' concentration was easily distracted.	Most of the students follow the English lesson enthusiastic so that they are not sleepy and looking through the window anymore.	All students paid attention to the English lesson well so that they focused on the lesson and were not sleepy and looked through the window anymore.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussions in chapter IV showed that the students' motivation in the English instruction at grade V of SD Negeri Pujokusuman III improved through the use of PowerPoint Presentation. In the first cycle, there were successful and unsuccessful actions. However, in the second cycle all actions, such as PowerPoint presentation and games, were successful. It could be seen from students' opinions, students' involvement, teacher's observation and opinions. These are presented as follows.

The researcher found that the activities could: (1) make the students interested in the English learning process, (2) keep students attention in the English learning process, (3) make the students involved in the English teaching and learning process, and (4) keep the students' concentration so it would not easily be distracted. Moreover, the students got involved in the teaching and learning process.

As expected by the researcher, there were 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 related to the following:

1. The changes in the English and learning process

During the implementation of the research, the English teaching and learning process became more lively , active, and enjoyable. It was

different from its former condition that was monotonous. There was very little attention from the students to the English teaching and learning process. After implementing PowerPoint Presentation, the students got involved actively in the learning activities. Thus, they were interested in engaging themselves in the teaching and learning process.

2. The changes happening to the students

By the end of the action research, there was still a problem emerging e.g. some of the boys at the backside of the class were noisy during the teaching and learning process. Nevertheless, applying some PowerPoint presentation with games such as *role play*, *Make a match*, *crosswords puzzle*, etc, most of the students were enthusiastic and motivated to join the teaching learning process.

3. The changes happening to the English teacher

As involved in the research directly, the English teacher got more knowledge about teaching English in the classroom especially how to overcome the low motivated students. Furthermore, she could improve her knowledge about how to teach English to children using PowerPoint presentation.

4. The changes happening to the researcher himself

As the action implemented, the researcher earned knowledge about the teaching and learning process to children. As a teacher then, he should to be creative in creating interesting activities hence that the students became enjoy and enthusiastic in the teaching and learning process. He realized that

every child has his own characteristics and he needs different treatments. Moreover, the researcher learnt how to understand young learner/children and how to create or apply various activities to accommodate their characteristics, interest and needs.

B. Implications

The research findings showed that the students' motivation in the English learning process were improved. Comparing with the students' motivation in the former condition, the motivation of the 5th grade students of SD Negeri Pujokusuman III was better.

The successful actions have some implications. They were described below:

1. Motivation of fifth grade students of SD Negeri Pujokusuman III were considered to be low. It is because of some factors such as students' interest, the monotonous teaching learning process and uninteresting materials. Implementing PowerPoint Presentation is effective to increase students' motivation. It is because the PowerPoint Presentation are able to controls students, make students actively participating lessons, and keep them focus on the lessons. Some considerations of implementing the PowerPoint Presentation are classroom management, students' characteristics (children), the way how PowerPoint Presentation applied. In this regard teacher should be careful to choose the technique and the media while presenting the presentation. They also have to consider the students'

characteristics in which have a great deal to the successful of the using of PowerPoint Presentation to improve students' motivation.

2. The implementation of children-friendly learning resources could promote classroom interaction in the teaching and learning process. The student's interaction could be accommodated by using children-friendly learning resources. It implies that teachers should know about resources that are interesting for children and provide interactive activities that can improve student's interaction.
3. The use of various input included in the PowerPoint Presentation such as pictures and sound were successful in motivating and maintaining the students' attention. Therefore the teacher should be creative in combining media to support the teaching and learning process.
4. Giving rewards in groups or individuals could motivate the students. Some students would be more active when they were in group works but some others would be more active when they were in individual works. It implies that the teachers could balance the rewards given the students as groups and as individuals. However, it is not wise to give rewards in every meeting since the students have to know the value of their learning. The teachers should create the students' intrinsic motivation as well in addition to their extrinsic motivation.

C. Suggestions

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

1. To the English teacher.

The English teacher needs to try use PowerPoint Presentation because it can improve the students' motivation. She also needs to involve and combine interesting media such as pictures and sound, etc to make the teaching and learning process interesting.

2. To other researchers

The researchers who will conduct similar research should have better preparation before conducting the research. Moreover, they have to have much knowledge related to their research study.

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Appendices

Appendix 1

(Course Grids)

The course grid of the implementation of PowerPoint Presentation

Class V / Semester II
Academic year of 2010/2011


Standard Competence

Mendengarkan

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Berbicara

- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Theme	Basic Competence	Indicator	Learning Materials	Learning Activities	Time	Media	PowerPoint Slides
On the weekend	<p>Listening</p> <ul style="list-style-type: none"> ▪ Merespon instruksi sangat sederhana secara verbal <p>Speaking</p> <ul style="list-style-type: none"> ▪ Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan member petunjuk 	<ul style="list-style-type: none"> • Students are able to know the vocabulary related to signs. • Students are able to guess the name of signs. • Students are able to express the expression of asking direction. • Students are able to respond to the expression of asking direction. • Students are able to do role play. 	<ul style="list-style-type: none"> • Asking and Showing Direction <p>Turn left Turn right Straight /go ahead</p> <ul style="list-style-type: none"> ▪ Andi : excuse me, where is prambanan temple? ▪ Ratna : Go straight, then turn right. ▪ Andi : Thank you 	<ul style="list-style-type: none"> • Presentation <ol style="list-style-type: none"> 1) The teacher (T) shows some pictures of signs on the PPT to the students(S). 2) T drills S about the signs like turn right, turn left, go ahead, go straight, etc. 3) T asks some questions to check their understanding using those signs. T shows those pictures then the students guess the direction. 	2 x 35 minutes	PowerPoint Presentation	<p>Presentation :</p> 

- 4) T shows pictures consist of the examples expression asking and showing direction on PPT to the students.
- 5) T drills S about asking and showing directions
- 6) T practices the expressions using a picture on PPT.

- Practice

- 7) S are asked to work in pair to practice the dialogue in front of the class.

- Production

- 8) S do role play (one student be a villager and other be a policeman)

Practice :



Production :



The course grid of the implementation of PowerPoint Presentation

Class V / Semester II
Academic year of 2010/2011

Standard Competence

Mendengarkan

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Berbicara





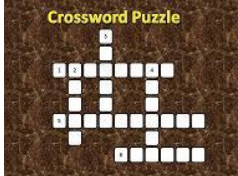
- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah





Membaca


- Memahami tulisan bahasa Inggris sangat sederhana

Menulis

- Mengeja dan menyalin kalimat bahasa Inggris sangat sederhana dalam konteks sekolah

Theme	Basic Competence	Indicator	Learning Materials	Learning Activities	Time	Media	PowerPoint Slides
On the weekend	<p>Listening</p> <ul style="list-style-type: none"> Merespon instruksi sangat sederhana secara verbal <p>Speaking</p> <ul style="list-style-type: none"> Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan memberi petunjuk <p>Reading</p> <ul style="list-style-type: none"> Memahami kalimat sangat sederhana secara 	<ul style="list-style-type: none"> Students are able to know the vocabulary related to the materials. Students are able to complete the crosswords puzzle. Students are able to read a diskriptive text. Students are able to guess the name of public places Students are 	<ul style="list-style-type: none"> Describing public places  <p>- It is swimming poll. We can swim there.</p> 	<ul style="list-style-type: none"> Presentation <p>9) The teacher (T) shows some picture of public places on the PPT to the students(S).</p> <p>10) T drills S about the public places like mosque, shop, beach, mall, etc.</p> <p>11) T asks S to complete the crosswords</p>	2 x 35 minutes	PowerPoint Presentation	<p>Presentation :</p>   

	<p>tepat dan berterima</p> <p>Writing</p> <ul style="list-style-type: none"> Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat 	<p>able to stick the pictures based on their correct description.</p> <ul style="list-style-type: none"> Students are able to write the description of public places. 	<p>- It is a bank. We can save money there.</p>	<p>puzzle.</p> <p>12) T shows two pictures of the public places and gives vocabulary list. Then, T explains how to describe a public places..</p> <p>• Practice</p> <p>13) T asks S to work in group. T shows picture on the PPT. Firstly, each group have to guess the names of public places based on the description. Then, they have to stick the correct pictures beside their description.</p> <p>14) T shows some pictures of public places.</p>		 <p>Practice :</p>   
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				<p>Then, S were asked to describe those orally.</p> <p>• Production</p> <p>15) S were asked to write the description of some public places.</p>		<p>1. It is public place. We can buy a stamp here. What is it?</p> <p>2. It is public place. We can buy a book here. What is it?</p> <p>3. It is public place. We can pray here. What is it?</p> <p>4. It is public place. We can see a movie here. What is it?</p> 	<p>Production :</p>
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The course grid of the implementation of PowerPoint Presentation

Class V / Semester II

Academic year of 2010/2011


Standard Competence

Mendengarkan

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Berbicara

- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Theme	Basic Competence	Indicator	Learning Materials	Learning Activities	Time	Media	PowerPoint Slides
Pet the Pets	<p>Listening</p> <ul style="list-style-type: none"> ▪ Merespon instruksi sangat sederhana secara berterima dalam konteks sekolah <p>Speaking</p> <ul style="list-style-type: none"> ▪ Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan member petunjuk 	<ul style="list-style-type: none"> • Students are able to know the vocabulary related to pets. • to show up the picture of the pet animals based on the teacher' instruction. • Students are able to express the expression of asking information • Students are able to respond to the expression of asking 	<ul style="list-style-type: none"> ▪ Asking and Giving information ▪ Andi :do you have pet? Ratna : Yes, I do No. I don't ▪ Andi :what pets do you have? Ratna : cat ▪ Ratna :Do you have a cat? Andi :Yes, I do No. I don't 	<ul style="list-style-type: none"> • Presentation • Teacher (T) shows some picture of pets on the PPT. • Teacher (T) drills students (S) about pets like cat, dog, etc. • Teacher (T) gives models of the expressions of asking and giving information. • Teacher (T) drills S using the expression of asking and giving 	2 x 35 minutes	PowerPoint Presentation	<p>Presentation :</p> 

information.

information.

- Practice
- T asks S to work in group of four. T gives some name of pets animal to each group. Then she asks S to do “show the pet” game. T explains the rule of the game. That is the students have to show up the name of animal based on T instruction.

- Production
- T distributes some questionnaire to all S. T asks S to do “survey game”. T gives the rule of game. That is S have to



Practice :



Production :

Animals	Student 1	Student 2	Student 3	Student 4
Cat				
Dog				
Bird				
Chicken				
Fish				
Goat				
Cow				
Rabbit				

				<p>fill in the questionnaires by giving a mark. They have to ask about their friend's pets in their group using the expressions.</p>			
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The course grid of the implementation of PowerPoint Presentation

Class V / Semester II
Academic year of 2010/2011

Standard Competence

Mendengarkan

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Membaca



- Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

Berbicara

- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Menulis

- Mengeja menyalin kalimat bahasa Inggris sangat sederhana dlm konteks sekolah

Theme	Basic Competence	Indicator	Learning Materials	Learning Activities	Time	Media	PowerPoint Slides
Pet the pets	<p>Listening</p> <ul style="list-style-type: none"> ▪ Merespon instruksi sangat sederhana secara berterima dalam konteks sekolah <p>Speaking</p> <ul style="list-style-type: none"> ▪ Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan member petunjuk <p>Reading</p> <ul style="list-style-type: none"> ▪ Memahami kalimat sangat sederhana secara tepat dan berterima 	<ul style="list-style-type: none"> • Students are able complete the crossword puzzle • Students are able to arrange the jumble words • Match the pictures at the pet animals with their suitable descriptions. • Students are able to write the description of pet animals correctly. 	<ul style="list-style-type: none"> • Describing animals •  ▪ It is brown It has four legs It eats carrot It lives in the yard What is it? It is a rabbit 	<ul style="list-style-type: none"> • Presentation • Teacher (T) gives crossword puzzle to students(S). • T drills new vocabulary that found in that puzzle. • T shows picture related to the topic. • T explain animals' characteristic by using those picture on slides show. 	2 x 35 minutes	PowerPoint Presentation	<p>Presentation :</p> 

Writing

- Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat

- Practice
- T asks S to work in pairs. T gives work sheet to all students. S are asked to arrange the jumble words into meaningful sentences.
- T asks S to work. Then they should guess the name of those pets.
- T shows up some slides show of pet animals. Firstly, the students have to guess the name of animal. Then, they describe it orally.
- Production
- S should write two description of two animals in the work sheet.

Practice :



Jumble words

1. Monkey - is - a - it
2. Brown - it - is
3. It - legs - two - has
4. Has - it - two - hands
5. Banana - eats - it



MATCH THE PICTURE WITH THE SUITABLE DESCRIPTION



**Guess the name of the animal
Then describe it orally.**

Production :

Appendix 2

(Interview Transcripts)

Interview transcripts

Interview 1

17 February 2011

Ruang kelas V

P: peneliti S: siswa

- P : Hi, namamu siapa dik?
S : Arga
P : Mau tanya-tanya bisa kan?
S : Tanya apa mas?
P : Tanya tentang pelajaran bahasa Inggris. Bahasa Inggris, kan tadi habis belajar bahasa inggris. nek menurut kamu bahasa Inggris itu kayak mana?
S : Sulit
P : Kenapa sulit?
S : Susah bacanya sama ngomongnya.
P : Mm tapi sebenarnya kamu gimana seneng ga?
S : Seneng
P : Membacanya ya, trus kalo tentang Guru, Bu Andri, gimana waktu pelajarannya kegiatannya apa aja?
S : Biasane Nulis, ngerjain LKS
P : Trus suka ga kalian
S : bosan mas.
P : Oke kedepannya gimana, kamu pengen belajar bahasa Inggrisnya gimana?
S : Yang menyenangkan.
P : Maksudnya? Kalo dikasih media aneka gambar seneng tidak?
S : Seneng mas.
P : Kalo dikasih game, permainan seneng juga?
S : Iya
P : Berarti dikasih gambar-gambar dan permainan ya?
S : Iya mas.
P : Nah seandainya kamu udah dikasih gambar-gambar kamu bakal lebih seneng ma bahasa Inggris ya?
S : Iya
P : Makasih ya...

Interview 2

17 February 2011

Ruang kelas V

P: peneliti S: siswa

- P : Hi, what's your name?
S : Kani

P : Ngomong-ngomong pelajaran bahasa Inggris gimana? Mengasyikkan, menyenangkan, atau menegangkan ato gimana gitu menurutmu?

S : Biasa aja

P : Biasa aja ya kalo kamu ya, mmm kamu suka apanya kalo bahasa Inggris?

S2 : (Ada yang menyahut) disuruh menulis

S3 : Nulis mbaca gitu

P : Trus kamu seneng ga?

S : Kurang seneng bosan.

P : Kurang seneng ya? Trus kalo gitu apa yang disenengin Kani?

S1 : ehm, apa ya...

P : Kalo dikasih media gambar yang lucu seneng tidak?

S1 : Seneng mas.

P : Thank you ya

S1 : Ya

Interview 3

17 February 2011

Ruang kelas V

P: peneliti S: siswa

P : Hi semuanya!

S : Hallo!!

P : Gimana belajar bahasa inggrisnya?

S1 : Sulit (menjawab secara berempak)

S2

S3

P : Kenapa emangnya? Apanya sih yang susah?

S1 : Ngomongnya, susah ngomongnya bahasa Inggris.

P : Kalo kamu?

S2 : Mengerjakannya

P : Mengerjakan apanya?

S2 : Soalnya, soal bahasa Inggris

P : Kalo kamu?

S3 : Bacanya

P : Membacanya? Mmmm kira-kira ada cara ga ya biar kalian bisa gak ya?

S2 : Gak ada

S3

P : Trus slama ni ketika diajarkan Bahasa Inggris gimana kalian perasaannya

S1 : Mmm ga enak, bosan mas, ngerjain LKS terus.

P : Kurang seneng ya? Trus kalo gitu apa yang disenengin?

S1 : Yang ada kegiatan kayak permainan mas.

P : O, game ya. kalo dikasih media gambar-gambar gitu suka tidak?

S1 : Suka mas.

P : Thank you
S1 : Ya

Interview 4

17 February 2011

Ruang kelas V

P: peneliti S: siswa

P : Habis belajar bahasa Inggris kan tadi, menurut kalian gimana bahasa Inggris tu?
S1 : Mbingungkan!!
S2
S3
P : Mbingungkan gimana?
S1: Sulit (menjawab secara berempak)
S2
S3
P : Kenapa emangnya? Apanya sih yang susah? Satu-satu ya jawabnya, eh ya namanya siapa aja ni?
S1 : Desi
S2 : Ayu
S3 : Retno
S4 : Sita
P : Dah nyebutin nama kan, sekarang bilang sulitnya apanya?
S2: Membacanya, menulisnya sama ngomongnya
S3
S4 : Wah dah masuk pak (bel berbunyi)
P : O ya udah kalo begitu, cukup sekian dulu, makasih ya...
S : Ok

Interview 5

28 April 2011

Ruang kelas V

P: peneliti S: siswa

P : Hi! Habis belajar bahasa Inggris kan tadi, menurut kamu gimana bahasa Inggris kita tadi?
S : Menyenangkan.
P : Menyenangkan? Kenapa? Kamu suka berarti?
S : Iya, soalnya belum pernah.
P : Gambar traffic signs di layar tadi suka tidak?
S : Suka
P : O ya.... Kalo soalnya tadi sulit tidak?
S : Sulit, tulisannya panjang
P : Mmmm trus menurut kamu tadi itu Mr. neranginnya jelas ga?

S : Jelas...

P : Loh kalo jelas kenapa kamu ga bisa? Lum bisa?

S : he.....

P : Tadi role play nya suka?

S : Suka. Karena biasanya gak pernah ngomong-ngomong ma temen pake bahasa Inggris di kelas.

P : Bisa tidak?

S : Sedikit-sedikit pak.

P : Jadi penggunaan Powerpoint td menarik tidak?

S : Menarik

P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?

S : Bisa

P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?

S : Bisa

P : Ada saran?

S : Gambarnya yang lebih lucu pak.

P : OK, makasie ya...

S : Iya

Interview 6

28 April 2011

Ruang kelas V

P: peneliti S: siswa

P : Selamat pagi

S : Pagi pak

P : Nama adik siapa?

S : Hendra

P : Mmm menurut kalian gimana pelajaran tadi?

S : Suka pak.

P : Kenapa?

S : Soalnya belum pernah pak diajar pake kayak tadi.

P : Oo.. suka tidak dengan gambar traffic signs tadi?

S : Suka pak, jadi lebih paham.

P : Nah menurut kamu gimana? Seneng tidak diajar dengan PowerPoint?

S : Suka pak.

P : Ada kesulitan tidak mengerjakan tasknya?

S : Susah yang membacanya

P : Kamu bisa ga aktivitasnya?

S : Bisa

P : Tadi role play nya suka?

S : Suka.

P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
 S : Bisa
 P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
 S : Bisa
 P : Untuk kedepannya jika ditambah gambar yang lucu suka tidak?
 S : Suka...
 P : Gamesnya ditambah juga?
 S : Iya kalo soal susah.

Interview 7

28 April 2011

Ruang kelas V

P: peneliti S: siswa

P : Selamat pagi
 S : Pagi pak
 P : Nama adik siapa?
 S : Deni
 P : Gimana pelajaran tadi?
 S : Seneng pak.
 P : Kenapa?
 S : belum pernah diajar pake kayak tadi pak.
 P : suka tidak dengan gambar traffic signs tadi?
 S : Suka pak, jadi lebih paham.
 P : Nah menurut kamu gimana? Seneng tidak diajar dengan PowerPoint?
 S : Suka pak.
 P : Tadi role play nya suka?
 S : Suka pak.
 P : Ada kesulitan tidak mengerjakan tasknya?
 S : Susah yang membacanya
 P : Kamu bisa ga aktivitasnya?
 S : Bisa
 P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
 S : Bisa
 P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
 S : Bisa
 P : Gambar yang digunakan di PPT tadi bagus tidak?
 S : Tidak
 P : Kenapa?
 S : Kurang lucu.
 P : Untuk kedepannya jika ditambah gambar yang lucu suka tidak?
 S : Suka...
 P : Misalnya siapa yang lucu?
 S : Bernard bear pak.
 P : Gamesnya ditambah juga?
 S : Iya kalo soal susah.

Interview 8

28 April 2011

Ruang kelas V

P: peneliti S: siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Arya
P : Mmm menurut kamu gimana pelajaran tadi?
S : Suka pak.
P : Suka tidak dengan gambar traffic signs tadi?
S : Suka pak.
P : Nah menurut kamu gimana? Seneng tidak diajar dengan PowerPoint?
S : Suka pak.
P : Soalnya tadi sulit tidak?
S : Sulit, tulisannya panjang.
P : Kamu bisa ga aktivitasnya?
S : Bisa
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Untuk kedepannya jika ditambah gambar yang lucu suka tidak?
S : Suka...

Interview 9

28 April 2011

Ruang Guru

P: peneliti GBI: Guru Bahasa Inggris

- P : Gini bu, sekarang mau Tanya-tanya seputar implementasi yang td. Gimana menurut ibu implementasinya tadi?
GBI : Saya rasa siswanya lebih aktif dari pada biasanya. Dulu saya jarang nggunakke PowerPoint. Ya karena dulu kurang persiapanlah. Jadi monoton LKS, Buku, nyanyi.... LKS, buku, nyanyi
P : Tapi menurut saya nyanyi itu teknik yang bagus buat anak-anak dalam belajar bahasa inggris.
GBI : Iya, tapi mungkin karena dari dulu anak-anaknya sudah nyepeleкке. Males gitu

P : Jadi implementasi ini kan saya hubungkan ke pengaruh motivasi siswa. Gimana bu kira-kira anak-anak termotivasi ga ya bu? High motivated ga bu?
GBI : Ya cukup termotivasi ya, tapi kurang dikit karena masih ada kekurangan. Ya namanya juga masih awal-awal kan. Terutama untuk kelompok yang dibelakang ada yang masih belum dong, ada yang masih ngobrol. Tapi ya gitulah, namanya juga ngajar banyak. Tapi over all lumayan bagus.

Interview 10

5 May 2011

Ruang kelas V

P: peneliti S: siswa

P : Hello!
S : Hello
P : Tadi pelajarane gimana?
S : Senang....
P : Kenapa?
S : Ada permainannya...
P : Ooo gitu, tadi pas gambar public places keluar di layar suka tidak?
S : Suka pak.. tapi lama-lama bosan.
P : Kenapa?
S : Gambarnya gak lucu.
P : Game yang crossword puzzle tadi bisa tidak??
S : Bisa
P : Menyenangkan tidak?
S : Iya pak.
P : Game yang mencocokkan gambar dengan deskripsinya tadi gimana?
S : Seneng pak
P : Mudah bukan?
S : Iya.
P : Menyenangkan tidak?
S : Iya pak,
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Ada saran/?
S : Gambarnya dibuat lebih lucu lg pak.
P : Ok makasie.

Interview 11

5 May 2011

Ruang kelas V

P: peneliti S: siswa

- P : Hello semua!
S : Hi
P : Mau Tanya-tanya. Mmm gimana kelas pagi ini perasaan kalian?
S : Senaaang
P : Kenapa alasannya?
S1 : Karena PPTnya bagus pak jadi lebih mudeng
P : Kamu?
S3 : Sama mister
P : Gimana tadi waktu mengerjakan crosswords puzzle sama make a match. Gimana kalian?
S1 : Seneng pak!
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Kalo gambar yang ada di PPT tadi gimana?
S2,: Kurang suka, gak lucu pak.
P : Oh,oke kalo gitu besok semakin bersemangat yak!!!!

Interview 12

5 May 2011

Ruang kelas V

P: peneliti S: siswa

- P : Haloo!!!!
S : (Mesem) Iya Mister.....
P : Gimana tadi, perasaanmu habis belajar bahasa Inggris?
S : Baik, bisa, seneng....
P : Kenapa?
S : Mendapat pengetahuan
P : Selain itu?
S : Gembira, ada mainnya
P : Gambarnya suka tidak?
S : Suka
P : Sulit tidak tadi?
P : Game yang crossword puzzle tadi bisa tidak??
S : Bisa
P : Menyenangkan tidak?
S : Iya pak.
P : Game yang mencocokkan gambar dengan deskripsinya tadi gimana?
S : Seneng pak
P : Oke makasih ya
S : Yo...

Interview 13

5 May 2011

Ruang kelas V

P: peneliti GBI: Guru Bahasa Inggris

P : Pagi bu.

GBI : Pagi mas. Mau wawancara lagi ya?

P : Iya bu (sambil tersenyum)

GBI : Gimana mas?

P : Mengenai implementasi yang tadi gimana bu?

GBI : Wah tambah tertarik mas, apalagi kan ini dah implementasi yang ke dua kan. Dengan menggunakan games mereka termotivasi untuk belajar.

P : Iya bu, makasih. Trus mengenai penggunaan gambar di ppt gimana?

GBI : Udah bagus mas, Cuma mungkin karena gambarnya kurang lucu jadi mereka agak bosan. Dan siswa yang dibelakang pada ngobrol sendiri. Tp gak papa masih bisa dikontrol.

P : Untuk pertanyaan-pertanyaan yang ada di PPT tadi menurut ibu gimana?

GBI : Oh iya, mungkin agak dipersingkat aja biar siswanya lebih mudeng.

P : Iya ya bu. Besok ke depan saya harus membuat gambar yg lebih lucu? Apa anak-anak terlihat high motivated?

GBI : Iya, kali ini yang kedua lebih baik dari pertemuan kedua. Input-inputnya juga lebih masuk

P : Lebih masuk bu?

GBI : Iya anak-anak lebih cepat menangkap input yang diberikan

P : O begitu, iya bu... Jadi kalo kita boleh simpulin, anak-anak termotivasi ya bu?

GBI : Iya, harapannya ke depan, kelasnya sperti ini., mungkin untuk pertemuan berikutnya bisa digunakan audio mas untuk dialog yang ada di PPT biar membuat siswa lebih tertarik.

P : Oh iya ibu, kalo gitu bsok saya beri audionya. Makasih ya bu. Kalo gitu saya pamit. Assalamu'alaikum

GBI : Sama-sama, Wa'alaikum salam...

Interview 14

19 May 2011

Ruang Kelas V

P: peneliti S: Siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Rati
P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
S : Menarik pak
P : Adik bisa aktivitasnya?
S : Bisa
P : Aktivitasnya menyenangkan tidak?
S : Menyenangkan
P : PPT yang ada gambarnya hewan tadi suka tidak?
S : Suka pak.
P : Kenapa?
S : Lucu. Bisa gerak-gerak. Ada suaranya juga
P : Pada saat menirukan dialog yang ada di PPT sulit tidak?
S : Tidak
P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
S : Bisa
P : Kamu suka dengan gambar yang ada dialog tadi?
S : Suka.
P : Suara yang muncul dalam percakapan tadi bagus tidak
S : Bagus.
P : Game show your pet tadi suka tidak?
S : Suka.
P : Game yang suruh mensurvey tadi suka tidak?
S : Suka.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 15

19 May 2011

Ruang Kelas V

P: peneliti S: Siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Arga
P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
S : Menarik pak
P : Adik bisa aktivitasnya?
S : Bisa
P : Aktivitasnya menyenangkan tidak?
S : Menyenangkan
P : PPT yang ada gambarnya hewan tadi suka tidak?
S : Suka pak.
P : Kenapa?
S : Lucu.
P : Pada saat menirukan dialog yang ada di PPT sulit tidak?
S : Tidak
P : Kamu suka dengan gambar yang ada dialog tadi?
S : Suka.
P : Suara yang muncul dalam percakapan tadi bagus tidak
S : Bagus.
P : Game show your pet tadi suka tidak?
S : Suka.
P : Game yang suruh mensurvey tadi suka tidak?
S : Suka.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 16

19 May 2011

Ruang Kelas V

P: peneliti S: Siswa

P : Selamat pagi

S : Pagi pak

P : Nama adik siapa?

S : Dian

P : Bagaimana tadi pelajarannya? Materinya menarik tidak?

S : Menarik pak

P : Adik bisa aktivitasnya?

S : Bisa

P : Aktivitasnya menyenangkan tidak?

S : Menyenangkan

P : PPT yang ada gambarnya hewan tadi suka tidak?

S : Suka pak.

P : Kenapa?

S : Lucu.

P : Pada saat menirukan dialog yang ada di PPT sulit tidak?

S : Tidak

P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?

S : Bisa

P : Kamu suka dengan gambar yang ada dialog tadi?

S : Suka.

P : Game show your pet tadi suka tidak?

S : Suka.

P : Game yang suruh mensurvey tadi suka tidak?

S : Suka.

P : Suara yang muncul dalam percakapan tadi bagus tidak

S : Bagus.

P : Jadi penggunaan Powerpoint td menarik tidak?

S : Menarik

P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?

S : Bisa

P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?

S : Bisa

P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?

S : Mau pak.

Interview 17

19 May 2011

Ruang Kelas V

P: peneliti S: Siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Sita
P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
S : Menarik pak
P : Adik bisa aktivitasnya?
S : Bisa
P : Aktivitasnya menyenangkan tidak?
S : Menyenangkan
P : PPT yang ada gambarnya hewan tadi suka tidak?
S : Suka pak.
P : Kenapa?
S : Lucu. Bisa gerak-gerak. Ada suaranya juga
P : Pada saat menirukan dialog yang ada di PPT sulit tidak?
S : Tidak
P : Game show your pet tadi suka tidak?
S : Suka.
P : Game yang suruh mensurvey tadi suka tidak?
S : Suka.
P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
S : Bisa
P : Kamu suka dengan gambar yang ada dialog tadi?
S : Suka.
P : Suara yang muncul dalam percakapan tadi bagus tidak
S : Bagus.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 18

19 May 2011

Ruang Kelas V

P: peneliti S: Siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Sita
P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
S : Menarik pak
P : Adik bisa aktivitasnya?
S : Bisa
P : Aktivitasnya menyenangkan tidak?
S : Menyenangkan
P : PPT yang ada gambarnya hewan tadi suka tidak?
S : Suka pak.
P : Kenapa?
S : Lucu. Bisa gerak-gerak. Ada suaranya juga
P : Pada saat menirukan dialog yang ada di PPT sulit tidak?
S : Tidak
P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
S : Bisa
P : Kamu suka dengan gambar yang ada dialog tadi?
S : Suka.
P : Suara yang muncul dalam percakapan tadi bagus tidak
S : Bagus.
P : Game show your pet tadi suka tidak?
S : Suka.
P : Game yang suruh mensurvey tadi suka tidak?
S : Suka.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 19

26 May 2011

Ruang Kelas V

P: peneliti S: Siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Hendra
P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
S : Menarik pak
P : Adik bisa aktivitasnya?
S : Bisa
P : Aktivitasnya menyenangkan tidak?
S : Menyenangkan
P : Gambar di penjelasan pet tadi suka tidak??
S : Bagus pak, bisa gerak2.. lucu..
P : Tadi pas jumble words bisa tidak?
S : Bisa
P : Suka tidak?
S : Suka
P : Tadi pas make a match suka tidak?
S : Suka
P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
S : Bisa
P : Suara yang muncul dalam penjelasan hewan tadi bagus tidak
S : Bagus.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 20

26 May 2011

Ruang Kelas V

P: peneliti S: Siswa

- P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Fani

P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
 S : Menarik pak
 P : Adik bisa aktivitasnya?
 S : Bisa
 P : Aktivitasnya menyenangkan tidak?
 S : Menyenangkan
 P : Gambar di penjelasan pet tadi suka tidak??
 S : Bagus lucu.
 P : Tadi pas jumble words bisa tidak?
 S : Bisa
 P : Suka tidak?
 S : Suka
 P : Tadi pas make a match suka tidak?
 S : Suka
 P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
 S : Bisa
 P : Suara yang muncul dalam penjelasan hewan tadi bagus tidak
 S : Bagus.
 P : Jadi penggunaan Powerpoint td menarik tidak?
 S : Menarik
 P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
 S : Bisa
 P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
 S : Bisa
 P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
 S : Mau pak.

Interview 21

26 May 2011

Ruang Kelas V

P: peneliti S: Siswa

P : Selamat pagi
 S : Pagi pak
 P : Nama adik siapa?
 S : Rini
 P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
 S : Menarik pak
 P : Adik bisa aktivitasnya?
 S : Bisa
 P : Aktivitasnya menyenangkan tidak?
 S : Menyenangkan
 P : Gambar di penjelasan pet tadi suka tidak??
 S : Suka, lucu pak.
 P : Tadi pas jumble words bisa tidak?

S : Bisa
P : Suka tidak?
S : Suka
P : Tadi pas make a match suka tidak?
S : Suka
P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
S : Bisa
P : Suara yang muncul dalam penjelasan hewan tadi bagus tidak
S : Bagus.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 22

26 May 2011

Ruang Kelas V

P: peneliti S: Siswa

P : Selamat pagi
S : Pagi pak
P : Nama adik siapa?
S : Dani
P : Bagaimana tadi pelajarannya? Materinya menarik tidak?
S : Menarik pak
P : Adik bisa aktivitasnya?
S : Bisa
P : Aktivitasnya menyenangkan tidak?
S : Menyenangkan
P : Gambar di penjelasan pet tadi suka tidak??
S : Suka, lucu pak.
P : Tadi pas jumble words bisa tidak?
S : Bisa
P : Suka tidak?
S : Suka
P : Tadi pas make a match suka tidak?
S : Suka
P : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?
S : Bisa
P : Suara yang muncul dalam penjelasan hewan tadi bagus tidak

S : Bagus.
P : Jadi penggunaan Powerpoint td menarik tidak?
S : Menarik
P : PowerPoint tadi bisa buat adik berkomunikasi menggunakan bahasa Inggris tidak?
S : Bisa
P : Powerpoint tadi bisa buat adik menulis dalam bahasa Inggris tidak?
S : Bisa
P : Mau tidak jika pada pertemuan yang akan datang menggunakan PowerPoint seperti tadi?
S : Mau pak.

Interview 23

26 May 2011

Ruang Guru

P: peneliti GBI: Guru Bahasa Inggris

P : Selamat pagi bu
GBI : Pagi
P : Pada saat presentasi menggunakan PPT untuk menjelaskan materi pet the pets meeting 1 kemaren menurut ibu bagaimana?
GBI : Sudah bagus mas, siswa terlihat antusias untuk memperhatikan PPT nya.
P : Mmm, gimana bagus nya bu?
GBI : Pembelajarannya lebih menarik ya, terus materinya lebih masuk....
P : Anak-anak aktif belajarnya?
GBI : Aktif
P : Trus kalo implementasi meeting 2 tadi gimana?
GBI : sudah bagus kok mas.
P : Anak-anak tadi termotivasi?
GBI : Iya jelas, terlihat mereka tampak tertawa senang dan memperhatikan slideshow. Mereka semangat untuk mencari tau question ama jawaban
P : Siswa merasa senang dengan aktivitasnya?
GBI : Seneng mereka tadi keliatan semangat
P : Kegiatan Presentation, Practice, dan Production tadi bagaimana bu?
GBI : Sudah bagus.
P : Game yang digunakan seperti crossword puzzle, show your pet game, survey game, make a macth, dan jumble words tadi dan kmaren gimana bu?
GBI : Bagus mas, terlihat siswa tidak mudah terpecah konsentrasinya, mereka focus belajar dan mudah dikontrol.
P : Kalau saat mendiskripsikan gambar secara orall tadi gimana?
GBI : Sudah bagus kok mas, sudah ada yang berani untuk mangacungkan tangan mencoba menjawab walaupun masih malu-malu, maklum saja masih anak-anak. Tapi itu menunjukkan bahwa mereka menjadi lebih berani.
P : Terima kasih bu, saya pamit dulu kalo begitu.
GBI : Iya mas, sama-sama.

Appendix 3

(Lesson Plans)

LESSON PLAN

- School : SD Negeri Pujokusuman III
- Grade : V
- Number of students : 44
- Date : Thursday, April 28th, 2011
- Meeting : 1
- Topic : On the weekend
- Language Function : Asking and showing direction
- Standard of Competency :
 - ✓ Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
 - ✓ Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
- Basic Competence :
 - ✓ Listening :
Merespon instruksi sangat sederhana secara verbal
 - ✓ Speaking :
Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan memberi petunjuk
- Indicator :
 - ✓ Students are able to know the vocabulary related to the signs.
 - ✓ Students are able to express the expression of asking direction.
 - ✓ Students are able to respond to the expression of asking direction.
 - ✓ Students are able to do role play.
- Time : 2 x 35 minutes

A. Learning Objective

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

1. Guess the name of signs correctly
2. Express the expression of asking direction
3. Respond to the expression of asking direction
4. Do role play in front of the class.

B. Material :

- Go straight
- Turn left
- Turn right
- Go straight, then turn right
- Go straight, then turn left
- Go ahead

Expressions :

- Doni : Excuse me, where is the Prambanan temple?
- Sonya : Go straight, then turn right.
- Doni : Thank you.

C. Method / Technique : Presentation, Practice, Production.

D. Learning Activities :

1. Opening

- Teacher greets the students.
- Praying
- Checking attendance list
- Asking the previous lesson

2. Teaching Cycle

- Presentation
 - Teacher (T) shows some picture of signs to the students(S).
 - T drills S about those signs like turn right, turn left, go ahead, go straight, etc.
 - T asks some questions to check their understanding using those signs. T shows those picture then the students guess the direction.
 - T shows PPT to the students that consist of two examples of expressions asking and showing direction.
 - T practices the expression in front of the class and S repeat the dialogues.
- Practice
 - S are asked to work in pair to make dialogues based on the information given by T.
 - T asks some students to practice the dialogues in front of the class.
- Production
 - T asks S to make a group of four then shows some picture on the PPT to their groups and explain that each group belongs to that place. S have to discuss the direction to reach a public places in the PPT with their friends in group.
 - S do role play (one student be a villager and other be a policeman in front of the class).

3. Closing

- Giving the chances to S to ask the difficulty.
- Resuming about what they have learned.
- Leave taking

E. Teaching Media : PowerPoint Presentation

F. Source : Mukarto, dkk (2007).GWEB 5. Jakarta : PE

Teacher

Researcher

Miftakh Khoiron Noviaji
(032224713)

LESSON PLAN

- School : SD Negeri Pujokusuman III
- Grade : V
- Number of students : 44
- Date : Thursday, May 5th, 2011
- Meeting : 2
- Topic : On the weekend
- Language Function : Describing Public Places
- Standard of Competency :
 - ✓ Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
 - ✓ Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
 - ✓ Memahami tulisan bahasa Inggris sangat sederhana
 - ✓ Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.
- Basic Competence :
 - ✓ Listening :
Merespon instruksi sangat sederhana secara verbal
 - ✓ Speaking :
Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan memberi petunjuk
 - ✓ Reading
Memahami kalimat sangat sederhana secara tepat dan berterima
 - ✓ Writing
Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat
- Indicator :
 - ✓ Students are able to know the vocabulary related to the materials.
 - ✓ Students are able to complete the crosswords puzzle.
 - ✓ Students are able to read a descriptive text.
 - ✓ Students are able to guess the name of public places
 - ✓ Students are able to stick the pictures on their correct description.
 - ✓ Students are able to write the description of a public places

- Time : 2 x 35 minutes

A. Learning Objective :

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

1. Complete the crosswords puzzle
2. Guess the name of public places.
3. Match the pictures with their description correctly
4. Write the description of public places.

B. Material :



It is swimming pool
We can swim here



It is a bank.
We can save money there

C. Method / Technique : Presentation, Practice, Production.

D. Learning Activities :

4. Opening

- Teacher greets the students.
- Praying
- Checking attendance list

5. Teaching Cycle

- Presentation
 - Teacher (T) shows some picture of public places on the PPT.
 - T drills S the names of public places like mosque, shop, beach, etc.
 - T asks S to complete the crossword puzzle.
 - T shows two pictures of public places and gives vocabulary list. Then, T explain how to describe a public places.
- Practice
 - T asks S to work in group. T shows pictures public places and the descriptions on the PPT to S. Firstly, S have to guess the names of public places based on the description. Then, they have to match the correct pictures beside their description.
 - T shows some picture of public places. Then, S were asked to describe those orally.
- Production
 - T asks S to write the descriptions of some public places.

6. Closing

- Giving the chances to S to ask sthe difficulty.
- Resuming about what they have learned.
- Leave taking

E. Teaching Media : PowerPoint Presentation, photocopy Crossword puzzle

F. Source : Mukarto, dkk (2007).GWEB 5. Jakarta : PE

Teacher

Researcher

Miftakh Khoiron Noviaji
(032224713)

LESSON PLAN

- School : SD Negeri Pujokusuman III
- Grade : V
- Number of students : 44
- Date : Thursday, May 19th, 2011
- Meeting : 3
- Topic : Pet the Pets
- Language Function : Asking and Giving Information
- Standard of Competency :
 - ✓ Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
 - ✓ Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

- Basic Competence :
 - ✓ Listening :
Merespon instruksi sangat sederhana secara berterima dalam konteks sekolah
 - ✓ Speaking :
Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan memberi informasi

- Indicator :
 - ✓ Students are able to know the vocabulary related to the pets
 - ✓ Students are able to show up the picture of the pet animals based on the teacher' instruction.
 - ✓ Students are able to express asking information
 - ✓ Students are able to respond the expression of asking information.

- Time : 2 x 35 minutes

A. Learning Objective :

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

1. Know the vocabulary related to the pets.
2. Show up the animal picture based on the teacher' instruction
3. Express the expression of asking information
4. Respond to the expression of asking

B. Material :

- | | | | |
|------|--------------------|-------|--------------------------|
| Andi | : do you have pet? | Andi | : what pets do you have? |
| Rini | : Yes, I do | Rini | : cat |
| | No. I don't | Ratna | : Do you have a cat? |
| | | Toni | : Yes, I do |
| | | | No, I don't |

- C. Method / Technique : Presentation, Practice, Production.
- D. Learning Activities :
7. Opening
 - Teacher greets the students.
 - Praying
 - Checking attendance list
 8. Teaching Cycle
 - Presentation
 - Teacher (T) shows some picture of pets on the PPT.
 - T drills students (S) about pets like cat, dog, etc.
 - T gives models of the expressions of asking and giving information.
 - T drills S using the expression of asking and giving information.
 - Practice
 - T asks S to work in group of four. T gives some name of pets animal to each group. Then she asks S to do “show the pet” game. T explains the rule of the game. That is the students have to show up the name of animal based on T instruction.
 - Production
 - T shows picture of questionnaire to S. T asks S to do “survey game”. T gives the rule of game. That is S have to fill in the questionnaires by giving a mark. They have to ask about their friend’s pets in their group using the expressions of asking and giving information.
 9. Closing
 - Giving the chances to S to ask sthe difficulty.
 - Resuming about what they have learned.
 - Leave taking
- E. Teaching Media : PowerPoint Presentation, flash card, questionnaire.
- F. Source : Mukarto, dkk (2007).GWEB 5. Jakarta : PE

Teacher

Researcher

Miftakh Khoiron Noviaji
(032224713)

LESSON PLAN

- School : SD Negeri Pujokusuman III
- Grade : V
- Number of students : 44
- Date : Thursday, May 26th, 2011
- Meeting : 4
- Topic : Pet the Pets
- Language Function : Describing Animals
- Standard of Competency :
 - ✓ Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
 - ✓ Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
 - ✓ Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah
 - ✓ Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.

- Basic Competence :
 - ✓ Listening :
Merespon instruksi sangat sederhana secara berterima dalam konteks sekolah
 - ✓ Speaking :
Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta dan memberi informasi
 - ✓ Reading :
Memahami kalimat sangat sederhana secara tepat dan berterima
 - ✓ Writing
Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat.

- Indicator :
 - ✓ Students are able complete the crossword puzzle
 - ✓ Students are able to arrange the jumble words
 - ✓ Match the pictures at the pet animals with their suitable descriptions.
 - ✓ Students are able to write the description of pet animals correctly.
- Time : 2 x 35 minutes

G. Learning Objective :

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

1. Know the vocabulary related to the pets.
2. Show up the animal picture based on the teacher' instruction
3. Express the expression of asking information
4. Respond to the expression of asking

H. Material :



I. Method / Technique : Presentation, Practice, Production.

J. Learning Activities :

10. Opening

- Teacher greets the students.
- Praying
- Checking attendance list

11. Teaching Cycle

- Presentation
 - Teacher (T) gives crossword puzzle to students(S).
 - T drills new vocabulary that found in that puzzle.
 - T shows picture related to the topic.
 - T explain animals' characteristic by using those picture on slides show.
- Practice
 - T asks S to work in pairs. T gives work sheet to all students. Sare asked to arrange the jumble words into meaningful sentences.

- T asks S to work in group. S have to match the picture with their suitable description. Then they should guess the name of those pets.
- T shows up some slides show of pet animals. Firstly, the students have to guess the name of animal. Then, they describe it orally.
- Production
 - S should write two description of two animals in the work sheet.

12. Closing

- Giving the chances to S to ask sthe difficulty.
- Resuming about what they have learned.
- Leave taking

K. Teaching Media : PowerPoint Presentation, flash card, questionnaire.

L. Source : Mukarto, dkk (2007).GWEB 5. Jakarta : PE

Teacher

Researcher

Miftakh Khoiron Noviaji
(032224713)

Appendix 4

(Field Notes)

Field Note 1**16 Februari 2011****Ruang Guru****Perijinan****P: Peneliti, GBI: Guru Bahasa Inggris, KS: Kepala Sekolah**

Ini adalah pertama kali P datang ke sekolah. Sampai di sekolah, P disambut baik oleh Kepala Sekolah. KS menanyakan maksud kedatangan P ke sekolah. P mengutarakan maksudnya untuk melakukan penelitian tindakan kelas di SD Negeri Pujokusuman III Yogyakarta. KS mengizinkan P untuk penelitian di SDN Pujokusuman III, tapi harus seizin juga dengan guru yang bersangkutan, yaitu Guru Bahasa Inggris. Karena GBI masih mengajar bahasa Inggris, maka KS menyarankan P agar menunggu sebentar hingga jam istirahat pertama. Sekitar pukul 09.00 pagi, KS mempertemukan P dengan GBI. KS mengatakan bahwa pihak sekolah tidak keberatan akan penelitian ini dan menyerahkan sepenuhnya penelitian ini kepada P dan GBI untuk segera dilaksanakan. GBI menyambut baik maksud kedatangan P dan berjanji akan membantu sebisa mungkin. Setelah mengetahui jadwal pelajaran bahasa Inggris kelas V yaitu setiap Kamis pada jam pertama atau 07.00, maka P pamit dan meminta ijin pada GBI untuk melakukan observasi di kelas V besok pagi.

Field Note 2**17 Februari 2011****Ruang Guru****Interview dengan GBI dan Siswa Kelas 5**

Pada keesokan harinya, pukul 06.40 wib P telah tiba di sekolah dan langsung menemui KS. Setelah mendapat ijin dari KS mengenai penelitian yang akan dilakukan, maka P menemui GBI dan mengutarakan maksudnya seperti yang telah direncanakan hari sebelumnya yaitu untuk melakukan observasi di kelas V pada jam pelajaran bahasa Inggris dan interview seputar masalah yang dihadapi dalam pengajaran bahasa Inggris di SD ini. Setelah selesai melakukan interview dengan GBI, P juga melakukan interview dengan siswa-siswa kelas V untuk mengidentifikasi masalah-masalah yang mungkin ada dan mereka hadapi dalam belajar bahasa Inggris di sekolah.

Field Note 3
17 Februari 2011
Ruang Kelas V
Observasi 1

1. Pukul 07.00 WIB P dan GBI masuk ke ruang kelas V. GBI langsung menuju ke meja guru dan P langsung menuju bangku kosong yang berada di deretan paling belakang.
2. Ada 22 meja dan 44 kursi. Jumlah siswa 41, 25 laki-laki dan 19 perempuan.
3. Suasana kelas sangat ramai dan gaduh, ada beberapa siswi putri yang sedang bernyanyi-nyanyi, empat siswa laki – laki yang duduk paling belakang sedang bermain dengan pensil mereka. Sedangkan siswa yang lain asyik mengobrol dengan teman sebangkunya.
4. Kemudian GBI segera membuka kelas dengan mengucapkan salam dan hanya sebagian siswa yang menjawab salam GBI. Kemudian GBI mengulangi salamnya sekali lagi dan kali ini semua siswa menjawab dengan serempak.
5. Siswa tampak tenang setelah GBI membuka pelajaran dengan mengucapkan salam kedua kalinya, kemudian GBI langsung menanyakan tentang PR. Siswa serempak mengatakan bahwa hari ini tidak ada PR.
6. Kemudian GBI menerangkan tema pelajaran hari ini adalah *part of the body*. Ketika GBI menerangkan tampak sebagian siswa memperhatikan ada 4 siswa laki-laki duduk di belakang sedang asyik mengobrol sampai P mendengar obrolan mereka. GBI seakan tidak mengetahui hal itu dan tetap mendiamkan para siswa tersebut.
7. Suasana tenang yang dibangun ternyata hanya bertahan sebentar. Baru beranjak beberapa menit, kelas menjadi tampak kurang kondusif and sedikit berantakan. Ada sebagian siswa sedang sibuk mengobrol dengan teman sebangku masing-masing. Ada seorang siswa yang tidak bisa duduk, seperti orang yang punya bisul, tampaknya dia seorang siswa yang suka berulah. Dia tampak sekali menikmati aktivitas berdiri itu dengan sedikit mengobrol kesana kemari.
8. Kemudian GBI menulis 5 soal di papan tulis dan siswa disuruh untuk mengerjakannya. Hanya beberapa siswa yang mengerjakan soal tersebut. Kemudian GBI menyuruh seorang siswa bernama KANI yang dari tadi tampak gaduh untuk maju kedepan mengerjakan soal no 1, tampaknya kani tidak mengerjakan soal sehingga tampak dia mencoba bertanya jawabannya pada siswa wanita di depan bangkunya. Akhirnya KANI tidak mau mengerjakan karena alasannya dia belum selesai mengerjakan.
9. Kemudian GBI menyuruh satu siswi untuk menggantikan KANI. Setelah itu GBI menunjuk siswa-siswa yang lain untuk mengerjakan soal itu sampai selesai dan mengoreksinya bersama-sama satu kelas.

10. Ketika GBI sedang mengoreksi jawaban soal di papan tulis tadi, beberapa siswa yang duduk bagian belakang gaduh. Ada dua orang siswa laki-laki yang sedang perang mulut karena salah satu diantara mereka ada yang dilempar pulpen. Kemudian GBI menyuruh mereka tenang dan kembali memperhatikan pelajaran.
11. Pada soal no. 4 ternyata jawabannya salah, GBI menunjuk satu siswa laki-laki bernama MIKO untuk membetulkan jawaban yang salah tersebut. Sementara siswa yang lain tampak sibuk bermain-main alat tulis.
12. Setelah selesai mengoreksi, GBI menyuruh siswa yg piket hari ini untuk menghapus papan tulis. Ada 2 siswa yang berebutan untuk menghapus papan.
13. GBI melanjutkan kembali materi parts of the body, dan menulis sedikit penjelasan beserta kosa kata di depan papan tulis. GBI memberikan instruksi agar siswa menyalin materi yang ada di papan tulis.
14. Ada beberapa siswa laki-laki yang mengganggu siswi perempuan yang sedang menulis. Suasana kelas menjadi semakin gaduh kembali. GBI mencoba menenangkan kelas dan akhirnya mengancam mereka akan dikeluarkan dari kelas jika tidak mau tenang. Merekapun langsung diam.
15. GBI kembali meneruskan pelajaran dan meminta siswa membuka buku paketnya. GBI menyuruh siswa menjawab pertanyaan yang ada di buku paket sambil sesekali menulis beberapa kosakata yang tidak dimengerti siswa dan menyuruh mereka mencatat di buku catatannya masing-masing.
16. Semua siswa mengerjakan tugas. Ada yang membuka kamus, ada yang bertanya dengan teman di sebelahnya, bahkan di sampai berjalan-jalan ke bangku yang jauh dari bangkunya. Sesekali ada suara “soalnya sulit bu!”.
17. Dibagian yang lain ada siswa yang bernyanyi. Dan sepertinya GBI mengacuhkannya.
18. Tiba-tiba dari luar kelas terdengar suara anak kecil menangis dan membuat konsentrasi siswa di kelas kembali terpecah. Sebagian siswa mengalihkan pandangan dari pekerjaan mereka menuju ke luar kelas melalui jendela untuk melihat anak kecil itu. Tampak bahwa konsentrasi mereka mudah terpecah.
19. Ketika pengerjakan soal berlangsung, ada bermacam aktivitas dilakukan siswa, yaitu mengobrol, mencari jawaban dan bercanda dengan teman sebangku.
20. Selang beberapa menit, ada beberapa siswa yang sampai berkata “bu jamnya mau habis mengerjakannya dilanjut besok aja ya?”
21. GBI belum mau mengakhiri kelas. GBI tampaknya ingin siswa untuk mengumpulkan jawaban soal tersebut. Sontak siswa-siswa dengan kompak berkata “beluum! Besok bu!! Buat PR ya buu!!! GBI kemudian menanggapi, “Yang mengumpulkan dapat nilai, kalau tidak

ya tidak dapat nilai!! “buat PR aja buu!”. GBI tidak menanggapi lagi. Mungkin hanya sekitar 10an siswa yang mengumpulkan.

22. Akhirnya GBI mengakhiri kelas.

Field Note 4

17 Februari 2011

Interview siswa kelas V dan Guru Bahasa Inggris

1. Setelah pelajaran bahasa Inggris selesai P langsung meminta izin GBI untuk mewawancarai beberapa siswa. P menanyakan seputar pelajaran bahasa Inggris di sekolah.
2. Beberapa dari mereka menyukai bahasa Inggris, dan ada pula yang mengikuti les di lembaga tertentu. Mereka juga mengatakan bahwa selama belajar bahasa Inggris di sekolah, mereka hanya menggunakan buku paket dan LKS dimensi sebagai media pembelajarannya. Kegiatannya pun hanya sebatas mendengarkan penjelasan guru, mengerjakan soal-soal dari buku paket dan LKS serta mencatat.
3. Setelah P selesai mewawancarai siswa kelas V, P langsung kembali menuju Ruang guru untuk selanjutnya mewawancarai GBI membahas hasil observasi tadi. GBI mendengarkan sambil sesekali menjawab pertanyaan-pertanyaan yang P ajukan.
4. Setelah mengetahui hasil laporan observasi tersebut, akhirnya P dan GBI sepakat mengatasi masalah untuk meningkatkan motivasi siswa dalam proses belajar mengajar bahasa Inggris tersebut dengan menggunakan PPT sebagai media pembelajaran. P menjelaskan tentang PPT yang baik. Lalu P dan GBI membahas tindakan – tindakan apa saja yang akan dilakukan untuk mengatasi masalah itu.
5. Sekitar pukul 09.30 siang, P meminta izin kepada GBI untuk pamit.

Field Note 5

25 April 2011

Perencanaan

Hari ini P kembali ke sekolah untuk membicarakan rencana pembelajaran yang akan diimplementasikan besok Kamis kepada GBI. P menjelaskan dan memperlihatkan pada GBI contoh PPT yang telah disusun guna meningkatkan motivasi belajar siswa di cycle 1 ini. P dan GBI sepakat bahwa action yang pertama ini akan diimplementasikan dua kali. P dan GBI sepakat bahwa materi yang akan diajarkan nantinya untuk cycle 1 dan seterusnya yaitu melanjutkan materi sebelumnya. P kemudian menjelaskannya secara rinci dan akan menyerahkan lesson plannya beserta media yang akan digunakan secepatnya sebelum mengajar.

Field Note 6
27 April 2011
Ruang Guru
Planning I

P datang ke sekolah pukul 09.00 pagi untuk menyerahkan lesson plan dan PPT untuk cycle 1 ini yang telah dibicarakan sebelumnya dengan GBI. Kemudian P mengajak GBI masuk ke ruang guru dan membicarakan lebih lanjut action yang akan digunakan pada cycle 1. Kemudian P menjelaskan kepada GBI bahwa setiap cycle mewakili satu topik pelajaran. Kemudian GBI menyarankan P untuk meminta bantuan bapak penjaga sekolah guna mempersiapkan proyektor yang akan digunakan besok pada waktu pelaksanaan action 1 setelah sebelumnya meminta izin KS. Pada pukul 10.00, P pamit untuk pulang dan akan kembali besok pagi untuk mengikuti proses awal cycle 1 beserta pelaksanaan actionnya (Implementasi).

Field Note 7
28 April 2011
Ruang Kelas V
Action (pertemuan 1)

1. P sampai di sekolah pukul 06.30 WIB. P langsung menuju ruang guru untuk menemui GBI dan membantu GBI membawa media berupa PROYEKTOR yang akan digunakan P dalam implementasi awal.
2. P dan GBI langsung menuju kelas V. P dan GBI masuk kelas pada pukul 07.00 WIB. P dan GBI langsung disambut baik oleh siswa. P meletakkan media didekat meja guru, dan kemudian GBI menyerahkan pembelajaran bahasa Inggris kelas V kepada P.
3. GBI menjelaskan kepada siswa bahwa P yang akan mengajar kali ini dengan media berupa PPT yang akan diperlihatkan melalui PROYEKTOR yang diharapkan para siswa akan tertarik sementara itu P mempersiapkan PROYEKTOR dan PPT untuk bisa segera digunakan sebagai media.
4. P memulai pelajaran dengan disambut baik oleh para siswa yang terlihat sangat penasaran dengan pelajaran bahasa Inggris kali ini.
5. P membuka kelas dengan salam "Good Morning Students" Siswa menanggapi salam dengan serempak. P menanyakan keadaan siswa dengan "how are you today?" siswa serempak menjawab "I am fine, and you?" P menjawab dengan "I am fine thank you". Ada siswa yang bertanya tentang media yang P bawa. P menjawab hari ini pelajaran bahasa Inggris akan lebih menyenangkan.
6. P kemudian menanyakan sampai dimana pelajaran kemarin dan siswa menjawab sudah sampai di halaman 42 buku *grows with English*.

Siswa menanyakan tentang media apa yang P bawa. P menjelaskan bahwa itu adalah proyektor dan akan mengajar bahasa Inggris dengan cara berbeda dan lebih menarik karena akan menggunakan PPT.

7. P kemudian menanyakan kepada siswa sudah pernahkah mereka melihat tanda-tanda penunjuk jalan atau rambu-rambu lalu lintas di pinggir jalan raya, “have you ever seen the traffic signs?” beberapa siswa menjawab, “Yes, I have sir”. Sebagian lagi diam. Kemudian P menanyakan beberapa penunjuk jalan yang sering mereka jumpai di pinggir jalan, “what kind of traffic signs can you find in there?” siswa menjawab dengan berbagai macam tanda, “stop, belok kiri jalan terus, lurus jalan terus, etc”
8. Kemudian P mulai menyalakan PPTnya dan sebagian siswa spontan bilang, “eh ada spongesbob”, ketika gambar spongesbob muncul di slideshow, seluruh siswa tampak tertawa bersama.
9. P kemudian menunjukkan gambar-gambar tentang “turn left, turn right, dan straight/go ahead melalui PPTnya. P mengajak siswa untuk mengucapkan arti dari gambar-gambar tersebut setelah P menjelaskannya terlebih dahulu dan siswa mengikuti suara P dengan sangat keras.
10. P kemudian memilih salah satu siswa untuk menebak gambar yang muncul di layar. P bertanya pertama kali pada salah satu siswa bernama KANI yang duduk dibelakang, walaupun KANI tampak kaget tetapi dia mampu menjawab dengan benar. Kemudian P menunjukkan gambar selanjutnya, dan P menawarkan pada siswa siapa yang bisa menebak. Setelah P menunggu beberapa saat tidak ada siswa yang berani, kemudian P menunjuk kembali dua siswa. Mereka berdua menjawab dengan benar. Kemudian P bertanya kepada siswa-siswa lain untuk mengecek keahaman materi.
P: What is it?
S: Turn left
P: What is it?
S: Straight?
P: What is it?
S: Turn right sir?
11. P kemudian menunjukkan gambar yg disertai dialog tentang orang yang sedang bertanya arah “asking and showing direction“. Ketika gambar suncan muncul, ada seorang siswa bernama Indra yang terkenal jahil, tiba-tiba menyeletuk,” haha... ono si Ilham (ada si Ilham)”, serentak siswa tertawa sehingga kelas menjadi gaduh. Kemudian P menenangkan siswa dengan berkata “sudah-sudah, kembali ke layar ya”. Kemudian siswa tampak kembali memperhatikan gambar.
12. P menunjukkan gambar beserta dialog “asking and showing direction“ selanjutnya. Siswa yang masih gaduh kemudian mulai memperhatikan lagi. Kemudian P meminta seluruh siswa untuk mengikuti apa yang

dikatakan P. P membaca dialog yg ada di PPT dan seluruh siswa mencoba mengikuti mengucapkan.

13. P mengulangi lagi memunculkan dan membacakan dialog pertama dan selanjutnya. Kemudian para siswa menirukannya, gerombolan siswa yang duduk dibelakang terdengar paling keras suaranya. P kemudian membagi siswa menjadi 2 bagian, sisi kanan dan kiri untuk mempraktekan dialog dalam PPT tersebut. Siswa di sisi kanan tampak lebih bersemangat ketika mengucapkan sedangkan siswa sisi kiri cenderung pemalu. P meminta siswa sisi kiri untuk lebih berani, baru kemudian mereka mengucapkan lebih keras.
14. P meminta siswa untuk bekerja sama dengan teman sebangkunya untuk mengerjakan soal yang akan diberikan. P menjelaskan bahwa siswa harus membuat dialog berdasarkan petunjuk gambar yang ada.
15. Siswa kemudian tampak mengerjakan, P berkeliling untuk melihat siswa yang sedang mengerjakan. Siswa tampak sibuk, di deretan belakang ada siswa yang bertanya, “ pak, ini dikerjakan di buku masing-masing atau Cuma satu aja?”. P menjawab,” dikerjakan di buku masing-masing supaya menjadi catatan.”
16. Sebelum P sempat bertanya pada siswa apakah pekerjaan mereka telah selesai atau belum, tiba-tiba beberapa siswa perempuan bilang bahwa pekerjaannya telah selesai, serentak kelas menjadi gaduh, banyak siswa laki-laki yang protes,” belum pak, belum selesai...” P kemudian menenangkan kelas dengan cara memberi kesempatan 3 menit lagi untuk menyelesaikan.
17. P kemudian menanyakan pada siswa siapa yang berani maju ke depan kelas dengan kawannya untuk menjawab dengan mempraktekan dialog yang telah dibuat. Situasi kelas menjadi sunyi, tidak ada siswa yang berani maju. Kemudian P meminta siswa perempuan yang tadi telah selesai mengerjakan pertama untuk kedepan. Tampak kedua siswa perempuan itu malu, tapi akhirnya mereka berani maju dan mempraktekan dialog mereka didepan kelas kemudian setelah selesai P meminta kelas untuk memberi tepukan tangan atas keberanian mereka. Kemudian P meminta siswa bernama ILHAM yang terkenal suka bikin ulah untuk maju kedepan dengan partnernya untuk mempraktekan. Mereka berdua tampak malu-malu dan sering salah dalam pengucapannya, setelah selesai siswa yang lain memberi tepuk tangan.
18. P kemudian mengajak siswa untuk membentuk 11 kelompok yang berisi 4 orang. P menjelaskan bahwa mereka akan memperlihatkan sebuah peta di PPT, masing-masing anggota dalam kelompok akan ditempatkan di tempat-tempat yang ada di peta tersebut. Ada beberapa siswa yang menggabung dan duduk satu kursi berdua dengan kelompoknya ada juga yang sekedar memutar badan mereka, tapi keseluruhan siswa tampak antusias.

19. Dalam pembentukan kelompok terjadi keributan dimana sebagian siswa ada yang merasa tidak mau satu kelompok dengan yang lain, Ardi tiba-tiba bicara "pak saya gak mau satu kelompok dengan ayu pak.". Kemudian P meyakinkan bahwa mereka tidak apa-apa satu group. Kemudian suasana kembali normal, dan pembentukan group bisa dilakukan.
20. Setelah itu P menjelaskan pada siswa setelah mereka mendapat tempat yang ada di peta, kemudian mereka melakukan percakapan dengan bahasa Inggris dengan kelompoknya tentang arah yang harus mereka tuju agar sampai ke tempat yang lain.
21. Setelah selesai P meminta siswa untuk membagi kelompok mereka menjadi 2, 2 siswa diminta untuk menjadi polisi dan 2 siswa lain untuk menjadi penduduk. Kemudian P meminta beberapa kelompok untuk maju kedepan dan mempraktekan dialog yang telah kelompok mereka buat. Belum semua kelompok maju tiba-tiba bel telah berbunyi tanda pelajaran telah usai.
22. Akhirnya pelajaran selesai dan P menutup pelajaran bahasa Inggris dengan salam, P kemudian membereskan media yang digunakan antara lain PROYEKTOR dan NETBOOK dibantu KANI dan ARGASementara siswa lain sibuk untuk mempersiapkan buku untuk pelajaran berikutnya.

Field Note 8
28 April 2011
Ruang Guru
Interview dengan GBI

P langsung menuju ke ruang guru dengan membawa media tadi. Lalu P menyerahkan media tersebut kepada GBI. Kemudian P meminta waktu GBI sebentar untuk wawancara seputar implementasi yang tadi telah dilakukan. Setelah selesai wawancara dengan GBI dan telah merefleksi implementasi action tadi, P meminta izin untuk mewawancarai siswa kelas V pada jam istirahat. Kemudian GBI meminta P untuk menunggu di ruang guru karena jam istirahat masih 1 jam, kemudian GBI pamit untuk mengajar di kelas II.

Field Note 9

5 May 2011

Ruang Kelas V

Action (pertemuan 2)

1. P sampai di sekolah pukul 06.50 WIB. P menemui GBI di ruang guru, kemudian P meminta izin GBI untuk melanjutkan implementasi berikutnya. Kemudian P dan GBI yang bertindak sebagai observer langsung menuju kelas V.
2. Begitu masuk ruang kelas V, P disambut oleh para siswa. Mereka berebutan untuk membawakan apa yang dibawa P. Lalu P mempersiapkan materi dan media di meja guru. Ada beberapa siswa yang melihat P di meja guru mempersiapkan medianya. Ada juga yang langsung mempersiapkan buku2 pelajaran di atas meja.
3. P meminta siswa yang mengerubungi meja guru untuk segera kembali ke meja masing-masing karena pelajaran akan segera dimulai. Begitu semua siswa duduk ditempat masing-masing, P segera membuka pelajaran dengan salam. Siswa dengan kompak menjawab salam P. Kemudian P menanyakan keadaan siswa yang juga dijawab dengan kompak oleh siswa. P mencoba untuk mengingatkan siswa tentang pelajaran kemarin dengan menanyai mereka kosakata tentang asking direction yang telah mereka pelajari kemarin.
4. Siswa merespon pertanyaan P dengan menyebutkan kosakata tentang traffic signs.
5. P melanjutkan topik on the weekend pada pertemuan yang kedua ini dengan sub topic describing public places. P memperlihatkan beberapa gambar besar yang ada di PPT untuk mengawali pertemuan kedua ini. Gambar-gambar tersebut merupakan gambar tempat-tempat umum. Misalnya: gambar bank, kantor pos, masjid, gereja, pasar, dll. Saat memperlihatkan gambar tersebut, P memberikan sedikit clue atau bantuan sehingga siswa dapat menebak tentang gambar itu.
6. Siswa mulai ramai begitu melihat gambar yang ditunjukkan P. Mereka begitu senang dan memperhatikan saat gambar-gambar tersebut ditampilkan.
7. Setelah beberapa gambar terlihat di PPT siswa dibelakang gaduh dan memaksa GBI yang dari awal berada dibelakang berusaha menenangkan siswa dengan berkata, "ssttt, dengarkan masnya, jgn bicara sendiri"
8. Kemudian P mengajak siswa untuk bermain crossword puzzle seperti yang ada di PPT dan menyuruh siswa berdiskusi dengan teman sebangkunya untuk menyelesaikan game itu.
9. Siswa tampak senang mengerjakan puzzle itu, ketika P bertanya apakah siswa bisa mengerjakan, banyak siswa yang menjawab bisa.
10. Ketika P mengoreksi jawaban siswa secara bersama-sama dengan siswa, mereka tampak antusias menjawab.

11. Kemudian P memperlihatkan vocabulary list di PPT dan meminta siswa untuk mengucapkan bersama-sama. P kemudian menjelaskan artinya.
12. Setelah siswa paham artinya, P memperlihatkan 2 contoh mendiskripsikan suatu tempat umum.
13. P meminta siswa untuk mengikuti apa yang diucapkan olehnya. Siswa menirukan pengucapan P dengan lantang. P mengulangi pengucapannya untuk mengoreksi kesalahan yang dilakukan oleh siswa.
14. Selanjutnya P memperlihatkan beberapa gambar dan menyuruh beberapa siswa untuk menjelaskan gambar2 tersebut.
15. Beberapa siswa masih tampak merasa kesulitan untuk menjelaskannya sementara siswa di bagian belakang kelas terdengar bercakap-cakap sendiri dan terdengar gaduh, P kemudian berusaha menegur siswa di belakang kelas agar kembali tenang.
16. Karena siswa tampak terlihat bosan, akhirnya P memutuskan untuk memulai game mencocokkan gambar dan deskripsinya supaya siswa kembali tenang dan tertarik.
17. P kemudian memperlihatkan gambar Public Places dan diskripsinya setelah sebelumnya membagi kelas menjadi 11 kelompok. P menjelaskan bahwa siswa diminta untuk berdiskusi dengan kelompoknya untuk mencocokkan antara gambar dan deskripsinya dengan benar.
18. Setelah selesai P kemudian meminta perwakilan kelompok untuk mendiskripsikan gambar secara oral yang P pilih di PPT.
19. Setelah itu P meminta mereka untuk menulis 2 deskripsi tempat umum di buku mereka untuk di nilai.
20. Setelah kegiatan tersebut berakhir, P mengumumkan bahwa topic Describing Public Places sudah selesai dan untuk melanjutkan ke topic berikutnya GBI memberikan PR kepada siswa yang tercantum dalam LKS Dimensi mereka masing-masing. Pelajaran selesai dan diakhiri dengan salam.

Field Note 10
5 May 2011
Ruang Guru
Interview dengan ET

Setelah selesai mengajar kelas V, P menemui GBI yang sedang membaca surat kabar di ruang guru. GBI langsung mempersilahkan P untuk duduk di kursi tamu di ruang guru. P langsung mewawancarai GBI tentang implementasi pertemuan kedua. Setelah wawancara selesai, P pamit untuk mewawancarai siswa kelas 5.

Field Note 11
5 May 2011
Ruang Kelas 5
Interview dengan siswa kelas 5

P masuk ke ruang kelas V. Di dalam kelas ada 4 orang siswa yang sedang makan jajanan. P menghampiri mereka. P meminta izin untuk melakukan wawancara dan mereka menyetujui. Sesudah melakukan wawancara P meminta salah seorang siswa untuk memanggil teman mereka yang lain. Kemudian P segera mewawancarai mereka setelah ada beberapa siswa masuk ke dalam kelas.

Field Note 12
18 May 2011
Ruang Guru
Planning II

P datang ke sekolah pukul 09.00 pagi untuk menyerahkan lesson plan dan PPT untuk cycle 2 ini yang telah dibicarakan sebelumnya dengan GBI. Kemudian P mengajak GBI masuk ke ruang guru dan membicarakan lebih lanjut action yang akan digunakan pada cycle 2. Kemudian P menjelaskan kepada GBI bahwa cycle 2 kali ini P menambahkan gambar animasi yang bisa bergerak disertai audio yang diharapkan mampu membuat siswa lebih tertarik. GBI tampak senang dengan audio dari dialog dalam PPT. Pada pukul 10.00, P pamit untuk pulang dan akan kembali besok pagi untuk mengikuti proses awal cycle 2 beserta pelaksanaan actionnya (Implementasi).

Field Note 13
19 May 2011
Ruang Kelas V
Action (pertemuan 1)

1. P sampai di sekolah pukul 06.50 WIB. P langsung menuju ruang guru untuk menemui GBI dan kemudian membawa PROYEKTOR menuju ke kelas.
2. P dan GBI langsung menuju kelas V. P dan GBI masuk kelas pada pukul 07.00 WIB. P dan GBI langsung disambut baik oleh siswa. P meletakkan media didekat meja guru, dan kemudian GBI menyerahkan pembelajaran bahasa Inggris kelas V kepada P.
3. P memulai pelajaran dengan membuka kelas dengan salam "Good Morning Students" Siswa menanggapi salam dengan serempak. P menanyakan keadaan siswa dengan "how are you today?" siswa

serempak menjawab “I am fine, and you?” P menjawab dengan “I am fine thank you”.

4. P kemudian memberitahukan bahwa tema pelajaran kali ini adalah Pet the Pets.
5. P kemudian menunjukkan gambar-gambar dari binatang peliharaan seperti kucing, anjing, ayam, dll. Saat P menunjukkan gambar semua siswa tampak memperhatikan slideshow dan mereka terlihat tersenyum sendiri.
6. P memutar audio yang menyuarakan nama-nama dari hewan itu dan meminta siswa untuk mengulanginya. Siswa tampak bersemangat menirukan nama-namanya.
7. Di slide selanjutnya P memperlihatkan sebuah gambar dari percakapan tentang “asking and giving information”. Pada slide ini P juga memutar audio dari percakapan yang ada digambar untuk kemudian diikuti oleh siswa. Semua siswa tampak senang dan bersemangat sehingga terlihat hampir semua siswa benar dalam pengucapan kata. Hanya beberapa siswa yang duduk di belakang yang masih salah.
8. Dalam Practice activity, P mengajak siswa untuk membuat group berisi 4 orang dan membagikan kertas berupa nama-nama dari binatang untuk kemudian bermain game yang ada di slide bernama “show your pet”.
9. P kemudian menjelaskan peraturan game itu, yaitu siswa diminta untuk mengacungkan nama hewan yang ada di flashcard itu setelah P memperlihatkan gambar di layar. Dan P juga menjanjikan bahwa group siapa yang menang akan mendapatkan hadiah berupa voucher soto dikantin. Setiap yang mengacungkan nama hewan tercepat akan mendapat 1 point dan yang terbanyak pointnya akan menang.
10. Game yang disertai reward ini membuat siswa senang tampak seperti
P: Do you want to play game?
S: Yes Mr.
P: Ok, everybody look at the slide show.
Nanti saat gambar hewan muncul di layar, cepat-cepat mengangkat nama hewan itu. siapa paling cepat dia mendapat 1 point. Paling banyak mendapat point dia pemenangnya.
P: Group pemenang akan mendapat voucher soto.
S: Asyik, bener ni pak?
P: Iya bener.
S: Asyik...
11. Game ini berlangsung seru, banyak siswa dari group yang berdiri untuk cepat-cepat menunjukkan jawabannya. Game selesai dan diperoleh pemenangnya yaitu group 3.
12. P kemudian mengajak siswa untuk bermain di game kedua yaitu survey game, yang digunakan dalam production Activity. P menunjukkan dalam slide sebuah survey note dan meminta siswa untuk menyalinnya. Kemudian P meminta siswa untuk mensurvey

teman dari groupnya dengan menggunakan dialog seperti dalam gambar slide sebelumnya.

S1 : do you have a cat?

S2 : no, I don't

S1 : do you have a bird?

S2 : yes, I have.

13. P kemudian menjelaskan bahwa group mana yang pengucapan bagus maka akan mendapatkan point. Siswa tampak antusias dan senang untuk berbicara dengan temannya menggunakan dialog seperti dalam slide.
14. Kemudian P berkeliling dari group ke group untuk mendengarkan para siswa menginterview teman groupnya. P melihat semua siswa sibuk menginterview teman-temannya.
15. P kemudian memutuskan bahwa pemenang dalam game 1 dan 2 tadi adalah group 3.
16. Siswa di group 3 sangat senang karena mendapatkan voucher soto.
17. P kemudian mengakhiri proses belajar mengajar karena jam pelajaran telah selesai.

Field Note 14

26 May 2011

Ruang Kelas V

Action (pertemuan 2)

1. P sampai di sekolah pukul 06.50 WIB. P langsung menuju ruang guru untuk menemui GBI dan kemudian membawa PROYEKTOR menuju ke kelas.
2. P dan GBI langsung menuju kelas V. P dan GBI masuk kelas pada pukul 07.00 WIB.
3. P memulai pelajaran dengan membuka kelas dengan salam "Good Morning Students" Siswa menanggapi salam dengan serempak. P menanyakan keadaan siswa dengan "how are you today?" siswa serempak menjawab "I am fine, and you?" P menjawab dengan "I am fine thank you".
4. P kemudian memberitahukan bahwa tema pelajaran kali ini adalah Pet the Pets sub topic describing pets.
5. P kemudian meminta siswa untuk berkelompok dengan teman sebangkunya setelah memperlihatkan crossword puzzle di slide. "ok, sekarang kita akan bermain crossword puzzle" P mengajak siswa. Siswa tampak senang, "Asyik..." . Ada beberapa siswa yang menanyakan tentang hadiah dan P menjelaskan ini hadiahnya adalah nilai yang baik.
6. P meminta siswa untuk mengerjakannya berkelompok. Kemudian tampak siswa mengerjakannya dengan serius.

7. Setelah selesai P mencocokkan jawaban secara bersama-sama didepan kelas, semua siswa mengerjakannya dengan benar.
8. Kemudian P mengajarkan pengucapan kata-kata baru yang ada dalam crossword puzzle itu. Hampir semua siswa menirukannya dengan baik.
9. Slide selanjutnya P menunjukkan gambar hewan beserta diskripsinya. P kemudian memutar audio dari deskripsinya itu agar siswa mendengarkan dan kemudian mengulangnya.
10. Siswa tampak senang dengan suara yang ada, mereka tersenyum dan mendengarkannya dengan sungguh-sungguh.
11. Kemudian P menjelaskannya dan meminta siswa untuk mengulangnya lagi. Siswa mengulangnya dengan suara keras.
12. Dalam Practice Activity, P memperlihatkan gambar dan jumble words. Siswa diminta untuk bekerja sama dengan teman sebangkunya untuk menyelesaikan soal agar menjadi sebuah kalimat yang tepat.
13. Aktivitas ini berjalan dengan baik dan tenang, tampak semua siswa sibuk mengerjakan dari soal tadi. Kemudian P mencocokkan jawabannya secara bersama-sama.
14. Kemudian P mengajak siswa untuk bermain di game kedua yang ada di PPT, yaitu make a math game. Siswa diminta untuk mencocokkan antara gambar dengan diskripsinya.
15. Siswa diminta untuk bekerja dengan teman sebangkunya Siswa tampak sibuk mengerjakannya dengan berdiskusi dengan teman sebangkunya, setelah selesai P menunjukkan gambar hewannya dan kemudian siswa mencocokkannya. Aktivitas ini berjalan baik tidak ada siswa yang gaduh.
16. Setelah selesai P mencocokkan jawaban secara bersama-sama dengan siswa.
17. Dalam production activity P meminta siswa untuk mendiskripsikan sebuah binatang yang ada dalam gambar secara oral. P menjelaskan bahwa siapa yang mau mengacungkan tangan dan mendiskripsikan hewan yang ada maka dia akan mendapat tambahan nilai. Siswa tampak antusias, setelah gambar hewan dalam slide keluar banyak siswa mengacungkan tangan untuk mencoba menjawab. Aktifitas ini berjalan dengan baik, banyak siswa yang mampu menjawab dengan baik dan benar walaupun masih sering salah dalam pengucapannya.
18. Setelah itu, P meminta siswa untuk menulis 2 buah diskripsi dari hewan-hewan yang disebutkan tadi dalam buku mereka untuk dikumpulkan agar bisa dinilai.
19. Setelah bel berbunyi tanda pelajaran telah usai P meminta siswa untuk mengumpulkannya dan mengahiri pelajaran.

Field Note 15
26 May 2011
Ruang Guru
Interview dengan ET

Setelah selesai mengajar kelas V, P dan GBI langsung menuju ruang guru. GBI langsung mempersilahkan P untuk duduk di kursi tamu di ruang guru. P langsung mewawancarai GBI tentang implementasi pertemuan kedua dalam cycle 2 ini. Setelah wawancara selesai, P pamit untuk mewawancarai siswa kelas 5.

Field Note 16
26 May 2011
Ruang Kelas 5
Interview dengan siswa kelas 5

P masuk ke ruang kelas V. Di dalam kelas ada beberapa siswa. P menghampiri mereka. P meminta izin untuk melakukan wawancara dan mereka menyetujui.

Appendix 5

(Photographs)

