IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING
PICTURES AND SONGS
(A Classroom Action Research in Class B TK Dharma Wanita Puhpelem,
Wonogiri in 2009/2010 Academic Year)

A THESIS

DEWI LESTARI
K2202509

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2010
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Submitted to Teacher Training and Education Faculty of Sebelas Maret University as partial Fulfillment of the Requirements for The Undergraduate Degree of Education

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SURAKARTA

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ABSTRACT

This research is aimed to know whether the technique of using pictures and songs under Total Physical Response can improve the students’ vocabulary mastery and to describe what happens during the implementation of pictures and songs under Total Physical Response in English teaching at class B of TK Dharma Wanita Puhpelem, Wonogiri.

This research is a classroom action research. It was conducted in class B of TK Dharma Wanita Puhpelem, Wonogiri from 19th August 2009 to 10th October 2009. There were two cycles of action. The procedures of each cycle are planning, action, observation, and reflection. In collecting the data, the writer used observation and test technique. The result of the observation was served as field notes. The tests were in the form of pre-test and post-test.

The result of the research shows that the use of pictures and songs under Total Physical Response can improve the students’ vocabulary mastery. There was an improvement on the students’ average score of the test. This can be seen in the result of both the observation of the students’ activities during the actions and their test result after the actions. In the pre-test the students’ average score was 6.60 and improved to 7.68 in the post-test. This technique could make the students pay attention to the lesson properly, and also improved students’ participation in learning vocabulary and highly motivated them to join the teaching learning process.
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MOTTO

Ngelmu iku kelakone kanthi laku
Lekase lawankas
Tegese kas nyantosani
Setyo budyo pankekese dur angkara
DEDICATION

This thesis is dedicated to:

♦ My Beloved mother and father
♦ My brother and sister
♦ My beloved husband
♦ My beloved son
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In the name of Allah, the most Gracious, the most Merciful. Firstly, the writer would like to thank Allah SWT because of with His blessing the writer can finish this thesis. Although there are many difficulties faced by her, she realizes that those are the ways to reach success. Therefore, he would like to express her special gratitude to:

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Finally, the writer realized that this thesis is far from being perfect. The writer gladly accepts the comment and suggestion for the betterment of his thesis.

Surakarta, April 2010

Dewi Lestari
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CHAPTER I
INTRODUCTION

A. Background of Study

Teaching language for young learners is very important, because language is used for communication with other people. Young learners are able to learn foreign languages more naturally and therefore to some extent more easily than older learners. Children can start to learn a foreign language as soon as they are old enough to accept their social requirements demanded by group teaching (Frohlich and ward, 1997: p. 97)

Young children do not come to the language classroom empty-handed but they bring with them an already well-established set of instinct, skills, and characteristics which will help them to learn another language (Haliwels, 1998:3). Just like what Vale and Feunteun (1998:28) say, children have many special characteristics in learning. They as young learners have specifics language needs. They learn best when they are involved and their work are valued, and they have opportunity to experience and do experiments for themselves (1998:28).

Nowadays, English is not only taught for elementary and junior high school students but also taught to kindergarten students. It is done in order to get the young learners familiar with English as soon as possible. In English, there are four components of language skills covering listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.
In order to support the mastery of English skills as mentioned above it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use (Hatch and Brown, 1995: 1). Hornby (1984: 1425) defines vocabulary as a list of words with their meanings, especially one that accompanies a textbook in a foreign language.

It is important for someone or learner to master the vocabulary of a language because vocabulary is an essential part of communication. Just like what Krashen (1996:155) says, vocabulary is basic to communication. If acquirers do not recognize the meaning of the key words used by those who addressed them, they will be unable to participate in communication.

Vocabulary deals with words and meaning. Mastery itself means comprehensive knowledge. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. In line with this, Lado (1964: 117) argues that to clarify the idea of vocabulary, three levels of vocabularies are distinguished, namely: (1) vocabulary to operate the patterns and illustrate pronunciation of the language, (2) vocabulary for communication in areas of wide currency, (3) esthetic and technical vocabularies.

In reality, many people who learn English especially young learners are often faced with the problem of vocabulary mastery. The writer found that children as the learners face some obstacles in mastering vocabulary. The problems, which arise in TK Dharma Wanita Puhpelem are that they have low motivation in learning vocabulary and they are bored with the monotonous class.
Students of kindergarten get some difficulties in learning pronunciation. They tend to pronounce the English words as the ways they pronounce Indonesian words, because they haven’t heard the vocabularies in English before. The teacher tries to give the lesson with the same methods and the same material but in Indonesian language. The result is the students understand the lesson easily. It is because Indonesian language is their mother tongue (the language that they are comfortable to communicate in daily life).

It is hard for them to memorize the meaning of words. The students can find it easy to memorize new vocabularies in Indonesian language and practice for simple communication but when they are asked to memorize the English counterparts of the Indonesian vocabulary, they find difficulty.

There are many techniques that can be used for teaching vocabulary. They are teaching vocabulary by using games, storytelling, pictures, songs, etc. There are also many methods that can be used for teaching vocabulary. They are Communicative Language Teaching, Content-Based Instruction, Cooperative language Learning, Total Physical Response, etc.

From the explanation above, it can be seen that it is necessary for the teachers not only to master teaching techniques but also to know the kindergarten students’ characteristics as young learners. They must understand their needs and potential factors in which they learn more effectively. Besides, in teaching English to young learners the teachers should pay attention both on how the right technique is implemented and on how these techniques are suited with their characteristics. Moreover, the teacher needs to explore appropriate techniques in
order to create interesting teaching learning process to improve students’ vocabulary mastery.

In this research the teacher uses the technique of teaching vocabulary by using pictures and songs under Total Physical Response method. It can help students in improving students’ vocabulary mastery. The implementations of pictures and songs in teaching learning process is not the same from one school to another, because every teacher has her their own ways in presenting pictures and songs and how to conduct it.

The pictures are used in this technique because they are very appropriate with the characteristics of the young learners and also can explore their interest. Picture is used to introduce vocabulary for students of kindergarten because pictures are interesting.

Sudono, Anggani; 1997 states:


Song is used as a teaching instrument that will facilitate the students in getting vocabulary lesson because almost all children like song and music, and like singing and it can also bring joy to them.

Song is a good technique in teaching vocabulary to younger learners. Songs are powerful. According to Griffée (1992: 6), “songs are especially good at introducing vocabulary because songs provide a meaningful context of the vocabulary”.

Richard and Rodgers (2001:73) state “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action: it attempts to teach language through physical (motor) activity. In teaching learning process the students will be active in learning by doing. It can help students to improve their vocabulary mastery.

Based on the background above, the writer tries to solve the problems by using Pictures and Songs under Total Physical Response in order to improve the students’ vocabulary mastery. In addition, she likes to do a research under title: Improving Students’ Vocabulary Mastery by Using Pictures and Songs (A Classroom Action Research in Class B TK Dharma Wanita Puhpelem, Wonogiri in 2009/2010 Academic Year)

B. Problems Statement

From the observation above the researcher formulate the problems of this research as follows:

1. Can the use of pictures and songs under Total Physical Response improve the vocabulary mastery of Class B TK Dharma Wanita Puhpelem, Wonogiri in the Academic year of 2009/2010?

2. What happens during the implementation of pictures and songs under Total Physical Response technique in teaching vocabulary?

C. Objectives of the Study

The objectives of the study are:
1. To identify whether the use of pictures and songs under Total Physical Response can improve the vocabulary mastery of Class B TK Dharma Wanita Puhpelem, Wonogiri in the Academic year of 2009/2010.

2. To describe what happens during the implementation of pictures and songs under Total Physical Response at Class B TK Dharma Wanita Puhpelem, Wonogiri in the Academic year of 2009/2010.

**D. Benefits of the Study**

It is hoped that this study will give advantages to:

1. **The Students**
   
   For the students, hopefully, it can help them cope with their difficulties in learning vocabulary.

2. **The Teacher**
   
   For the teachers, it gives some information about the technique of teaching vocabulary and students’ difficulties in learning. These enable them to understand the core of teaching English vocabulary, know factors that cause the difficulties in learning vocabulary, and determine appropriate steps to overcome the problems.

3. **The School**
   
   After conducting this research, it is expected that the school will be interested to conduct this research in her department in order to improve teacher’s quality. It can also be used as a reflection in order to gain an effective and innovative teaching-learning process by applying pictures.
and songs under Total Physical Response as one of the technique to improve student’s vocabulary mastery.
CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. General View of Vocabulary

There are some experts giving definition about vocabulary. Burns and Broman (1975: 295) stated that vocabulary is the stock of words used by particular person, class, profession, etc. Moon in Schmitt and McCharthy (1997: 105) argued, in fact, vocabulary has been seen as individual words, which could be used with a great deal of freedom. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and a critical importance to typical language learners.

Hornby (1984: 1425) defines vocabulary as a list of words with their meanings, especially one that accompanies a textbook in a foreign language. Hatch and Brown say that the term vocabulary refers to a list or set of words for particular language or list of words that individual speakers of language might use (Hatch and Brown: 1995: 1)

It is important for someone or learner to master the vocabulary of language because vocabulary is essential part of communication. Just like what Krashen (1996: 155) says, Vocabulary is basic to communication. If acquires do not recognize the meaning of the key words used by those who address them, they will be unable to participate in communication.

Mastering English vocabulary in learning language is basic. Without having proportional English vocabulary, students will get difficulties in using English. It is because vocabulary plays necessary role in learning and
understanding the language. Webster states that mastery is skill or knowledge that makes one master a subject (1990:732). Meanwhile Porter (2001: p. 953) states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby (1984: 777) who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

From the opinions above, vocabulary can be defined as a list or stock of words and central of language with their meaning that can express ideas used by particular person, class, or profession with great deal of freedom.

B. Teaching Vocabulary For Kindergarten students

Teaching vocabulary in early age is very essential. Teachers should give certain attention in teaching vocabulary and decide the area of words that become the basic need for the students. Burns and Broman say that teachers must give attention to develop vocabularies of each child through carefully planned instruction, and to do so, he or she must be aware of what words are (verbal representation of concept) and how they are formed (1975: 295). Huebener states similar opinion about area of vocabularies that is taught for the first level, as follow.

“selection from 750-800 words for the first year may be grouped under some forty and fifty headings. Starting with the immediate situation these may be school, the lesson, language, the family, relatives, profession, description of objects, animals, nature, men’s garments, women garments,
color, time, months, the days, the body, health, the house, daily action, etc. "(1965: p.87)

The material used in teaching vocabulary should be suitable with the students’ need. Ohlen says that it is imperative that much of the material which the teacher uses should be familiar to the child in his everyday life, the family, nouns, colors, toys, animals, time, month, season, and soon. (1961: p.279). It can be said that the English material should be familiar and suitable with students’ need.

Vocabulary is a central to language for cognitive development of kindergarten students, as stated in GBPKB-TK (2000. p. 12) below.

*Dengan berkembangnya penguasaan kosakata anak serta kemampuannya mengkomunikasikan pada orang lain akan memiliki dampak terhadap perkembangan fungsi kognitifnya. Kemampuan mengkomunikasikan sesuatu seperti benda, orang atau binatang dengan menggunakan kosakata yang banyak dan teratur akan mencerminkan kemampuan berpikir anak tentang hal tersebut.*

Based on the explanation above, it can be concluded that the area of vocabularies for the first level includes immediate situation such as : the school, the family, the home, actual experience with concrete object, daily activity etc.

### C. Young Learners

1. **The Nature of Young Learners**

According to Philips (1996; 7) and Kasihani (20), young learners means children from the first year of formal schooling (5 or 6 years old) to eleven or twelve years old. While Scoot and Ytreberg (1998:1) mention that there are two
main groups of children. They are the five to seven years old and the eight to ten years old. Both of them are assumed as the beginners’ stage.

According to Philips (1996; 70), “Young learners respond to language depend on what it does or what they can do with it rather that treating it as an intellectual game or abstract system”. So, it is important to consider that teaching something concrete is more useful than the abstract one.

2. Characteristics of Young Learners

Young learners have their own special characteristics that differentiate them from adult learners. These characteristics should be known and understood by teachers to improve the quality of teaching and learning process so that the objectives will be successfully reached. In this research, since the object of the study is class B of kindergarten students, it is quite important to know well about their characteristics before we conduct certain teaching and learning process towards them.

The characteristics of young learners are mentioned by Clark (1990 : 6-8) as follows.

1. Children are developing conceptually. They develop their way of thinking from the concrete to the abstract thing.

2. Children have no real linguistics needs. Different from the adult learners that already have certain purpose in learning language, for instance, to have a better job, children rarely have such needs in learning a foreign language. They learn subjects what school provide for them.
3. Children are still developing their first language. They are still developing communication skill such as turn taking and the use of body language.

4. Children learn more slowly. They are in the process of learning many things at the same time such as developing knowledge about the world, developing awareness of concepts, acquiring a multiplicity of skills and developing their first language. They learn more slowly too but in the long run they have a better result compared to the adult learners who learn faster.

5. Young children are very egocentric. They tend to revolve around themselves. Children are preoccupied with their own likes and dislikes, their own family and friend, and their own world.

6. Children get bored easily. Children have no choice to attend school, they do that because they have to. This lack of choice means that class activities need to be fun and interesting to young children. That is why it is important for the teacher to make the class and its activities as interesting and exciting as possible by setting up interesting activities.

7. Children are at an early stage of their education. Ensuring success and enhancing the children’s motivation are important factors in promoting the success of early start in foreign language learning.

8. Children are better mimics. In young children, the motor movement of mouth used to produce the sound of their first language have not become fixed through habit. It will make them more confident in attempting the sound of foreign language and they are also delighted in playing with sounds.
9. Children forget quickly

That’s why repetition during teaching and learning process needs to be done by the teacher. It is crucial for the teacher to have appropriate technique in presenting the materials so the pupils can grasp it easily.

Another opinion about the characteristics of young learners is stated by Brumfit (1997: v) as follows.

a. Young learners are only just beginning their schooling, so that teachers have major opportunity to mould their expectations of life in school.

b. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.

c. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes brings to their schooling.

d. Their learning can be close linked with their development of ideas and concept, because it is so close to their initial experience of formal schooling.

e. They need physical movement and activity as much as stimulation for their thinking, and the closer together this can be, the better.

Based on the explanation above, it can be concluded that the students at kindergarten that belong to young learners have their own characteristics which are different from adults. The students as young learners need different teaching and learning process that is more various and interesting. It is really important for the teachers to understand their characteristics in order to conduct appropriate
approach and technique in teaching so that the students’ learning outcome, in this case, their vocabulary mastery will be satisfying.

D. Total Physical Response (TPR)

1. The Background of Total Physical Response

Total Physical Response was developed by James Asher, a professor of psychology at San Jose State University, California. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of command, which responded physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the process by which children acquire their native language. (Richard and Rodgers, 2001:73)

Asher (in Brown, 1994:98) notes that children, in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical response (reaching, grabbing, moving, looking, and so forth). He also gives some attention to right-brain learning. According to him, motor activity is a right-brain function that should proceed with left brain language processing. Asher also convinced that language classes are often the locus of too much anxiety and wished to devise a method that was as stress-free as possible, where learners would not feel overly self-conscious and defensive.

Because the students listen and respond physically to spoken language command of their teacher, then the method is known as a Total Physical Response.
2. The Definition of Total Physical Response.

Richard and Rodgers (2001:73) state “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; is attempt to teach language trough physical (motor) activity. It focuses on listening comprehension.

The above statement is similar to Brown’s statement that TPR is a method of language teaching in which students do a great deal of listening and acting (Brown, 1994: 98). While Larsen-Freeman (2000) say that TPR is also called the comprehension approach because of the importance it gives to listening comprehension.

From the definitions above, it can be concluded that TPR is a method of language teaching emphasizing on listening and acting.

3. The Principles of Total Physical Response

According to Brown, by quoting Asher statement, there are some principles of TPR, namely: (1) TPR heavily utilizes the imperative mood, even into more advanced proficiency level; (2) commands are an easy way to get learners to move about and to loosen up; (3) no verbal response is necessary; and (4) more complex syntax can be incorporated into the imperative.

Richard and Rodgers (2001:73) also add some principles of TPR. They state that Total Physical Response is linked to the “trace theory” of memory, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.
4. Procedure of Teaching

Asher (in Richard and Rodgers 2001) provides a lesson–by lesson account of a course taught according to TPR principles, which serves as a source of information on procedure used in TPR classroom. The course is for children at kindergarten level. The four steps in this course are as follows.

1) Review

This is a warming-up step. The purpose is to check students’ understanding about the previous lesson and to warm–up the students’ readiness in new material before really enter the new material.

2) New Command

Here, the teacher introduces some new vocabularies, such as:

- Comb you hair
- Stand up
- Look for a towel
- Comb Pedro’s hair
- Sit down
- Look for milk
- Comb marina’s hair
- Come here

Next, the teacher asks simple question which students can answer with a gesture, such as pointing to something or someone.

3) Role reversal

Students readily volunteer to utter commands that manipulate the behaviour of the instructor and other students.

4) Reading and Writing

The teacher writes on the blackboard each new vocabulary item and a sentence to illustrate the item. Then, she reads each item and acts out the sentence. The students listen as she reads the material.
E. Techniques in Teaching Vocabulary

Anthony (1963: p. 63-67) states that a technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. The technique is the level at which classroom procedures are described.

The technique of teaching vocabulary refers to the way of teaching vocabulary that teachers use to deliver material to the students. It has important roles, especially on vocabulary learning. The success of teaching and learning process depends on not only the teachers’ and students’ competences but also the technique of teaching, especially in this case the technique of teaching vocabulary.

Not all techniques are helpful for the students. In this case, the teachers are responsible to choose and select appropriate technique, so that the technique can be applied to a certain situation and circumstance in the teaching and learning process. The technique that teachers use must be suitable to improve students’ vocabulary mastery.

1. Teaching Vocabulary by Using Pictures

One of the important sources of interest in learning vocabulary for young learners in the classroom is pictures which mainly act as a visual stimulus. Pictures give a lot of contribution because young learners are supplied with something that is relevant to the teaching and learning process and they influence the vocabulary mastery of kindergarten students.
Pictures have some different definitions. There are some experts giving definition about pictures. Shores says “Pictures are likeness of a person, place, thing or idea on flat surface produced by means of drawing, painting, or photography” (1960:188). Another definition is that pictures are actual representation or image in the mind (Gerngross and Puchta, 1999: vii). The pictures are also defined as an image or likeness of an object, person, scene reproduced on flat surface, especially by painting, or photography; a mental image or impression; an idea (Webster, 1979:1357)

It can be summed up that the term picture in this study refers to the image or likeness in the mind of an object, person, scene, place, thing or idea on flat surface produced by drawing, painting, or photography. Pictures here have motivated students, make the subjects they are dealing clearer, and illustrate the general idea and the form of an object or an action which are particular to a culture (Wright, 1997:136).

The teachers have a responsibility in choosing pictures as a medium to know how far the students’ vocabulary in the kindergarten, as stated in GBPKB-TK (2000. p. 17) as follows.

*Melalui bantuan gambar dan kata yang menyertainya, guru dapat melakukan percakapan dengan anak secara individual maupun kelompok untuk mengetahui kemampuan penguasaan kosakata, memahami dan mengkomunikasikan isi gambar tersebut.*

a. The Advantages of Using Pictures

Using pictures in teaching and learning process have many advantages. Puchta (1999) states that from the point of view of developing the students’ visual
intelligence, pictures can help them focus their attention, which is a cognitive skill that forms the foundation for a number of other more sophisticated cognitive skills.

Considering the techniques of presenting vocabulary lesson, pictures have many advantages (Virginia French (1983:28), namely:

- a. they cost little or nothing,
- b. they are available even in places where no other pictures can be found,
- c. they do not require space for storing and filling as pictures from other sources do,
- d. sometimes students who are poor language–learners can draw well. Exercises which require drawing will give such students a chance to win praise, and the praise will help those students learn,
- e. when someone has drawn a picture of a scene, he knows the meaning of the English words that the teacher will use while talking about parts of his scene. The meanings are in his mind before he is given the English words. (as we have noted, meanings often come before words in successful learning of vocabulary).

Pictures have contributions to vocabulary teaching. Andrew Wright (1989, 2), proposed three aspects contributed to vocabulary teaching by pictures, namely: (1) giving interest and motivation; (2) making a sense of the context of the language; and (3) having a specific point or stimulus.

Based on those explanations about the advantages of using pictures as teaching aids, pictures provide a lot of advantages in teaching and learning process, especially in teaching English to the kindergarten students. Related to the object of this research, those advantages are relevant to be applied in English teaching and learning at kindergarten.
b. **The Sources of Pictures**

There are many pictures which can be used as the material and it is easy to find at least some free or cheap picture materials. The choice of pictures really depends on the subject and the necessities.

There are some sources of pictures as mentioned by Wright (1997: 182-187) as follows.

1. **Newspaper**

   Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some countries they are the main sources of free picture material. The pictures in newspapers are usually small and too indistinct for use with the whole class, but they are usually topical and linked with the text, which can lead to particular activities.

2. **Magazines**

   These are the major source of useful picture material of a high quality, though they are rarely free. Full page are big enough for class use, while others are more appropriate for individual work.

3. **Advertisements and Publicity**

   These include direct mail leaflets, posters and advertisements in magazines and newspapers. These are two features which make advertisement pictures special: the pictures are meant to persuade us to buy the product and advertisement pictures accompany it to provide authentic material for reading.
4. Catalogues
Catalogues are an amazingly rich source of picture material. The specialist catalogue (for examples: toys, cars or gift) and charity catalogue also can be used as a source of picture material.

5. Calendars
Calenders are usually illustrated and, furthermore, the pictures are usually big enough for class use. Sometimes it may be an advantage to keep the calendar dates.

6. Greeting cards
Most greeting cards are illustrated. It is worth to keep the text and the picture together.

7. Postcards
Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards are not just pictures. Two great advantages of postcards are that they are made of card and all postcards are about the same size.

8. Reproduction of arts
Painting, drawings, and art photographs are reproduced on postcards, greeting cards, calendars, in books and as separate reproductions available in shops and galleries.

9. Posters
Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use. Posters can be advertisements or just intended for
decoration. A huge poster may show one object or it may illustrate a lot of information.

10. Wallcharts

Wallcharts are produced by some institution to explain what is done in or by the institutions. These wallcharts are very often free or relatively inexpensive.

11. Instructions

Instructions for carrying out a process such as cooking or putting on a life jacket are often illustrated. They can be used in sequencing activities.

12. Old books

Old children’s books are particularly a good source of illustration which can often charm older students. Old school books are often too decrepit or date to keep but they may contain unique illustration.

13. Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to a narrative text.

14. Stamps

Most stamps have pictures on them. The most obvious way of using stamps is to talk about them as stamps. Where they come from, why the design were chosen, how much they are worth, etc.

15. Playing cards

Many playing cards have illustration. The cards can be used for their original purpose and the students are asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.
16. Wrapping paper

Wrapping paper is often decorated with pictures. The repetitions of the design means that pairs of picture are available.

17. Coursebook

There are usually illustrations in the coursebook. These illustrations can often be used in ways which the author does not suggest.

18. The teacher’s and the students’ own drawing

Pictures can be drawn on the board, the overhead projector, large paper, flash cards, group playing cards, handout sheets, or college sheets.

19. Photocopying

Pictures can be photocopied but, if they are in copyright, only by permission.

Based on the opinion above, it can be said that the choice of pictures depends on the subject, necessities, and the goals of teaching and learning process. Consequently, in this study in conducting the technique of using pictures the writer uses pictures from many sources as the teaching aids to make the students easier in understanding the English lesson.

### 2. Teaching Vocabulary by Using Songs

Another technique in teaching vocabulary to young learners is using songs. Griffee (1992: 3) says “The word song refers to the pieces of music that have words, especially popular songs such as those one hears on the radio”.

Song is a good technique in teaching vocabulary to younger learners. Songs are powerful. According to Griffee (1992: 6), songs are especially good at
introducing vocabulary because songs provide a meaningful context of the vocabulary.

Based on the explanation above, it can be said that song refers to the pieces of music that have words and it is good in introducing vocabulary, especially to Kindergarten students.

**a. Why Using Songs**

Songs can be used to vary the classroom activity in order not to make the students feel bored in the classroom. Griffie (1992: 4) also states that song is relaxing classroom atmosphere. He says “Songs and music can be used to relax students and provide an enjoyable classroom atmosphere”. A song consists of many words, in a classroom situation which is relax and enjoyable.

In the use of songs in vocabulary teaching, Hancock (1998: 6) states “song can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation”. Moreover, Murphey (1996: 10) also states that an additional thing we might do with music and song in teaching is teaching vocabulary.

Pahin and Power (1990) in Suyanto (2005: 6) state that children will learn better when they are given the motivation to get involved directly in the activity. Songs can be used to motivate the students. Hancock (1998; 7) states, “teachers have for long time that they can use songs to motivate students and provide variety in a lesson”.
Songs can be used to motivate the students. Teachers have a long time that they can use songs to motivate students and provide variety in a lesson. By singing a song, children get involved directly in this activity, so that they will be more motivated in learning English vocabulary. From the explanation above it is clear that songs can be used to teach vocabulary especially to younger learners.

Dealing with the reasons of using song to teach younger learners, there are 11 reasons stated in http://www.onestopenglish.com (retrieved on May 2nd, 2006)

1. Children like songs
2. Songs can be integrated into language learning- listening, singing and doing activities around the songs.
3. In many cultures songs are used to introduce or practice mother tongue with young children, so this is a medium that children are very comfortable with
4. Songs are memorable
5. Songs often include a lot of repetition that helps to make language memorable
6. Songs contain chunks of language that children can remember and use
7. Because songs must be sung at a reasonably fast speed they encourage natural phonological features like lining and weak form
8. Children will be actively involved in their learning, even at a very young age, rather than passive.
9. Children have energy and want to make noise. Songs will cannel these natural inclinations positively.
10. Parent will enjoy hearing their children singing in English.
11. Singing is a happy and stress-free activity that will add to a positive classroom learning environment.

b. Kinds of songs

Not all songs can be used to teach English vocabulary to Kindergarten students. We have to choose appropriate songs. Teachers should choose songs that are simple, easily understood, related to a topic, and repetitive. Word repetition in a song is very helpful for a younger learner to memorize the new vocabulary. No matter what culture you or your pupils come from, song is a great way to introduce, improve and strengthen language skills.

It is also stated in http://www.onestopenglish.com (retrieved on May 2\textsuperscript{nd}, 2006) “teachers should choose songs that are simple, easily understood, related to a topic or vocabulary that is learned, repetitive. In addition, it is suggested to choose songs which children can easily do action to, it will help students emphasize meaning.

From the explanations above, using songs can be a good alternative in teaching to young learners. Teacher can use this technique in teaching English vocabulary in order to improve students’ vocabulary mastery.
CHAPTER III
RESEARCH METHODOLOGY

A. The Method of the Research

The research method used in this study is action research. For the starting point, it is necessary to give a definition of action research. Ebbutt (1985) in Hopkins (1993:45) states that action research is a systematic study that attempts to improve educational practice by group or participants and by means of own reflection upon the effects of these actions.

Mills (2000:6) defines action research as systematic inquiry done by teachers or other individuals in teaching or learning environment to gather information about and subsequently improve to ways their particular school operate, how they teach, and how well their students learn. This information is gathered with the goals to gain inside developing reflective practice, effecting positive changes in the school environment (and on educational practices in general) and also developing student outcome and the lives of those involved.

Action research engages teachers in four steps of process namely to:

1. identify an area of focus,
2. collect data,
3. analyze and interpret data,
4. develop an action plan

The process of action research is as important as the result of the action, furthermore it is more qualitative than quantitative numbers which support
classroom action research. The students’ score is a part of the wholeness of that process. Action research is expected to give solution to teaching problems.

Key concepts of action research are:

1. Action research is participatory and democratic
2. Action research is socially responsive and takes place in context
3. Action research helps teacher researchers examine the every-day, taken-for-granted ways in which they carry out professional practice.
4. Knowledge gained through action research can liberate students, teachers, and administrators and enhance learning, teaching and policymaking.

From the definition above it can be concluded that action research in this study is a systematic study of efforts to solve education problems or to change things related to educational problem for improvement. It is conducted by teacher or collaboration of teachers and researchers by means of their own reflection upon the effects of those actions.

In this study, the classroom action research is conducted to improve the students’ vocabulary mastery. In the reality the students’ vocabulary mastery in kindergarten is still low. The practical action is the implementation of using pictures and songs in the classroom. The reflection upon the effects of the actions can be known while the technique is presented. This refection shows whether pictures and songs can improve kindergarten students’ vocabulary mastery.
B. The Aim of the Study

This research is aimed to know whether the technique of using pictures and songs under Total Physical Response can improve the students’ vocabulary mastery and to describe what happens during the implementation of pictures and songs under Total Physical Response in English teaching in class B TK Dharma Wanita Puhpelem, Wonogiri.

C. The Setting of the Research

This study is conducted at Class B TK Dharma Wanita Puhpelem, Wonogiri, and Carried in 2009 during the students’ regular class. It lasted for two months. It is from August to October 2009

D. The Model of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis in which he represented from Lewin’s action research cycle model (Mills, 2000:21). According to the model, the process of action research includes four elements, namely: 1) identifying the problems and planning the actions; 2) implementing the actions, observing and monitoring; 3) evaluating and reflecting the result of the observation; and 4) revising the plan for the following steps. This cycle can be visually reflected as follows.
E. The Procedure of Action Research

The model of action research above is the set of principles, frameworks in undertaking a classroom action research. Furthermore those six steps are taken in each procedure that forms one cycle. The procedures in this research are as follows.

1. Identifying the problems

The teacher identifies the problems first before planning the actions. The problem refers to the kindergarten students’ vocabulary mastery that is still
low. The problem is caused by the technique of delivering material which makes the students feel bored. They have no interest in the lesson and they walk around in the classroom. Some of them are laughing and talk with their friends, and become noisy. It causes their attention to the material given to decrease. As the result the target of teaching learning process cannot be reached.

2. Planning the action

The teacher prepares anything related to the actions that will be implemented such as the material, the pictures that are used and the evaluation. The teacher also prepares the steps of teaching and learning process.

3. Implementing the action

The teacher implements the teaching learning activity of English vocabulary using pictures and song to kindergarten students.

4. Observing or monitoring the action

The teacher as researcher observes and monitors all activities in teaching learning process while the technique of teaching vocabulary using pictures and songs is being carried out. Besides, she also creates conductive atmosphere in the classroom.

5. Evaluating and reflecting the result of the observation

After doing some activities, teacher gives the students test to measure the students’ motivation in learning vocabulary. Before starting to teach, she gives pre-test and at the end of every cycle, students are given a post-test.
Having conducting the test, the writer analyzes the result of the test to make sure whether there is an improvement in student’s vocabulary mastery after they are taught using pictures and songs.

The teacher makes an evaluation based on the observation to find the weaknesses of the activities that have been carried out and the weakness can be refined in the next cycle. She also notes the students, the score in every cycle.

6. Revising the plan

Based on the weaknesses found from the previous activities, the teacher revises the plan for the next cycle. It takes two cycles based on the topic to improve the students’ vocabulary mastery.

**F. Technique of Collecting Data**

In collecting data, the writer uses observation and test. The researcher observes all the students’ activities during the teaching-learning process by using observation sheets. The researcher takes some information from the field notes; it is the written records of participant observers (Mills 2000:52). It is also a way of reporting observations, reflections and reactions to classroom problem (Hopkins 1993:16). Then the researcher scores the test by looking for the mean score. After the mean of score is found from the tests, and it is supported by the data taken from the field note, the teacher can find out how pictures and songs can improve the technique of teaching vocabulary.
G. The Technique of Analyzing the Data

The classroom action research analyzes data from the observation that are taken from field notes and the result of the test. The observation describes how teaching and learning process of vocabulary runs in the classroom through qualitative methodology, and the tests are used for finding out the mean of the scores using quantitative methodology. From the analysis, the teacher is able to notice whether the implementation of the technique can improve the students’ vocabulary mastery or not.

In analyzing the data in the form of numbers, the writer uses the mean score of every test (pre-test and post-test). These are to find out whether there are any improvements between the students’ achievement before and after the actions. The formula is stated as follows.

The mean score of pre- test and post-test can be calculated with the formula:

\[
\bar{X} = \frac{\sum X}{N} \quad \quad \bar{Y} = \frac{\sum Y}{N}
\]

Which:

\[ \bar{X} \] = means of pre-test score

\[ \bar{Y} \] = means of post-test score

\[ N \] = number of sample

After the mean score is found from the tests, and it is supported by the data taken from field notes, the teacher knows the improvement of the kindergarten students’ vocabulary mastery after they are taught using pictures and songs.
CHAPTER IV
RESEARCH IMPLEMENTATION AND DISCUSSION

The research implementation of using pictures and songs under Total Physical Response in improving student’s vocabulary mastery includes two cycles, every cycle is held in four meetings. In the first cycle, the teacher used ‘Fruits’ as a topic. It is conducted in four meeting either in 60 or in 120 minutes. The topic for the second cycle is ‘Part of body’ and it takes the same meetings as the first cycle.

Every cycle in this research consist of a series of steps, namely identifying the problem, planning the action, implementation the action, observing or monitoring the action, evaluating and reflecting the result of the observation and revising the plan. They can be explained in the following parts.

A. Cycle I

1. Identifying the Problem

The problem was the low of the students’ vocabulary mastery. It was caused by the technique and the method of delivering the material which made the students bored, they had no interest in the lesson and they walked around in the classroom, some of them were laughing and talking with their friends, and became noisy. It caused their attention to the material given to decrease, so they did not understand the material well and the target of teaching and learning process could not be reached.
2. **Planning the Action**

After finding the facts that the students’ vocabulary mastery was low because there was no motivation and attention to the material, the teacher, then tried to improve it by choosing the technique. She used pictures and songs under Total Physical Response to overcome the problems. It made the students more active during teaching and learning process. She believed that it could improve the students’ vocabulary mastery.

Before implementing the actions, the writer gave the students a pre test. The test was also given in the end of the cycle as a post test, so that the writer knew the differences between the results of those tests. The writer prepared a lesson plan before she taught the students. She used ‘Fruits’ as a topic.

3. **Implementing the Action**

In implementing the action, the teacher divided the action into four terms namely: review, new command, role reversal, reading and writing. These four terms were conducted in 60 minutes.

The teacher used pictures and songs in this action. It means that the teaching and learning process in the classroom used pictures and songs. In this cycle, the teacher introduced ‘Fruits’.

**a. First Meeting**

In the first meeting, before starting the action, the teacher conducted a pretest in about 30 minutes. This test was aimed to know how well the students’ ability about the topic to learn. The test consisted of two sections, which were meaning and pronunciation test.
After finishing the test, this meeting was continued with the implementation of the action. The teacher started explaining the topic ‘Fruits’.

1). Review

The teacher sticks six pictures of fruits and she said that they were going to study about fruits in English. The teacher asked the students whether they understood kinds of fruits in Indonesian, and most of them answered that they understood it.

2). New command

The teacher asked the students to look at the blackboard, then she showed six pictures of fruits and mentioned the name of fruits (watermelon, papaya, pineapple, banana, orange, grapes), she also gave examples on how to pronounce it correctly.

3). Role reversal

The teacher asked the students to repeat after she showed the pictures of fruits (watermelon, papaya, pineapple, banana, orange, grapes). That activity was repeated twice. She checked the students’ mispronunciation immediately. Then the teacher distributed six pictures of fruits to each student. She asked the students to show pictures of fruits after the teacher showed and pronounced the pictures of fruits. Next, the teacher asked the students to show it and repeated after what she said. Those activities were repeated twice, and she corrected the students’ mispronunciation.
4). Reading and Writing

The teacher asked the students to show six pictures of fruits and pronounce the words without giving examples. Most of the students could mention correctly but they had known how to pronounce it well.

b. Second Meeting

In this meeting, the teacher continued with the material about fruits.

1). Review

After greeting, the teacher reviewed the previous lesson. The teacher continued the lesson by asking students’ vocabulary about fruits. They responded that they understand about six pictures of fruits in English.

2). New command

The teacher prepared tape and cassette, then she divided students into five groups. Next the teacher asked the students to listen to the song. It was played twice. The teacher showed the pictures of fruits after the pictures of fruits were mentioned on the song.

3). Role reversal

The teacher asked the students to show the pictures of fruits after those pictures of fruits were mentioned on the song. It was repeated twice. Next she read the song lyric and asked the students to repeat after her. Then, the teacher sang the song calmly and showed pictures of fruits mentioned on the song. The teacher and the students sang the song calmly and showed pictures of fruits mentioned on the song.
4). Reading and Writing

The teacher asked the students to sing the song and showed pictures of fruits without giving examples.

c. Third Meeting

In this meeting, the teacher said they were going to draw a fruit.

1). Review

After greeting, the teacher reviewed the previous lesson. Then she continued the lesson by telling them that they were going to draw a fruit. All of the students looked surprised.

2). New command

The teacher asked the students to take a piece of paper and pencil, then she continued the lesson by drawing a fruit on the blackboard. Next she asked the students to draw the same picture (a picture of an orange).

3). Role reversal

The teacher asked the students to draw what teacher had drawn in the blackboard. She asked students to draw an orange after her command, then, she asked the students to pronounce a simple command after her. She also gave examples on how to pronounce it correctly.

4). Reading and Writing

The teacher asked the students to draw an orange, and also asked the students to pronounce a simple command without giving examples.
d. Fourth Meeting

It is the last meeting in the cycle one. In the first 30 minutes, the students did learning process as usual and in the last 30 minutes the students were having the post test for this cycle. It is aimed to make sure that pictures and songs under Total Physical Response can improve students’ vocabulary mastery. The test also consisted of meaning and pronunciation test. The learning process in the first 30 minutes was conducted as follow.

1). Review

After greeting, the teacher reviewed all about the material that had already been studied, fruits. The teacher also gave chance to the students to ask some questions.

In this session, two students asked the teacher to sing a song entitled ‘Fruits’, that had already been studied in the second meeting. She and all of the students sang the song together.

2). New command

The teacher distributed a picture of orange to the students. She asked the students about the picture, the students could mention the picture correctly. The teacher asked the students to repeat the simple commands after she gave example how to pronounce correctly, “Make a big circle!”, ‘make a plumb line!’, “make a small line!”. 
3). Role reversal

The teacher asked the students to repeat after her, then the students were repeating the simple commands after her and she corrected the mispronunciation made by the students.

3). Reading and Writing

The teacher asked the students to be a volunteer to give commands to their friends without giving examples. Then she asked their friends to repeat after her. Most of the students found difficulties in pronouncing it but after the activity was repeated again, they could pronounce better.

4. Observing and Monitoring the Action

Monitoring was very important to do, because it was done to know the improvement of the students’ motivation and understanding in learning English. Monitoring and observation was done during the implementation of the action while the students were doing the activities.

From monitoring the teaching and learning process in the first cycle, the writer assumed that the teaching and learning process using this technique ran well and it became alive. Pictures and songs under Total Physical Response can help students in improving their vocabulary mastery.

In addition, the students became enthusiastic in learning how to show and pronounce words. It could be seen from the students’ responses when they had the learning activities. The students were active in asking what they had not known and understood. There were interaction between the teacher and the students.’ Bu guru, gambarnya yang ini bu?’, Bu, banana itu gambarnya yang ini atau yang
mana bu?’, Bu, nanti mau gambar apa ya?’. Those were the students’ comments to the teacher during the teaching and learning process. They are also more active in learning activities by showing the pictures and pronouncing the word. They could respond the teacher’s commands well although they didn’t really know the meaning of teacher’s commands. As an example when the teacher asked: ‘take a picture of pineapple’, the students took a picture of pineapple but there were some students who gave wrong response. That condition did not make them frightened. Some of them laughed when they found their friends gave wrong response and this made the situation in the class fun. When the students sang the song, they seemed very happy and asked to the teacher: ’Bu, besok nyanyi lagi ya bu’?

Nevertheless, the writer was not satisfied with the result yet because the situation was not continually occurring. From the further observation in teaching and learning process, the students’ motivation in learning vocabulary was decreasing.

They seemed to be bored with the monotonous activities in singing a song and the unattractive pictures. Furthermore, they were become uninterested and they did not give full attention to the next presentation even some of them were playing by themselves or disturbed their friends. Besides, they usually came into another table and walked around for joining with the other friends. It indicated that they were not confident with their own ability. Some of the students were still shy, when the teacher asked them to practice the action both in group and individually. Some of them were afraid to make a mistake as the teacher
instructed them to do the action. It made them passive. Dealing with the pronunciation, they still made error as well. A number of students were easy to give up if they found difficulties in doing the activities, so in this case the teacher tried to help the students to do the activities.

5. Evaluating and Reflecting the Result of the Observation

By observing the result of monitoring, the writer got the results as follows. The activities of the teaching and learning process using pictures and songs under Total Physical Response ran well, but apparently only at the beginning. In the next activities, students’ motivation and attention were decreasing because the monotonous activities and the unattractive pictures. Some of the students were still shy when the teacher asked them to practice the action since they still made error on pronunciation as well.

On the other hand, the result of the tests showed that the mean score of the pre test is 6,00 and the mean score of the post test is 7,19. It indicates that there were improvements of learning vocabulary in the kindergarten students but it was not quite satisfying. In fact, the students were active in learning activities, it indicates that the students’ motivation in learning vocabulary was increasing but it was not quite satisfying. And the response of the students in learning vocabulary was good enough but it was not satisfying.

Thus, by analyzing the result of the observation, the writer concluded that the pictures and the songs under Total Physical Response were good enough and suitable for the kindergarten students in learning vocabulary, even though the technique sometimes made the students bored when uncarefully selected and
implemented in the monotonous activities. In this case writer had to make and create variation in her teaching, so that the students were not easy to get bored.

From the reflection of the result above, it could be stated that cycle one did not give a satisfying result because the students’ motivation and attention in learning vocabulary were decreasing and the active learning of the student were not so optimal yet.

6. Revising the Plan

To solve the problem that appeared in cycle one in which the students’ motivation and attention in having the lesson decreased, the teacher improved the activities by giving them more attractive, interesting, and colorful pictures, and also by giving them a nice song. It was done in order that the students were more enthusiastic and more motivated in joining the lesson. By so doing, the students were not easily bored and they kept paying attention on the teaching and learning activities. It was implemented in cycle two.

II. Cycle II

1. Identifying the problem

Based on the result in cycle one, it was necessary to solve the problem that was found on that cycle. The problem was the students’ motivation and attention in learning English were decreasing. It could be seen from the students’ responses during the lesson. They gave less attention to the teachers’ explanation and the pictures given or even they disturbed their friends.
2. Planning the Action

Before doing the second cycle, the writer prepared a lesson plan and students’ worksheets to the topic, “Parts of Body” so that the action ran well and the objective could be achieved. She also prepared a nice song and some colorful and interesting pictures as the media.

3. Implementing the Action

In cycle one the writer used pictures and songs under Total Physical Response for understanding the material. While in this cycle she still used pictures and songs under Total Physical Response to explain the topic. The difference was that the pictures used were more attracting, interesting and most of them were colorful, and she used nice song. She also had more varied ways in conducting the teaching and learning process. In this case teacher used TPR optimally as an approach, in order that the students are more active in learning by doing.

In implementing the action, the writer divided the action into four terms as she did in the first cycle. They were review, new command, role reversal, reading and writing. The activities spent either in 60 minutes or in 120 minutes, similar to the first cycle.

a. First Meeting

The teacher introduced the new topic ‘Part of Body’.

1). Review

The teacher asked about the students’ parts of the body. They answered in Indonesian. When the teacher asked the English term, they
did not know. In order to understand about parts of body, the teacher said that they were going to learn the new material that is parts of body.

2). New command

The teacher stuck eight pictures parts of body in the blackboard. The pictures were interesting, eye catching, attracting and colorful so that they remembered and understood about part of body more easily and better. She showed pictures of parts of the body and mentions them and also gave examples how to pronounce them well. This activity was repeated twice.

3). Role reversal

The teacher asked the students to repeat after she mentioned parts of body after she showed the pictures of parts of body (head, shoulder, knee, toes, eyes, nose, ears, mouth). Those activities were repeated twice. She corrected the students’ mispronunciation. She asked the students to follow her instruction (‘nod your head’, ‘open your mouth’) after she showed the picture and parts of body. It was also repeated twice. The students seemed be confident and happy with those activities.

4). Reading ang Writing

The teacher asked the students to show eight pictures of parts of body and pronounce the words without giving examples. She also asked the students to show their parts of body without giving examples. Most of the students could mention correctly.
b. **Second Meeting**

1). **Review**

As usual, the teacher greeted the students. She reviewed the previous lesson, she asked whether they understood the previous lesson or not. The teacher said that they were going to continue the lesson.

2). **New command**

The teacher implemented different technique in presenting the song to make the students more active in the activity. It was aimed to avoid the students’ boredom in joining the lesson and to make sure that the students understood about parts of body.

Teacher prepared the tape. She divided the students into five groups. She asked students to listen to a song. It was played twice, then she read the song lyric twice and asked the students to repeat after her. She gave examples about how to pronounce the words well

3). **Role reversal**

The teacher sang calmly and acted with her body. And then she asked student to repeat and follow after her. She gave examples about how to pronounce some words well. It was repeated twice. The students seemed enthusiastic for it. The teacher together with the students sang the song and acted with their body.

4). **Reading and Writing**

The teacher asked students to sing and act with their body without giving examples. Most of student could do it.
c. Third Meeting

1). Review

After greeting, the teacher reminded the students about the previous material by giving the students some questions orally.

2). New command

The teacher used different technique in presenting the material. The teacher sticked the pictures of parts of body in the blackboard, so that all the students could see all pictures clearly. She asked students to look at the blackboard.

3). Role reversal

The teacher asked the students to do her command (‘touch your knee’, close your eyes’). The student was active in the learning process. She asked the students to repeat the command after her. It was repeated twice. Then teacher asked a voluntary group to give command to their friends in the group. There was a group as a volunteer. The teacher gave examples about how to pronounce the words well.

4). Reading ang Writing

The teacher asked the students to be a volunteer to give commands to their friends without giving examples

d. Fourth Meeting

It was the last meeting in cycle two. In the first 30 minutes the students did the learning process as usual and in the 30 minutes remaining, the students were having the post test for the second cycle. It was aimed to
make sure that pictures and songs could improve the vocabulary mastery. It consisted of meaning and pronunciation test.

The learning process in the first 30 minutes was as follows.

1). Review

The teacher again checked the students’ understanding of the material by asking about the students’ parts of body. She asked the students to mention the pictures. This was also aimed to check their pronunciation.

2). New command

The teacher distributed pictures related to the topic. These pictures consisted of four pictures of parts of body. She asked the students how to make simple commands based on the pictures.

3). Role reversal

Teacher gave example about how to make simple commands based on the picture correctly, such as: “close your mouth!”, “turn your shoulder!”,”touch your head!”,”touch your toes!” . Then she asked the students to repeat after her. She corrected their pronunciation.

4) Reading ang Writing

The teacher asked the students to ask their friends with the simple command without giving example. She corrected students’ mispronunciation immediately. She translated it into Indonesian, so the students understood better.
4. Observing and Monitoring the Action

When the technique was implemented, generally the teaching and learning process ran better than cycle one. It could be seen from the students that were more enthusiastic and more motivated in enjoying the lesson. For example, when the teacher showed a certain picture especially the colorful one, they responded it by trying to guess its name in English. Most of them wanted to be the first to guess the picture. Besides, they also actively asked some questions when they didn’t know about the material. The teacher corrected some students’ misspronunciation. The student asked: Bu, bagaimana cara mengucapkan shoulder yang benar bu?. They seemed happy when they sang a nice song. The students were active, confident and motivated in the teaching and learning process. At last, they were able to follow the teacher’s command correctly. For example, when the teacher asked the students: ‘Open your mouth’, then the students opened their mouth; ‘Close your eyes’, then the students closed their eyes.

They did not easily get bored with the way the teacher presented the material because she presented the pictures in different ways, such as showing the pictures one by one, stuck the whole picture on the blackboard. The teacher presented a nice song in different ways, such as singing by showing the picture and singing with their parts of body. They seemed happy and confident with the activity. For example, a student said: I’m happy to sing a song. That is why the teacher used pictures and songs under Total Physical Response. The students did not feel bored if they were active. For example when the teacher and the students sang a song and they acted the lyric with their body, there were some students
saying: Bu, besok belajarnya nyanyi lagi ya?. That is why learning by doing is better than passive learning. The students were not shy again, when the teacher asked to practice the action.

It is not hard for them to memorize the meaning of words. The students could find it easy to memorize the new vocabulary in English after the teacher presented the teaching learning process by using pictures and songs under Total Physical Response. Students of kindergarten did not get difficulties in pronunciation. The students can pronounce new English words better than before.

By observing the students’ activities in every cycle, it could be stated that the implementation of the technique carried out by the teacher were effective in improving kindergarten students’ vocabulary. The evidence could be seen from their achievements that increased in every test carried out.

5. Evaluating and Reflecting the Result of the Observation

The result of teaching and learning English using pictures and songs under Total Physical Response increased from cycle one to cycle two. The improvements were quite significant. It could be seen from the mean scores.

From the observation of the action above, the writer concluded that pictures and songs under Total Physical Response are appropriate to be applied in English teaching and learning process of kindergarten students. The reason was that the use of pictures and songs under Total Physical Response method could encourage the students’ motivation, could attract their attention to focus on the material and could make them active and confident, could enable the teacher to
explain the material and could make the students understand the words meaning more easily, and could improve their pronunciation in English.

It is found that cycle two was more successful than cycle one. It can be seen from the mean score of the pre test that is 7.19 and the mean score of the post test that is 8.17. In the other words, it can be said that this technique is quite appropriate to be implemented to teach vocabulary to young learners especially those who were in kindergarten.

Even though the students did not easily get bored anymore in joining the lesson, sometimes they tended to focus on the pictures only. By using picture and songs they seemed confident and active in learning process. In this case, the teacher should improve the technique in presenting pictures and songs, so that they were more effective in implementing in the wholeness of teaching and learning English especially in improving vocabulary mastery of kindergarten students. The goal is to focus on the use of pictures and songs under Total Physical Response in improving students’ vocabulary mastery.

6. Revising the Plan

From the result above, the writer might say that cycle two was more successful than cycle one. So it was necessary for the teachers especially who taught young learner to know their characteristics in order to know how to use pictures and song appropriately in various ways to teach English. So the teacher could make the teaching and learning process always interesting, attractive and active to make the students’ motivation in learning vocabulary improve.
C. Discussion

Teaching English at kindergarten is not easy because the students as young learners had special characteristics, so the teacher needs appropriate method and technique to make them understand English. In fact, English teaching and learning process at kindergarten still faces barriers in the implementation in which most of the students get some difficulties in learning for the first time. As the result sometimes, the teaching and learning process in kindergarten do not run successfully.

The factors that cause the unsuccessful teaching and learning English at kindergarten is that the teacher still use an old fashioned way of teaching, like presenting the material without using media so that it will make the students bored and unmotivated in joining the teaching learning process. Consequently, the student will not be able to understand and comprehend the lesson given because they had already lost their interest on the lesson. To overcome this problem, the teacher should apply the right teaching techniques that increase the students’ interest and motivation during the teaching and learning process. For this purpose, it is necessary to use media that are expected to help the students to understand the lesson more easily.

For kindergarten students, as young learners, pictures and songs under Total Physical Response seem to be appropriate to be applied to increase their motivation in learning vocabulary in the classroom. It can be seen from the result of the study that the use of picture and songs under Total Physical Response method in teaching vocabulary can overcome the students’ problem and increase
their achievement. Specifically, the students can understand the lesson given better. The students can pronounce new English words better than before. They can improve their motivation and attention to learn vocabulary.

During the teaching and learning process, the students seem to be interested in the material, active in asking and answering what the teacher command. They were also active, enthusiastic and confident in teaching learning process. Besides, the mean score also shows that the students’ English achievement is good. It can be seen from the students’ score from the results of the test in cycle one and cycle two. The mean score of the post test in cycle one is 7,19 and the mean score of the post test in cycle two is 8,17

Nevertheless, in teaching and learning vocabulary using pictures and songs under Total Physical Response, the students show some progress in the learning process. Because they are more enthusiasts in joining the lesson in every meeting, they have big curiosity about the material being taught and their motivation in learning vocabulary increase. The students can pronounce new English words better than before, and their achievements also improve. It can be concluded that pictures and songs under Total Physical Response can improve students’ vocabulary mastery.
CHAPTER V
CONCLUSION, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

Having conducted the research, the writer concludes that the use of pictures and songs under Total Physical Response can improve the vocabulary mastery of students of class B TK Dharma Wanita Puhpelem. There were several improvements reached by the students, not only on their academic score, but also on their behavior during the lesson.

Dealing with the score that the students got, there was a significant improvement. The use of pictures and songs under Total Physical Response improves the students’ achievement in learning English especially in vocabulary mastery. It can be seen of the results of the tests, the mean score of the post test in cycle one is 7.19 and the mean score of the post test in cycle two is 8.17.

Related to the students’ attitude or behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary taught. The use of pictures and songs under Total Physical Response technique could create more comfortable atmosphere inside the class. During the teaching-learning process, the students were more active, enthusiastic and also interested to take a part in the lesson. They were not shy anymore and they were highly motivated to join the teaching learning process. It can be seen from their bravery in demonstrating some actions or giving some commands as well in front of the class to reflect certain vocabulary meaning. As the final result, they can
pronounce new English words better than before, they can understand the meaning well and remember the meaning of words easily.

B. Implications

The result of the research shows that using pictures and songs under Total Physical Response can improve the students’ vocabulary mastery. The implementation of pictures and songs under Total Physical Response are reasonable since they can give the students great motivation to learn English. The implementation of pictures and songs under Total Physical Response makes the students understand the material more easily and there were improvements of the students’ achievement. The teacher can also implement pictures and songs under Total Physical Response in various ways based on the students’ characteristics and students need so that she can create interesting activities that will make the students’ enjoy the teacher and learning process. A suitable technique can increase students’ activeness in the teaching learning process.

C. Suggestions

After conducting the research and obtaining the conclusion, some suggestion could be proposed as follows.

1. To English teachers

   Before conducting the teaching and learning process especially English to kindergarten students, it is important to understand the students’ characteristics as young learners. By noticing their characteristics, teachers can be creative to implement various teaching techniques, for example by using
picture and songs under Total Physical Response in the teaching and learning process so that the students enjoy joining the lesson, understand the meaning of words, do not easily get bored, gain better English achievement, and their vocabulary mastery improves.

It is also important for the English teacher at Kindergarten to be able to create the atmosphere and conditions in the class during the teaching and learning process as interesting as possible, so that the students feel comfortable in their class.

2. To students

Studying English as foreign language is not difficult if there is a will and motivation to learn it. The students should be active during the teaching learning process. They should also encourage themselves to study more and to ask what they do not know in order to get better understanding.

3. To other researcher

The writer hopes that the result of this study will influence the other researcher to conduct their research on the similar problem in order to get better research findings, since there are still many other aspects to be studied. It is aimed that the better foreign language (English) teaching and learning ways would be proposed.
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RENCANA PEMBELAJARAN UNTUK SIKLUS PERTAMA

Sekolah : TK Dharma Wanita Puhpelem
Kelompok : B
Semester : 1
Topik : Fruit
Waktu : 4 x 60 menit

I. Competency

1. Menanggapi perintah sederhana (1 langkah) secara lisan yang berhubungan dengan buah-buahan
2. Menanggapi perintah sederhana (1 langkah) dengan tindakan yang berhubungan dengan buah-buahan
3. Memahami jenis 6 macam buah-buahan
4. Mengungkapkan perintah sederhana (1 Langkah) dengan ragam yang akurat, lancar dan berterima yang berhubungan dengan buah-buahan.

II. Indicators

1. Siswa dapat menirukan ungkapan-ungkapan atau kata-kata yang terkait dengan perintah 1 langkah yang berhubungan dengan buah-buahan.
2. Siswa dapat menirukan dan menyebutkan 6 macam buah-buahan
3. Siswa dapat menanggapi perintah dengan tindakan yang berhubungan dengan buah-buahan
4. Siswa dapat menanggapi perintah secara lisan yang berhubungan dengan buah-buahan

III. Material

1. Verb : Take, listen, repeat, make.
2. Noun : Picture, watermelon, banana, pineapple, papaya, orange, grapes, big circle, small circle, plumb line.
3. Simple instruction :
   a. Repeat after me!
   b. Listen to the tape recorder!
   c. Make a big circle!
d. Take the picture of…!

IV. Procedure

A. Review (10 menit)
1. Guru mengucapkan salam dan menyapa para siswa
2. Guru menempel 6 macam gambar buah
3. Guru menyampaikan topik yang akan dibahas pada hari ini

B. New command (10 menit)
1. Guru menyuruh anak melihat ke papan tulis
2. Guru menunjuk gambar 6 macam buah, menyebutkan namanya dan memberi contoh bagaimana cara mengucapkannya dengan baik.(2 kali)

C. Role reversal

Role reversal I (20 menit)
1. Guru menyuruh anak menirukan nama –nama buah setelah guru mengucapkannya (2 kali)
   a. Guru menunjuk gambar semangka dan berkata “watermelon”, kemudian siswa menirukan “watermelon”
   b. Guru menunjuk gambar pisang dan berkata “banana”, kemudian siswa menirukan “banana”
   c. Guru menunjuk gambar pepaya dan berkata “papaya”, kemudian siswa menirukan “papaya”
   d. Guru menunjuk gambar nanas dan berkata “pineapple”, kemudian siswa menirukan “pineapple”
   e. Guru menunjuk gambar jeruk dan berkata “orange”, kemudian siswa menirukan “orange”
   f. Guru menunjuk gambar anggur dan berkata “grapes”, kemudian siswa menirukan “grapes”.
2. Guru membagikan 6 gambar buah pada masing-masing anak
a. Guru menunjuk gambar semangka dan berkata “watermelon” lalu guru berkata “take a picture of watermelon”!, kemudian anak menunjukkan gambar semangka.
b. Guru menunjuk gambar pisang dan berkata “banana” lalu guru berkata “take a picture of banana”!, kemudian anak menunjukkan gambar pisang.
c. Guru menunjuk gambar pepaya dan berkata “papaya” lalu guru berkata “take a picture of papaya”!, kemudian anak menunjukkan gambar pepaya.
d. Guru menunjuk gambar nanas dan berkata “pineapple” lalu guru berkata “take a picture of pineapple”!, kemudian anak menunjukkan gambar nanas.
e. Guru menunjuk gambar jeruk dan berkata “orange” lalu guru berkata “take a picture of orange”!, kemudian anak menunjukkan gambar jeruk.
f. Guru menunjuk gambar anggur dan berkata “grapes” lalu guru berkata “take the picture of grapes”!, kemudian anak menunjukkan gambar anggur.

4. Guru menyuruh anak menunjukkan gambar dan menirukan yang diucapkan guru setelah guru (2 kali)

a. Guru menunjuk gambar semangka dan berkata “watermelon” lalu guru berkata “take a picture of watermelon”!, kemudian anak menunjukkan gambar semangka dan berkata “watermelon”.
b. Guru menunjuk gambar pisang dan berkata “banana” lalu guru berkata “take a picture of banana”!, kemudian anak menunjukkan gambar pisang dan berkata “banana”.
c. Guru menunjuk gambar pepaya dan berkata “papaya” lalu guru berkata “take a picture of papaya”!, kemudian anak menunjukkan gambar pepaya dan berkata “papaya”.
d. Guru menunjuk gambar nanas dan berkata “pineapple” lalu guru berkata “take a picture of pineapple”!, kemudian anak menunjukkan gambar nanas dan berkata “pineapple”.

e. Guru menunjuk gambar jeruk dan berkata “orange” lalu guru berkata “take a picture of orange”!, kemudian anak menunjukkan gambar jeruk dan berkata “orange”.

f. Guru menunjuk gambar anggur dan berkata “grapes” lalu guru berkata “take the picture of grapes”!, kemudian anak menunjukkan gambar anggur dan berkata “grapes”.

Role reversal II (25 menit)
1. Guru menyiapkan tape dan kaset
2. Guru membagi siswa menjadi 5 kelompok
3. Guru menyuruh anak mendengarkan lagu yang sedang diperdengarkan
   a. Guru berkata “listen to the tape recorder”!, kemudian anak mendengarkannya (diulang 2 kali)

   Watermelon, watermelon
   Banana, banana
   Papaya, papaya
   Pineapple, pineapple
   Orange, grapes, orange, grapes

4. Guru menunjukkan gambar buah setelah mendengarkan buah yang disebut didalam nyanyian. (diulangi 2 kali)

   Watermelon, watermelon (the picture of watermelon)
   Banana, banana (the picture of banana)
   Papaya, papaya (the picture of papaya)
   Pineapple, pineapple (the picture of pineapple)
Orange, grapes, orange, grapes (the pictures of orange and grapes)

5. Guru menyuruh anak bersama guru menunjukkan gambar buah setelah mendengarkan buah yang disebut didalam nyanyian.

Watermelon, watermelon (the picture of watermelon)
Banana, banana (the picture of banana)
Papaya, papaya (the picture of papaya)
Pineapple, pineapple (the picture of pineapple)
Orange, grapes, orange, grapes (the pictures of orange and grapes)


Watermelon, watermelon (the picture of watermelon)
Banana, banana (the picture of banana)
Papaya, papaya (the picture of papaya)
Pineapple, pineapple (the picture of pineapple)
Orange, grapes, orange, grapes (the pictures of orange and grapes)

7. Guru guru membaca lirik lagu dan menyuruh anak menirukannya (diulang 2 kali)
Guru berkata “repeat after me”!

Watermelon, watermelon (the picture of watermelon)
Banana, banana (the picture of banana)
Papaya, papaya (the picture of papaya)
Pineapple, pineapple (the picture of pineapple)
Orange, grapes, orange, grapes (the pictures of orange and grapes)

8. Guru menyanyikan lagu dengan pelan sambil menunjukkan gambar buah yang disebutkan dalam lagu (diulangi 2 kali)

Watermelon, watermelon (the picture of watermelon)
Banana, banana (the picture of banana)
Papaya, papaya (the picture of papaya)
Pineapple, pineapple (the picture of pineapple)
Orange, grapes, orange, grapes (the pictures of orange and grapes)

9. Guru menyuruh anak bersama guru menyanyikan lagu tersebut sambil menunjukkan gambar buah yang disebutkan dalam lagu (diulangi 2 kali)

Watermelon, watermelon (the picture of watermelon)
Banana, banana (the picture of banana)
Papaya, papaya (the picture of papaya)
Pineapple, pineapple (the picture of pineapple)
Orange, grapes, orange, grapes (the pictures of orange and grapes)

10. Guru menyuruh anak menyanyikan lagu tersebut sambil menunjukkan gambar buah yang disebutkan dalam lagu

Watermelon, watermelon (the picture of watermelon)
Banana, banana (the picture of banana)
Papaya, papaya (the picture of papaya)
Role reversal III (15 menit)
1. Guru menyuruh anak menyiapkan kertas gambar dan pensil
2. Guru menyuruh anak melihat ke papan tulis
3. Guru menjelaskan pada anak bahwa mereka akan menggambar 1 macam buah
   a. Guru berkata “make a big circle”!, kemudian Guru membuat lingkaran
   b. Guru berkata “make a plumb line”!, kemudian Guru membuat garis tegak
   c. Guru berkata “make a small circle”!, kemudian Guru membuat lingkaran kecil (diulang 2 kali)
   d. Guru bertanya kepada siswa gambar yang sedang digambar.
   e. Siswa menanggapi pertanyaan guru
4. Guru menyuruh anak menirukan yang digambar guru di papan tulis
   a. Guru berkata “make a big circle”! dan guru membuat lingkaran kemudian anak menirukannya.
   b. Guru berkata “make a plumb line”! dan guru membuat garis tegak kemudian anak menirukannya.
   c. Guru berkata “make a small circle”! dan guru membuat lingkaran kecil kemudian anak menirukannya.

V. Reading and Writing (20 menit)
1. Guru menyuruh anak melakukan perintah yang diucapkan guru
   a. Guru berkata “make a big circle”!, kemudian anak membuat lingkaran besar.
   b. Guru berkata “make a plumb line”!, kemudian anak membuat garis tegak.
c. Guru berkata “make a small circle”!, kemudian anak membuat lingkaran kecil.

2. Guru menyuruh anak menirukan kalimat perintah sederhana yang diucapkan guru (di ulangi 3 kali)
   a. Guru berkata “make a big circle”!, kemudian anak menirukan “make a big circle”!
   b. Guru berkata “make a plumb line”!, kemudian anak menirukan “make a plumb line”!
   c. Guru berkata “make a small circle”!, kemudian anak menirukan “make a small circle”!

3. Guru menawarkan kelompok mana yang bersedia maju dan memperagakan seperti apa yang diperintahkan guru.

VI. Evaluation
Diberikan dalam bentuk meaning test and pronunciation test

VII. Sources and Teaching Aids
1. Source of material:
   a. Ambardini, Vinka. Kartu Pintar Vocabulary Inggris Indonesia Pra-Sekolah dan TK. Jakarta Selatan: Wahyu Media

2. Teaching aids :
   a. Pictures of fruit
   b. Cassette and tape
RENCANA PEMBELAJARAN UNTUK SIKLUS KEDUA

Sekolah : TK Dharma Wanita Puhpelem
Kelompok  : B
Semester : 1
Topik     : Parts of body
Waktu     : 4 x 60 menit

I. Competency

1. Menanggapi perintah sederhana (1 langkah) secara lisan yang berhubungan dengan bagian –bagian tubuh
2. Menanggapi perintah sederhana (1 langkah) dengan tindakan yang berhubungan dengan bagian –bagian tubuh
3. Memahami 8 macam bagian tubuh
4. Mengungkapkan perintah sederhana (1 Langkah) dengan ragam yang akurat, lancar dan berterima yang berhubungan dengan bagian –bagian tubuh

II. Indicators

1. Siswa dapat menirukan ungkapan-ungkapan atau kata-kata yang terkait dengan perintah 1 langkah yang berhubungan dengan bagian –bagian tubuh
2. Siswa dapat menirukan dan menyebutkan 8 macam bagian tubuh
3. Siswa dapat menanggapi perintah dengan tindakan yang berhubungan dengan bagian –bagian tubuh
4. Siswa dapat menanggapi perintah secara lisan yang berhubungan dengan bagian –bagian tubuh

III. Material

1. Verb : Look, listen,repeat, nod, touch, step, open, sing
2. Noun  : Picture, head, shoulder, knee, toes, eyes, nose, ears, mouth
3. Simple instruction : 
   a. Nod your head!
   b. Touch your knee!
   c. Step your toes!
d. Close your eyes!

e. Open your mouth!

f. Listen to the tape recorder!

g. Repeat after me!

IV. Procedure

A. Review (10 menit)

1. Guru mengucapkan salam dan menyapa para siswa

2. Guru menempel 8 gambar bagian tubuh

3. Guru menyampaikan topik yang akan dibahas pada hari ini

B. New Command (10 menit)

1. Guru menyuruh anak melihat ke papan tulis

2. Guru menunjuk gambar 8 gambar bagian tubuh, menyebutkan namanya dan memberi contoh bagaimana cara mengucapkannya dengan baik.(diulang 2 kali)

C. Role reversal

Role Reversal I (20 menit)

1. Guru menyuruh anak menirukan nama bagian tubuh setelah guru mengucapkannya (diulang 2 kali)

a. Guru menunjuk gambar kepala dan berkata “head”, kemudian siswa menirukan “head”

b. Guru menunjuk gambar pundak dan berkata “shoulder”, kemudian siswa menirukan “shoulder”

c. Guru menunjuk gambar lutut dan berkata “knee”, kemudian siswa menirukan “knee”

d. Guru menunjuk gambar jari kaki dan berkata “toes”, kemudian siswa menirukan “toes”

e. Guru menunjuk gambar mata dan berkata “eyes”, kemudian siswa menirukan “eyes”

f. Guru menunjuk gambar hidung dan berkata “nose”, kemudian siswa menirukan “nose”
g. Guru menunjuk gambar telinga dan berkata “ears”, kemudian siswa menirukan “ears”

h. Guru menunjuk gambar mulut dan berkata “mouth”, kemudian siswa menirukan “mouth”

2. Guru menyuruh anak memperagakan apa yang diperintahkan bersama guru (diulang 2 kali)
   a. Guru menunjuk gambar kepala dan berkata “nod your head” lalu guru dan anak menganggukkan kepalanya”
   b. Guru menunjuk gambar pundak dan berkata “touch your shoulder” lalu guru dan anak memegang pundaknya”
   c. Guru menunjuk gambar lutut dan berkata “touch your knee” lalu guru dan anak memegang lututnya”
   d. Guru menunjuk gambar semangka dan berkata “nod your head” lalu guru dan anak menganggukkan kepalanya”
   e. Guru menunjuk gambar jari kaki dan berkata “step your toes” lalu guru dan anak menghentakkan jari kakinya”
   f. Guru menunjuk gambar mata dan berkata “close your eyes” lalu guru dan anak menutup matanya”
   g. Guru menunjuk gambar hidung dan berkata “touch your nose” lalu guru dan anak memegang hidungnya”
   h. Guru menunjuk gambar telinga dan berkata “touch your ears” lalu guru dan anak memegang telinganya”
   i. Guru menunjuk gambar mulut dan berkata “open your mouth” lalu guru dan anak membuka mulutnya”

**Role reversal II (20 menit)**

1. Guru menyiapkan tape dan kaset
2. Guru membagi siswa menjadi 5 kelompok
3. Guru menyuruh anak mendengarkan lagu yang sedang diperdengarkan
4. Guru berkata “listen to the tape recorder”!, kemudian anak mendengarkannya (diulang 2 kali)
Head and shoulders, knees and toes
Knees and toes
Head and shoulders, knees and toes
Knees and toes
And eyes, and ears, and mouth, and nose,
Head and shoulders, knees and toes
Knees and toes

5. Guru guru membaca lirik lagu dan menyuruh anak menirukannya (diulang 2 kali)
a. Guru berkata “repeat after me”!
   Head and shoulders, knees and toes
   Knees and toes
   Head and shoulders, knees and toes
   Knees and toes
   And eyes, and ears, and mouth, and nose,
   Head and shoulders, knees and toes
   Knees and toes

6. Guru menyanyikan lagu dengan pelan sambil melakukan gerakan sesuai dengan nama bagian tubuh yang disebut dalam lagu (diulangi 2 kali)

Head and shoulders, knees and toes
Knees and toes
Head and shoulders, knees and toes
Knees and toes
And eyes, and ears, and mouth, and nose,
Head and shoulders, knees and toes
Knees and toes
7. Guru menyuruh anak bersama guru menanyikan lagu tersebut sambil melakukan gerakan sesuai dengan nama bagian tubuh yang disebutkan dalam lagu (diulangi 2 kali)

   Head and shoulders, knees and toes
   Knees and toes
   Head and shoulders, knees and toes
   Knees and toes
   And eyes, and ears, and mouth, and nose,
   Head and shoulders, knees and toes
   Knees and toes

8. Guru menyuruh anak menyanyikan lagu tersebut sambil melakukan gerakan sesuai dengan nama bagian tubuh yang disebutkan dalam lagu (diulangi 2 kali)

   Head and shoulders, knees and toes
   Knees and toes
   Head and shoulders, knees and toes
   Knees and toes
   And eyes, and ears, and mouth, and nose,
   Head and shoulders, knees and toes
   Knees and toes

D. Writing and Reading (20 menit)
1. Guru menyaruh anak melakukan perintah yang diucapkan guru
   a. Guru berkata “nod your head”! dan anak berkata “nod your head”!
   b. Guru berkata “touch your shoulder”! dan anak berkata “touch your shoulder”!
   c. Guru berkata “touch your knee”! dan anak berkata “touch your knee”!
d. Guru berkata “step your toes”! dan anak berkata “step your toes”!
e. Guru berkata “close your eyes”! dan anak berkata “close your eyes”!
f. Guru berkata “touch your nose”! dan anak berkata “touch your nose”!
g. Guru berkata “touch your ears”! dan anak berkata “touch your ears”!
h. Guru berkata “open your mouth”! dan anak berkata “open your mouth”!

2. Guru menawarkan kelompok mana yang bersedia maju dan memperagakan seperti apa yang diperintahkan guru.

E. Evaluation
Diberikan dalam bentuk meaning test and pronunciation test

F. Sources and Teaching Aids
1. Source of material:

2. Teaching aids:
   a. Pictures the parts of the body
   b. The student and the teacher’s body
   c. Cassette and tape

SCORING
A. MEANING TEST
   Score per item : 2
   Total Score    : $2 \times 4 = 8$

B. PRONUNCIATION TEST
   Score per item : 2
   Total Score    : $2 \times 6 = 12$

TOTAL SCORE = $A + B = \frac{8 + 12}{2} = 10$

THE RESULT OF THE OBSERVATION
A. The Students’ Attitude during The Teaching and Learning Process

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ actions</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Talking irrelevantly</td>
<td>Most of students</td>
<td>Some of students</td>
</tr>
<tr>
<td>2</td>
<td>Walking around the class</td>
<td>Most of the boys students</td>
<td>2 boys students</td>
</tr>
<tr>
<td>3</td>
<td>Laughing and talking with their friends</td>
<td>Most of the boys students</td>
<td>2 boys students</td>
</tr>
<tr>
<td>4</td>
<td>Disturb other students</td>
<td>Most of the boys students</td>
<td>1 boy students</td>
</tr>
<tr>
<td>5</td>
<td>Noisy</td>
<td>Frequently, especially the boys</td>
<td>Rarely</td>
</tr>
<tr>
<td>6</td>
<td>Asking question</td>
<td>Few students, especially the girl</td>
<td>Some students</td>
</tr>
<tr>
<td>7</td>
<td>Respond and answer the teacher’s question</td>
<td>Students in the front seats</td>
<td>Most of the students</td>
</tr>
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</table>

B. The Students’ Participation in The Teaching and Learning Process

<table>
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<tr>
<th>No</th>
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<table>
<thead>
<tr>
<th></th>
<th>Greeting</th>
<th>Firstly answer in Indonesian</th>
<th>Respond better and enthusiastic in English</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Question and answer</td>
<td>Passive</td>
<td>Active</td>
</tr>
<tr>
<td>3</td>
<td>Meaning practice</td>
<td>Need lots of guidance</td>
<td>Need less guidance</td>
</tr>
<tr>
<td>4</td>
<td>Pronunciation practice</td>
<td>Shy and have difficulties in pronouncing the words</td>
<td>More brave but still face difficulties in pronouncing certain words</td>
</tr>
<tr>
<td>5</td>
<td>Implementing the pictures</td>
<td>Firstly interesting but easily get bored</td>
<td>Keep interesting since pictures presented in varied ways</td>
</tr>
<tr>
<td>6</td>
<td>Implementing the songs</td>
<td>Firstly interesting but student look passive in the activity</td>
<td>Keep interesting and more active since songs presented in learning by doing</td>
</tr>
<tr>
<td>7</td>
<td>Guess the pictures shown</td>
<td>Few students</td>
<td>Most of the students enthusiastically join the activity</td>
</tr>
<tr>
<td>8</td>
<td>Give command to the other students</td>
<td>Few student</td>
<td>Most of the students enthusiastically join the activity</td>
</tr>
</tbody>
</table>

Puhpelem, October 10th 2009

Collabolorator,

Sarmiati, S.Pd

THE RESULT OF THE ENGLISH TEST
A. The First Cycle
<table>
<thead>
<tr>
<th>No</th>
<th>Names</th>
<th>Pre-test</th>
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<td>Pronunciation test</td>
<td>Total score</td>
<td>Meaning test</td>
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<td>6</td>
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</tr>
<tr>
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<td>Aisah Salsabila</td>
<td>6</td>
<td>7</td>
<td>6,5</td>
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</tr>
<tr>
<td>3</td>
<td>Avissa Helga A</td>
<td>6</td>
<td>12</td>
<td>9</td>
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</tr>
<tr>
<td>4</td>
<td>Bagas Singgih A</td>
<td>4</td>
<td>8</td>
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<td>4</td>
</tr>
<tr>
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</tr>
<tr>
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<tr>
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THE TIME SCHEDULE
OF THE RESEARCH IMPLEMENTATION
In the Class B TK Dharma Wanita Puhpelem

<table>
<thead>
<tr>
<th>No</th>
<th>Theme</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>First Cycle</td>
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</tr>
<tr>
<td></td>
<td>a. Pre test and first meeting</td>
<td>August 19\textsuperscript{1st}, 2009</td>
<td>09.00-10.00</td>
</tr>
<tr>
<td></td>
<td>b. Second meeting</td>
<td>August 26\textsuperscript{2nd}, 2009</td>
<td>09.00-10.00</td>
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<tr>
<td></td>
<td>c. Third meeting</td>
<td>September 2\textsuperscript{nd}, 2009</td>
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<td>September 9\textsuperscript{nd}, 2009</td>
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<td>September 19\textsuperscript{nd}, 2009</td>
<td>09.00-10.00</td>
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<td></td>
<td>b. Second meeting</td>
<td>September 26\textsuperscript{nd}, 2009</td>
<td>09.00-10.00</td>
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<td>c. Third meeting</td>
<td>October 3\textsuperscript{nd}, 2009</td>
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<td>d. Post test and fourth meeting</td>
<td>October 10\textsuperscript{nd}, 2009</td>
<td>09.00-10.00</td>
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CATATAN LAPANGAN HASIL PENGAMATAN
Catatan lapangan nomor  : 01
Waktu Pengamatan        : Rabu, 19 Agustus 2009
Tempat Pengamatan       : TK Dharma Wanita Puhpelem
Object Pengamatan       : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Fruits’

Pengamat            : Guru S

Situasi Latar
Pengamatan dilakukan di kelas B TK Dharma Wanita Puhpelem, Wonogiri yang terletak di jalan Puhpelem Sampung. Ruang kelas menghadap ke selatan. Ruang tersebut 9 x 10 meter persegi dengan tinggi sekitar 5 meter. Ruang tersebut memiliki 1 pintu, disebelah samping kanan dan kiri terdapat jendela kaca yang dipasang berjajar berurutan dengan tinggi 1,5 meter diatas lantai, sehingga anak dengan mudah melihat ke luar ruangan. Disana ada stop kontak dan juga 2 lampu neon dipasang didalam dan luar kelas. Disana juga terdapat bermacam-macam gambar yang berwarna-warni di 10 area yang ada.

Jalannya Proses Belajar Mengajar
09.00 WIB
(1) Bel tanda masuk telah berbunyi. Guru masuk ke kelas dan sebelum pembelajaran dimulai dimulai dengan sapaan dari guru. Guru mengucapkan: “good morning!” sebagian anak menjawab dengan bahasa Indonesia namun terlihat kurang antusias. Guru memperkenalkan diri kepada anak and
memberi penjelasan bahwa selama 2 bulan akan mengajar bahasa Inggris di kelas ini.

09.05 WIB
(2) Guru menjelaskan kepada anak bahwa hari ini akan diadakan pre test. Pre test tentang “Fruits”. Terdiri dari meaning test dan pronunciation test.

09.07 WIB
(3) Setelah lembar kerja dibagikan, tes diawali dengan meaning test. Guru menyebutkan 4 nama buah dalam bahasa inggris dan anak memberi tanda titik dibawah gambar yang disebutkan guru. Untuk nama buah yang ke3 beberapa siswa meminta guru untuk mengulangi lagi.mereka berkata, “apa bu kurang jelas”? “bisa diulangi lagi bu?”.

09.20 WIB

09.30 WIB
(5) Guru memasang 6 gambar buah dan menyampaikan yang dipelajari hari ini tentang nama-nama buah dalam bahasa Inggris. Guru bertanya kepada anak
yang mereka ketahui nama-nama buah dalam bahasa Indonesia dan kebanyakan dari mereka mengetahuinya. Guru menyuruh anak untuk memperhatikan gambar di papan tulis, lalu menunjukkan dan menyebutkan 6 nama buah (watermelon, papaya, banana, orange, grapes), guru juga memberikan contoh bagaimana mengucapkan nama buah tersebut dengan benar.

09.15 WIB


09.30 WIB

(7) Ketika tanda bel telah berbunyi, guru mengakhiri pelajaran hari ini
Catatan lapangan nomor : 02
Waktu Pengamatan : Rabu, 26 Agustus 2009
Tempat Pengamatan : TK Dharma Wanita Puhpelem
Object Pengamatan : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Fruits’
Pengamat : Guru S

Situasi Latar
Siang itu hari beranjak panas, Namun tidak mengendorkan semangat anak-anak untuk bermain. Kebanyakan anak putra bermain jala panjatan dan komedi putar di luar ruangan, sedangkan anak putri kebanyakan bermain peran dan puzzle di dalam kelas.

Jalannya Proses Belajar Mengajar

09.00 WIB
09.05 WIB


09.10 WIB

(3) Guru menyiapkan tape dan kaset, lalu membagi anak dalam 5 kelompok, selanjutnya guru menyuruh anak untuk mendengarkan lagu yang sedang diputar. Lagu diputar 2 kali. Guru menunjukkan gambar buah setelah nama buah tersebut disebutkan di lagu tersebut.

09.30 WIB

09.50 WIB


10.00 WIB

(6) Guru menyudahi pelajaran karena sudah pukul 10.00
Catatan lapangan nomor : 03
Waktu Pengamatan : Rabu, 2 September 2009
Tempat Pengamatan : TK Dharma Wanita Puhpelem
Object Pengamatan : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Fruits’
Pengamat : Guru S

Situasi Latar

Jalannya Proses Belajar Mengajar

09.00 WIB
09.15 WIB

(2) Guru menyampaikan bahwa hari ini mereka akan belajar menggambar buah, respon anak kelihatan sangat baik,lalu mereka diam dan memperhatikan guru yang akan memberikan penjelasan selanjutnya.Guru menyuruh anak memperhatikan dan melihat ke papan tulis, sebelumnya guru membagikan satu lembar kertas dan pencil. Lalu guru memberi pengertian bahwa hari ini mereka akan menggambar buah jeruk.

09.35 WIB

(3) Guru menggambar buah jeruk dan menyuruh anak untuk menirukan menggambar tahap demi tahap setelah diberi contoh dipapan tulis. Beberapa anak yang tadinya tidak memperhatikan mulai mengikuti apa yang diperintahkan guru.

09.45 WIB

(4) Guru menurut anak menirukan kalimat perintah sederhana setelah guru memberi contoh. Masih banyak anak yang salah mengucapkannya, lalu guru memberikan contoh yang benar kepada mereka dan mereka menirukannya dengan hati-hati. Kegiatan ini diulangi 2 kali
09.55 WIB

(5) Guru menyuruh anak menggambar buah jeruk dan mengucapkan kalimat perintah sederhana tanpa contoh dari guru, dan beberapa anak sudah bisa melakukannya walaupun masih agak malu.

10.00 WIB

(6) Pukul 10.00, tanda pelajaran sudah seharusnya diakhiri.
Catatan lapangan nomor : 04
Waktu Pengamatan : Rabu, 9 September 2009
Tempat Pengamatan : TK Dharma Wanita Puhpelem
Object Pengamatan : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Fruits’
Pengamat : Guru S

Situasi Latar

Suasana sekolah pada hari ini masih panas seperti kemarin. Namun tak menyurutkan semangat mereka untuk bermain bola dunia, jungkat jungkit dan komedi putar yang ada dihalaman sekolah. Sedangkan anak putri juga tampak asyik dengan bermain peran didalam kelas, ada juga yang bermain simpai..

Jalannya Proses Belajar Mengajar

09.00 WIB

09.07 WIB

(3) Setelah lembar kerja dibagikan kepada siswa, tes diawali dengan meaning test.
Guru menyebutkan 4 nama buah dalam bahasa inggris dan siswa memberi tanda titik dibawah gambar yang disebutkan guru. setelah listening test selesai lalu guru melanjutkan dengan pronunciation test.

09.20 WIB


09.30 WIB


09.35 WIB

sederhana setelah guru memberi contoh bagaimana mengucapkannya dengan benar. “make a big circle!”, “make a plumb line”!, “make a small line”!. Anak-anak menirukan kalimat perintah tersebut dan ada guru membetulkan beberapa anak yang masih salah dalam cara pengucapan.

09.53 WIB


10.00 WIB

(8) Lonceng telah berbunyi dan pelajaran hari ini sudah waktunya diakhiri karena sudah jam 10.00 tepat.
Catatan lapangan nomor : 05 (pertemuan 1 pada siklus 2)
Waktu Pengamatan : Sabtu, 19 September 2009
Tempat Pengamatan : TK Dharma Wanita Puhpelem
Object Pengamatan : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Parts of Body’
Pengamat : Guru S

Situasi Latar

Suasana didalam kelas terasa sejuk kursi dan karpet telihat tertata rapi. Meja guru juga terlihat rapi walaupun terlihat banyak buku dan media yang telah dipersiapkan oleh guru dalam proses belajar mengajar.

Jalannya Proses Belajar Mengajar

09.00 WIB
09.05 WIB


09.07 WIB

(3) Guru bertanya tentang bagian–bagian tubuh mereka, lalu mereka menjawab dengan bahasa Indonesia, lalu ketika guru bertanya dalam bahasa Inggris lalu mereka terlihat kesulitan. Lalu guru menyampaikan materi yang akan dipelajari hari ini adalah ‘Parts of Body’ agar mereka bisa memahami kosakata tentang bagian–bagian tubuh.

09.20 WIB


09.30 WIB

(5) Guru menyuruh anak menirukan apa yang guru ucapkan setelah guru menunjukkan gambar-gambar tersebut (kepala, pundak, lutut, kaki, mata,

09.45 WIB


10.00 WIB

Catatan lapangan nomor : 06
Waktu Pengamatan : Sabtu, 26 September 2009
Tempat Pengamatan : TK Dharma Wanita Puhpelem
Object Pengamatan : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Parts of Body’
Pengamat : Guru S

Situasi Latar

Hari yang cerah, udara terasa sejuk, tak seperti biasanya terasa panas. Apalagi hembusan angion memanbah semangat anak-anak hari ini bertambah unruk bermain. Hari ini terasa lain dari biasanya semua nakk bermain di luar ruangan, ada yang bermain jungkat-jungkit, sebagian ada yang bermain jala panjatan, kemudian ada yang bermain komedi putar dan beberapa anak bermain bola dunia.

Jalannya Proses Belajar Mengajar

09.00 WIB

09.05 WIB

(2) Guru bertanya pada anak tentang materi yang telah dipelajari sebelumnya, dan sebagian menjawab dengan bahasa inggris. Lalu guru memberitahu tentang apa yang akan dipelajari hari ini, yaitu menyanyi. Ketika mendengar hal itu anak-anak bersorak gembira dengan penuh semangat.

09.15 WIB


09.35 WIB

dengan gerakan anak-anak keliatan lebih aktif karena tidak hanya menyanyi tapi juga ada gerakan-gerakan didalamnya

09.50 WIB

(5) Guru menyuruh anak untuk menyanyi dan diikuti dengan gerakannya tanpa diberi contoh oleh guru. Kebanyakan dari mereka sudah bisa melakukan hal tersebut, mereka tampak senang dan percaya diri menyanyi dan melakukan gerakan-gerakan. Tentu saja kejenuhan mereka hilang karena anak menjadi aktif dalam proses pembelajaran.

10.00 WIB

(6) Bel telah berbunyi sebagai tanda bahwa pelajaran telah usai, dan guru memberi salam perpisahan pada anak-anak.
Situasi Latar


Jalannya Proses Belajar Mengajar

09.00 WIB

09.05 WIB

(2) Seperti biasa guru bertanya tentang materi yang kemarin sudah dipelajari. Mereka menjawab sesuai yang mereka ingat, namun kebanyakan dari mereka merespon dengan antusias setiap pertanyaan yang disampaikan oleh guru. Lalu guru memberitahu apa yang akan dipelajari pada kesempatan ini.

09.15 WIB

(3) Pada kesempatan hari ini guru menggunakan pendekatan pembelajaran dimana diharapkan anak lebih aktif dalam proses pembelajaran. Guru menempel gambar bagian-bagian tubuh di papan tulis agar semua anak bisa maelihat gambar dengan jelas. Lalu guru menyuruh anak melihat ke papan tulis.

09.20 WIB

09.50 WIB

(5) Guru menyuruh anak untuk maju dan memberikan perintah kepada teman-temannya tanpa diberi contoh oleh guru. Anak hanya melakukan beberapa kesalahan dalam mengucapkan dan anak kelihatan lebih bersemangat dan senang dengan pembelajaran hari ini.

10.00 WIB

(6) Saatnya guru mengakhiri pelajaran karena sudah jam 10.00. guru segera mengucapkan salam berpisah kepada anak-anak dan berjumpa di pertemuan berikutnya.
Catatan lapangan nomor : 08
Waktu Pengamatan : Sabtu, 10 Oktober 2009
Tempat Pengamatan : TK Dharma Wanita Puhpelem
Object Pengamatan : Proses Belajar Mengajar Bahasa Inggris dengan tema ‘Parts of Body’
Pengamat : Guru S

Situasi Latar

Hari ini udara begitu cerah, udarapun sejuk terasa dibadan. Seperti biasa anak-anak keliatan asyik bermain tapi kali ini anak –anak semua baik yang anak putra maupun putri bermain diluar kelas karena kemarin baru dibelikan mainan baru jungkat-jungkit kuda dan papan titian serta ayunan kembar, mereka tampak asyik dan tertawa gembira bersama teman-temannya.

Jalannya Proses Belajar Mengajar

09.00 WIB

09.07 WIB

(3) Setelah lembar kerja dibagikan kepada anak, tes diawali dengan meaning test.

Guru menyebutkan 4 nama bagian tubuh dalam bahasa Inggris dan anak memberi tanda titik dibawah gambar bagian tubuh yang disebutkan guru.

09.20 WIB


09.30 WIB

(5) Hari ini adalah pertemuan terakhir pada siklus kedua. Guru mengecek pemahaman materi dengan bertanya kepada mereka tentang bagian-bagian tubuh, lalu guru menyuruh untuk menyebutkannya ini dilakukan untuk mengecek bagaimana pengucapan kosakata yang telah dipelajari sebelumnya.

09.35 WIB

09.40 WIB


09.50 WIB


10.00 WIB

(10) Guru mengakhiri pelajarannya pada hari ini sekaligus menyampaikan hari ini adalah hari terakhir dia mengajar kelas ini.
Photographs