

IMPROVING STUDENTS' VOCABULARY MASTERY USING  
BEYOND CENTERS AND CIRCLE TIME METHOD

( A Classroom Action Research in the Islam Kindergarten of Fahimna

Surakarta in the Academic Year 2008/2009 )



A Thesis

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ENGLISH EDUCATION DEPARTMENT

GRADUATE SCHOOL

SEBELAS MARET UNIVERSITY

SURAKARTA

2009

## APPROVAL

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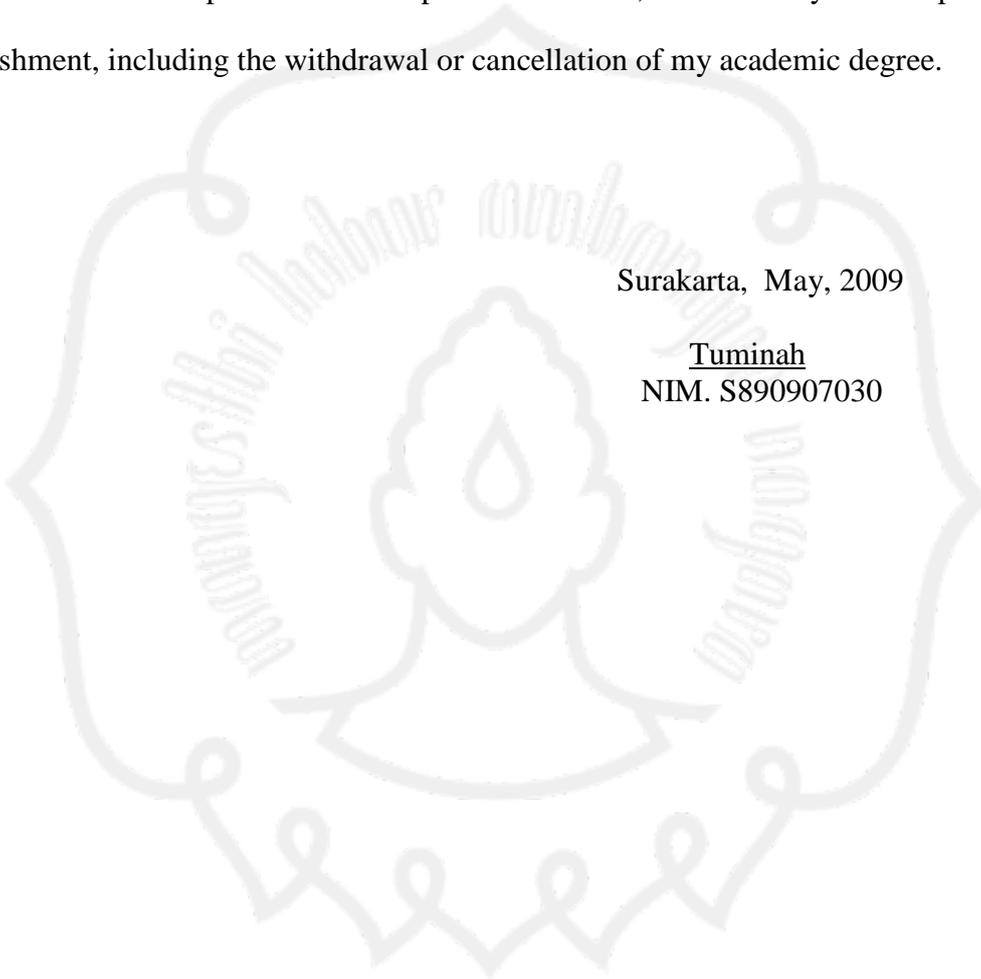
## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “Improving Students’ Vocabulary Mastery Using Beyond Centers and Circle Time Method (A Classroom Action Research in the Islamic Kindergarten of Fahimna in Academic Year 2008/2009)”. It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, May, 2009

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## ABSTRACT

Tuminah, S890907030: Improving Students' Vocabulary Mastery Using Beyond Centers and Circle Time Method (A Classroom Action Research in the Islam Kindergarten of Fahimna Surakarta in the Academic Year 2008/2009). Surakarta: English Education Department Graduate Program University of Sebelas Maret.

This thesis is written to improve the students' vocabulary mastery. The problem highlighted in this research is the low vocabulary mastery of Kindergarten students in Fahimna Surakarta that is caused by (1) the students' difficulties in understanding meaning; (2) the students' difficulties in using English words; (3) the students' difficulties in pronouncing the words.

The research is conducted in three cycles from April 2008 to March 2009 in group B of Islam Kindergarten of Fahimna Surakarta. The procedure of the research consist of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. In collecting the data, the researcher uses observational technique supported with test. The researcher finds quantitative data by doing the test. The tests are in the form of pre-test and post-test. In finding qualitative data, the researcher does direct observation in the classroom, interviews the teacher and the students. The quantitative data are analyzed by descriptive statistics. The qualitative data are analyzed by Constant Comparative Method.

The result of the research shows that Beyond Center and Circle Time Method (BCCT) can improve the students' vocabulary mastery. There is significant improvement in the result of pre-test and post-test of cycle one, two, and three. The mean in pre-test is 6.2. In cycle one the mean is 6.7, in cycle two the mean is 8.2, and in cycle 3 the mean is 8.8. The data prove that BCCT method really improve the students' vocabulary mastery. First, they get vocabulary meaning from the main activities in the corner. Second, their ability in pronouncing English words improves through presentation in the circle time. Third, their ability in using English words improves through production phase. Fourth, creating interesting activities in the corner can make the students interested in learning English. Anyhow, there are some weaknesses of using BCCT method. When the teacher doesn't have an ability to manage the class well, the classroom situation will be very crowded. If the teacher isn't creative and innovative in creating activities in the corner, some students don't join in the corner's activities. The teacher should use interesting media, so that the students will be interested in joining English lesson. The institution should prove the required facilities to support teaching and learning process. The other researcher should prepare the planning of the research well in order to get a good result. Besides, the researcher should learn the characteristics of very young learners. Therefore, she/he will be able to overcome the problems related to the students' psychological. The teacher must not either stay in her chair or stand in one place. The teacher has to give the instruction as explicit as possible. It will be better the teacher uses Total Physical Response (TPR). The use of TPR will be easier for the students to response the instruction. Through BCCT method, the students can play in the corner while they are learning. The teacher should be creative and innovative in creating activities in the corner to improve students' vocabulary mastery.

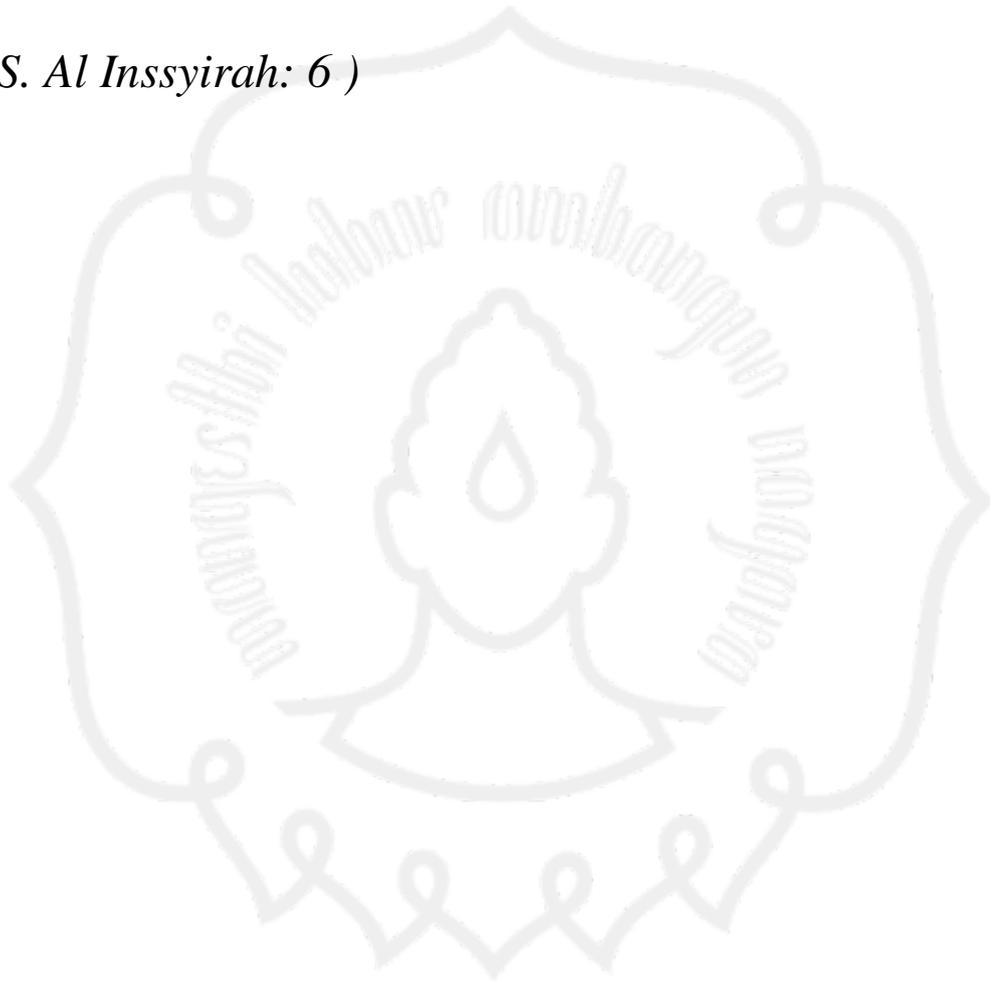
## MOTTO

*Fa inna ma'al 'usri yusran*

After difficulties, there will be ease.

*Sesungguhnya setelah kesulitan, akan ada kemudahan.*

*(QS. Al Inssyirah: 6 )*



## DEDICATION

This thesis is dedicated to:

Her Mother and Father for their love, affection, patience, support and prayer along her life, they show her the true of life.

Her beloved husband, Condro Hadi Wasito, for his love, affection, patience, attention never ending supports in facing this life.

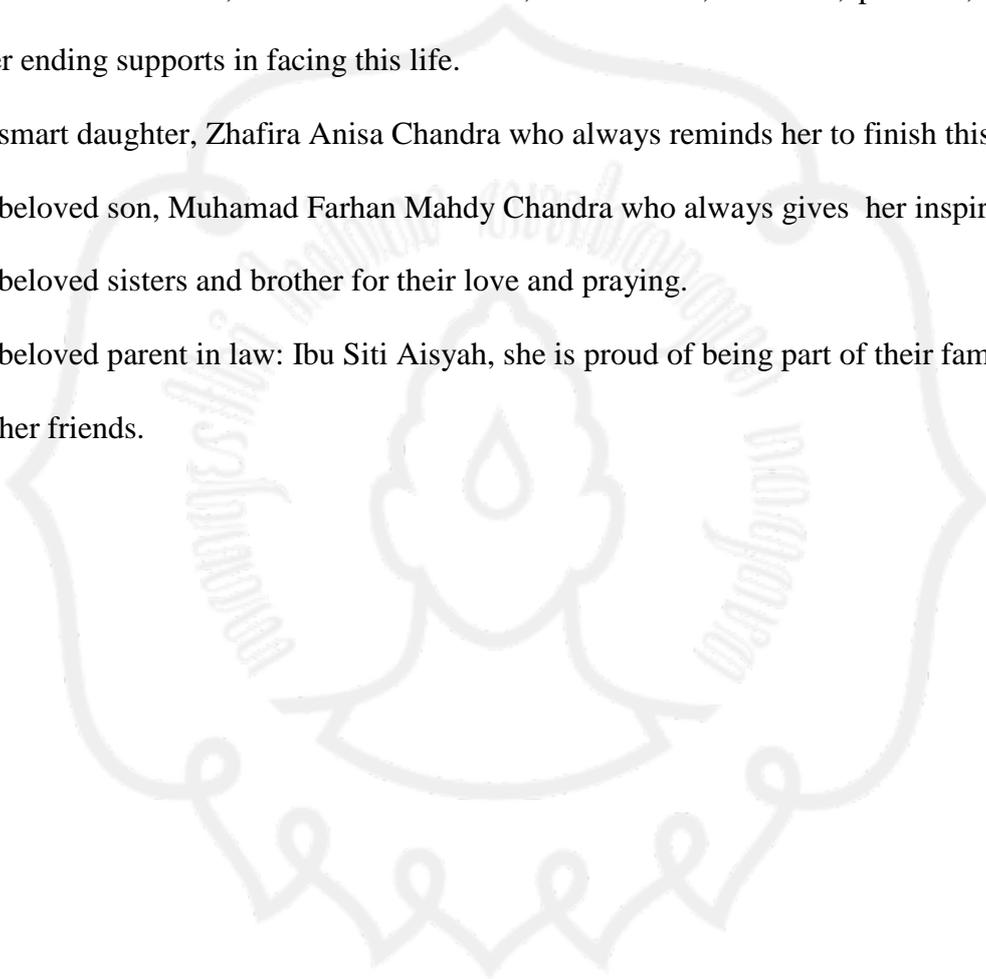
Her smart daughter, Zhafira Anisa Chandra who always reminds her to finish this thesis.

Her beloved son, Muhamad Farhan Mahdy Chandra who always gives her inspiration.

Her beloved sisters and brother for their love and praying.

Her beloved parent in law: Ibu Siti Aisyah, she is proud of being part of their family.

All her friends.



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The writer is aware that it would be impossible for her to complete the thesis without help and encouragement from other people. Therefore, she wishes to express her special gratitude and appreciation to:

1. The Director of Graduate School Sebelas Maret University for giving the writer permission to write this thesis.
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The writer realizes that this thesis is far from perfect. Therefore, she hopes and accept every comment and suggestion. Finally, she expects that this thesis will be beneficial for those who read it.

Surakarta, May, 2009

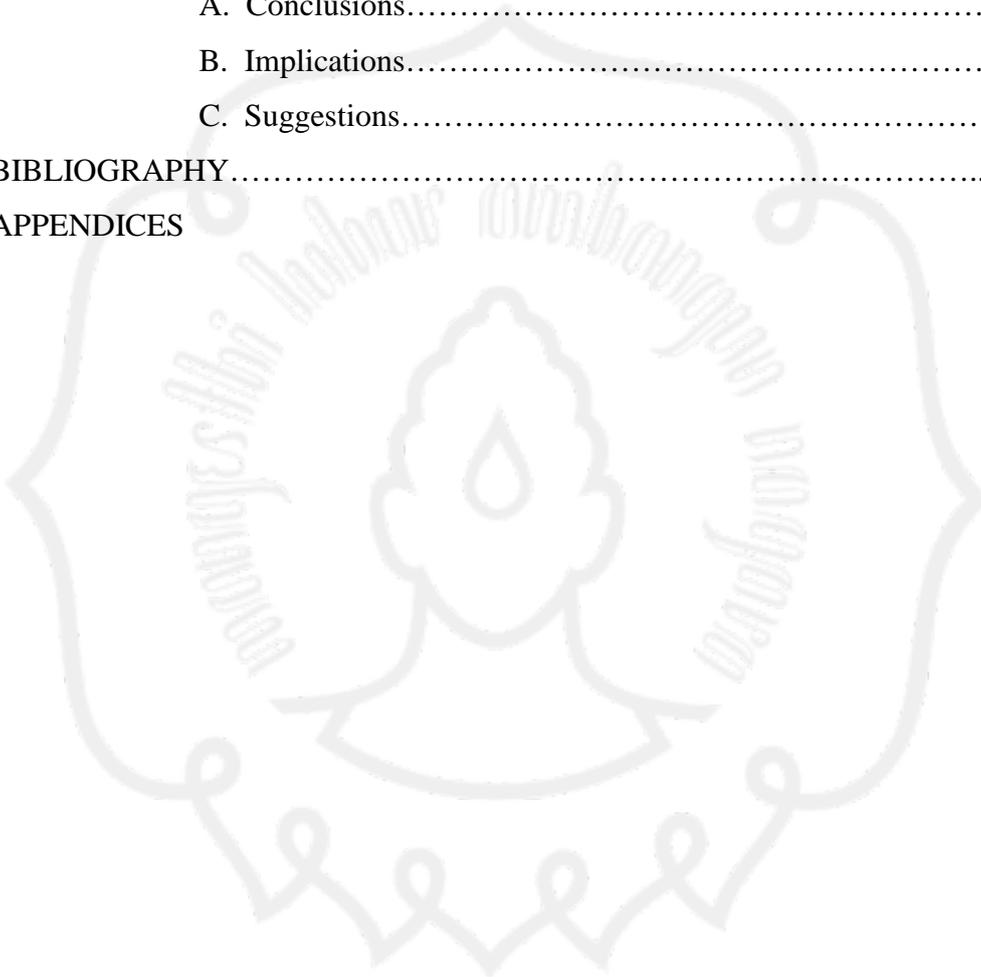
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study.

Indonesians have to master English as an International language either for communicative purpose or for academic purpose. English is used for mastering science and technology. Mastering English as a means of communication and transferring information in this global era becomes important reason for teaching English since the early years of play group and kindergarten.

At the moment the ability of speaking English is really needed on many fields. In Indonesia, English is taught and learnt as a compulsory subject from junior high school until university level. English is learnt in elementary school as a local content and it is also learnt in Kindergarten as a favorite program. English is taught in kindergarten just for introducing the children English as a foreign language. Besides that, it functions to give students basic knowledge of English so that they will do much better in elementary school. Brewster, et al. (1992: 102) support the statement by saying that “early foreign language learning also aims to prepare pupils for the more formal and exam-oriented courses in next school.”

In many countries in the world, a foreign language such as English is learnt since primary school or kindergarten. Brewster, Ellis, and Girard (1992: 12) say that “In most countries, children are confronted with learning a foreign or second language at about the age of eleven, except where an earlier start is made in primary or pre school.”

Learning English as early as possible is important. Some experts propose the reasons of early learning of a foreign language. Long in Ur (1996: 287) says that an early start to language learning is likely to lead to better long-term results if early learning is maintained and reinforced as the child gets older. According to Ohlsen (1961: 269), there is probably no best age for all individuals to begin to learn a foreign language. In

childhood, the advantages are probably greater in developing linguistic flexibility and learning directly the concepts of a second language.

From those statements above, it can be concluded that early learning of a foreign language is recommended because, in long term, it will give better results for children. Besides, in childhood, children have a greater opportunity in terms of the development of linguistic flexibility and they have a better facility in understanding language than adolescents.

Furthermore, they say that children who have benefited from a properly thought out program of foreign language learning early, even if it has only been for two years, are better prepared to respond to the teaching in the next school as a natural continuation and development of what has gone before. (Brewter, 1992: 48). It means that learning a foreign language early has an advantages for students to be prepared in learning process in elementary school.

According to UU No. 20/2003, 1: 14 say that:

*Pendidikan anak usia dini (PAUD) adalah suatu upaya pembinaan yang ditujukan kepada anak sejak lahir sampai dengan usia enam tahun yang dilakukan melalui pemberian rangsangan pendidikan untuk membantu pertumbuhan dan perkembangan jasmani dan rohani agar anak memiliki kesiapan dalam memasuki pendidikan lebih lanjut.*

From the explanation above it can be concluded that the purpose of learning something in the kindergarten or preschool just for preparing the next education.

The potential of children's language trained and improved, because the children will appear good in using language since under five years olds. According to Brumfit, Moon, and Tongue (1997: 6), there are a number of reasons for teaching English at primary level that do not rely simply on the claim that is the best time to learn language well. One of them is the need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others. This is similar to what Brewster et al say: "Early foreign language learning in the more relaxed context

of primary school has a good change of encouraging children to take an interest and develop a positive attitude towards the foreign country and its people” (1992: 50).

It means that by learning a foreign language early, children can have an understanding about the country, the people, and also the culture where the language is spoken, so that they have a positive attitude towards them.

Another reason for teaching English since early is the need for maximum learning time for important languages-the earlier you start the more time you get. Brewster, et al. propose the same opinion. They say that:

“One reason for starting to learn a foreign language two or three years earlier ( at five or six instead of eight or nine) might be simply to increase the total numbers of years spent learning the language in the belief that such an approach can’t but be of benefit, no matter what the circumstances” (1992: 23).

It means that the longer students learn a foreign language the better result they will get from it. The students will have a lot of opportunity to learn English more.

Learning English particularly vocabulary is very important for supporting the ability of speaking, listening, writing and reading. Without mastering vocabulary one will face difficulties in improving the ability of communication with others, like the expert states that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book ( Dellar H and Hocking D, Innovation).

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!” (Thornbury:13, 2002).

Most learners, too, acknowledge the importance of vocabulary acquisition. Here are some statements made by learners, in answer to the question. *How would you like to improve your English?*

“Oral is my weakness and I can’t speak a fluent sentence in English. Sometimes, I am lack of useful vocabularies to express my opinion.”

“I’d like to enlarge my vocabulary (this word I also had to find in dictionary). Too often my speaking is hard caused by missing words. (Thornbury:14, 2002).

However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. In other word, most of teachers don’t pay attention much in developing teaching vocabulary. They teach much for grammar, reading, speaking, listening, writing, etc,

To prepare students who are having good ability in communicating, the teacher should pay attention much in teaching vocabulary. Therefore, the students don’t face difficulties in building sentences, and the difficulties in speaking caused missing words can be avoided. Teaching vocabulary can start from elementary or kindergarten when the students still in optimum grow up. When they gain vocabulary from early education, they can’t face problem in higher education.

In Indonesia teaching vocabulary hasn’t done optimal yet, it can be seen that the average students face difficulties in speaking. When the students in speech competition, they often stop speaking because they miss words. It caused their vocabulary is still limited. Besides, the teacher doesn’t teach vocabulary to the students in early education (elementary or kindergarten). The students who are having limited vocabulary will face some problems, e.g. speaking, listening, reading, writing, etc.

Generally for secondary school, the teacher seldom teaches vocabulary, the students get new vocabulary only by reading. Meanwhile, for elementary or kindergarten the teacher still faces difficulties how to teach vocabulary to the students. The teacher hasn’t found a good method how to teach vocabulary to the students. This paradigm needs to overcome soon, therefore for the future the students will get successful in learning vocabulary.

From the explanation above it can be concluded that vocabulary has an important role in mastering English. By mastering vocabulary the students will study English easily. This fact may support the English teacher to improve their role in teaching English. It is hoped by increasing the teaching and learning process the problem will overcome soon. The teacher is able to find a good method how to teach vocabulary to the students.

In Fahimna Kindergarten, the students have difficulties in learning English, particularly vocabulary in pronunciation, the use of words and understanding meaning. The students don't enjoy learning English. It can be seen from the result of test and interviewing the teacher and students. In Fahimna Kindergarten, learning English includes vocabulary, listening, and speaking. One of the teacher says that: "*Yang diajarkan di sekolah kami antara lain kosa kata, kalimat perintah sederhana, juga percakapan sederhana.*" (SB, 2008: 5).

From the explanation above it can be concluded that vocabulary includes one of material that is taught at Fahimna Kindergarten. Related to vocabulary mastery, the students of Fahimna Kindergarten Surakarta face difficulties or problems as follows:

1. The students get difficulties in using words.
2. The students get difficulties in grasping the meaning.
3. The students get difficulties in pronouncing the words .

They can be seen from the result of daily quiz, the mean of their mark is not good (5.5). (It can be seen at the appendix 18 p. 201).

From the result of the pre-test it can be concluded that the students have low ability in learning English, especially mastering vocabulary (understanding meaning, the use of words, and pronunciation). From 20 students, 3 students or (15%) gain good mark and 17 students or (85%) still get bad mark.

Besides, the difficulties come from the students. From the result of interviewing the student, one of the student says that one of her difficulties in learning English is how to pronounce the words. *Dalam mengucapkan bahasa Inggris itu agak sulit (NS, 2008: 9).*

Because English is foreign language, most of the students have difficulties how to pronounce the words. It is caused their mother tongue is Javanese, English is still strange for most of them. Besides, some of them still have difficulties how to pronounce the words because of the function of their tongue. (Javanese: *pelo*), in other words the difficulties come from the students themselves.

Besides from the students, it is noticed that the difficulties come from the teacher himself. The teacher doesn't use the right method in teaching English, especially vocabulary. The teacher doesn't master any methods, therefore in teaching learning process the teacher uses one method only. The students just study in the classroom without doing something in other room or outside. It makes the students feel bored.

The material of teaching English is limited. In teaching learning process the teacher uses the material from the LKS and internal curriculum. The teacher cannot combine other material or create new material. The activities of students just focus in coloring, drawing, imitating and speaking without playing. The teacher does not give opportunity for the children for playing while they are studying. In this case, the technique of teaching is not appropriate to children's period.

He still has minimum English skill. Therefore, it makes the teaching learning process monotonous and makes the students bored. The teacher seldom uses the media in the classroom. To make the students easier in understanding English, using media is very important, because it will be more interesting for the children. Without using good media the teaching learning process become boring. The English teacher says that: “

*Saya kurang pede karena kadang belum menguasai betul (masih ragu-ragu)” (SS, 2008: 7).*

Besides, the time is limited. In Fahimna Kindergarten, the students learn English only 30 minutes every week. It is taught by the teacher with other material such as *Aqidah, Akhlaq, Javanese, Arabic, etc.* Sometimes the teacher has difficulties in managing the time, because he must teach other material beside English. Fahimna Kindergarten is full day school, therefore the students have to study many fields everyday. The English teacher says that: *Sekitar 30 menit, tapi terintegrasi dengan materi lain misalnya tema bentuk, warna, Aqidah, akhlaq dsb. (SS, 2008: 1).*

To overcome the problems teacher has to find out the appropriate method of teaching English for children. It is hoped the student gets the good result in mastering vocabulary in English. Because of the reason, the researcher would like to provide a suitable method which is expected to help the teachers as educator in improving students' vocabulary.

Using beyond centers and circle time method (BCCT) may certainly be an effective way of teaching English for children. BCCT method is a curriculum theme series that is designed to provide a blend between a development and a didactic approach to working with young children. This theme series will provide teachers with lesson ideas that will allow opportunities to offer direct information while allowing children to experiment and explore materials in order to create their own knowledge. There are a lot of activities in BCCT method and the students can play in some places suitable to their skill and interest while they are learning. They can study English indoor or outdoor. The students have a lot of opportunities to play with their friends while they are on the process of learning. The teaching learning process becomes more interesting for children. They can play in the corners at least one hour, so they can enjoy learning English.

Using BCCT method the teacher has opportunity to create new play or media that is supporting the teaching learning process. Therefore, the teaching learning process become more interesting for the students. The teacher is able to practice English while giving instruction to the students using simple instruction, so they do not feel strange with English, because they use it everyday. It can be done when the students in the circle time or play in the corners.

In BCCT method there are many places for playing, they are called corner or playing place. The corner consist of preparation corner, art corner, building corner, nature corner, drama corner and pray corner. The corners are used for supporting the teaching and learning process. Every student is able to use the corner suitable to his interest. The teacher has to prepare them early, before learning English begins. In BCCT method, there are three kinds of play, those are: (1) role play (micro and macro); (2) building play; (3) sensory motor play.

BCCT is one of method that is suitable to children education, because in BCCT method the students have a lot of time to learn especially English, because there are many places using for teaching learning process and each place can be used for learning English. The students are not bored. The students are able to study by playing. It is suitable to children period, the children like playing. The activities in the corner help learners to forget they are studying, they lose themselves in playing in many places. Learning together in the corner involves the student actively in learning process. The learners don't feel bored, because they can choose a place for playing suitables to their interest and need. It will be easier for the teacher to conduct the students in teaching learning process. Hopefully, they can enjoy learning English by playing in many places. In other words, learning by doing in BCCT method can be used for improving student's competence of vocabulary.

Hopefully, learning English using BCCT method the students will gain a lot of advantages. First, they can study English indoor or outdoor, they can learn English together in the corners, they can learn by playing. Second, the students will be more active in doing activities, such as: answering teacher's question, learning and working together with their friends, making simple experiment, etc. Third, the students don't feel bored. Finally, they can enjoy learning English.

From the explanation above it can be concluded that BCCT is a method that is designed to provide a blend between a development and a didactic approach to working with young children, focused in children-centered in the corners. It is used to support teaching and learning process where students are able to move from a corner to different corner to improve their skill and knowledge.

## **B. Problem Statements**

Based on the background above, the writer in her study formulates the problem being studied as follows :

1. Can the use of beyond centers and circle time method improve students' vocabulary at Fahimna Kindergarten?
2. How active is the students in the classroom when the teacher applies BCCT method at Fahimna Kindergarten?
3. What are the strengths and weaknesses of the implementation of BCCT method in improving the students' English vocabulary at Fahimna Kindergarten?

## **C. Objectives of the Study**

General objective: the objective of the study is to overcome the students' problem in mastering vocabulary using learning by doing in beyond centers and circle time method at Fahimna Kindergarten.

Specific objective: the objective of the study is to gain information about:

1. Describing the improvement of students English vocabulary in the Kindergarten of Fahimna Surakarta after being instructed by using Beyond Center and Circle Time method;
2. To know how active is the students in the classroom when the teacher applies Beyond Centers and Circle Time method at Fahimna Kindergarten?
3. To identify the strengths and the weaknesses of the implementation of Beyond Centers and Circle Time method.

#### **D. The Benefit of the Study**

The result of the action research is expected to be able to give some advantages for the students, the teacher, the school, and other researchers.

##### 1. For the students

First, it can motivate students to study English. Through BCCT method, they will get an enjoyable situation, they won't feel bored. The students will get a better learning system, they will be able to improve their ability to memorize vocabulary by using beyond centers and circle time method. At last, they can learn English particularly vocabulary easily.

##### 2. For the Teacher

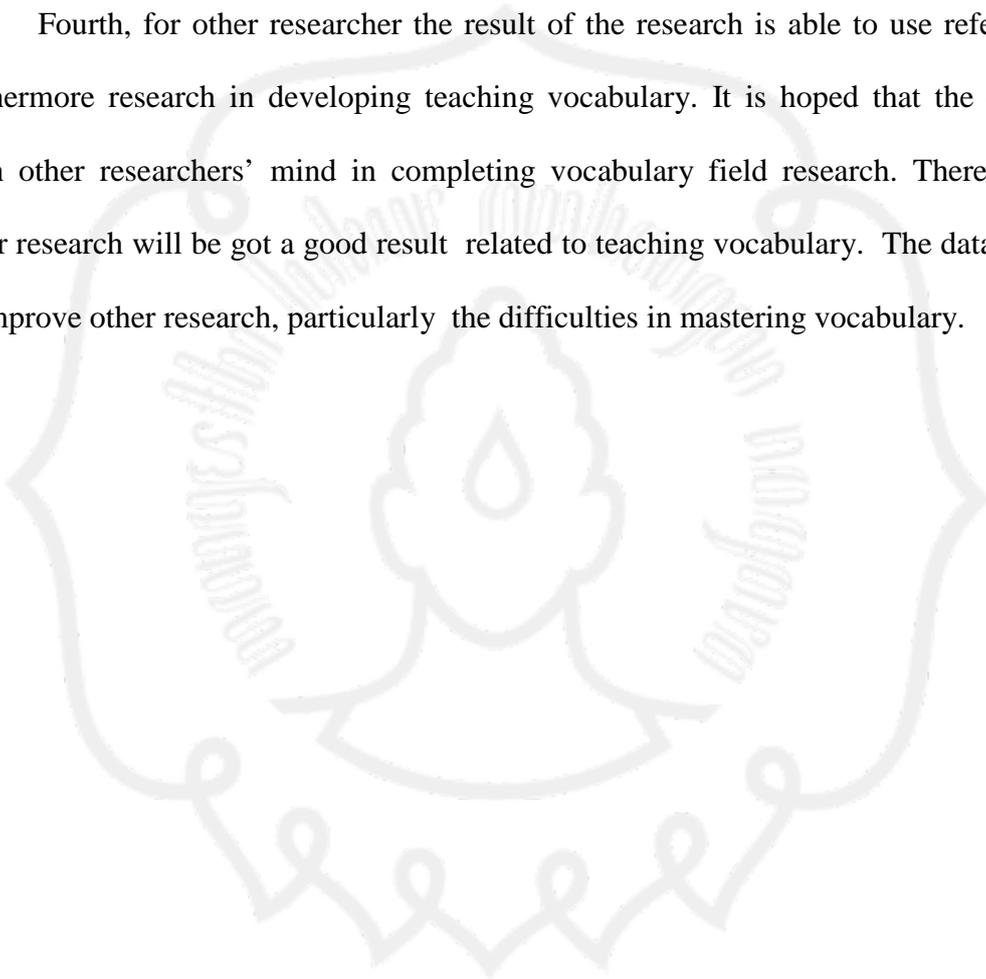
Second, by understanding the result of this study, the teacher can be careful in selecting teaching technique in their class. It is hoped that the result of this study helps teachers to teach vocabulary properly by using BCCT method for kindergarten students. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary. It also enriches teacher's technique to teach vocabulary so that their problems that faced in classroom can be solved.

##### 3. For the School

Third, the school can compare the advantages of BCCT method to other method in learning English. So the school will be more selective in determining the technique of teaching English. Using BCCT method will be used for the school to increase the quality of its out put. Therefore, the school will get good reputation from government or society.

#### 4. For other Researcher

Fourth, for other researcher the result of the research is able to use reference to furthermore research in developing teaching vocabulary. It is hoped that the data can open other researchers' mind in completing vocabulary field research. Therefore, for other research will be got a good result related to teaching vocabulary. The data can use to improve other research, particularly the difficulties in mastering vocabulary.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of the following section: the theoretical description, rationale, and action hypothesis. Meanwhile the theoretical description consist of the nature of English language teaching (ELT), vocabulary mastery, beyond center and circle time method (BCCT), the nature of young learners, and teaching English to young learners. Here, the writer tries to elaborate the further discussion of each section above;

#### **A. The Nature of English Language Teaching (ELT)**

##### 1. Language

##### 1) The Definition of Language

According to Sapir in Lyons (1997: 3) language is a purely human and non-instructive method of communicating idea, emotions and desire by means of voluntary produced symbol. Definition of language are not difficult to find. Each of the following statements about language, whether it was intended as a definition or not.

According to Bloch and Trager in Lyons (1997: 4) a language is a system of arbitrary vocal symbols by mean of which a social group co-operates. What is striking about this definition, in contrast with Sapir, is that it makes no appeal, except indirectly and by implication to the communicative function of language.

According to Hall in Lyons (1997: 4) language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbol. Meanwhile, Chomsky in Lyons (1997: 7) states that a language becomes a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements. Pinkers in Brown (2000: 5 ) states that:

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual,

and is distinct from more general abilities to process information or behave intelligently.

On the other hand, a synthesis of standard definition out of introductory textbook: language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another.

From the explanation above it can be concluded that language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another, it is a purely human and non-instructive method of communicating idea, emotions and desire by means of voluntary produced symbol.

## 2) The Function of Language

According to Halliday in Brown (2000: 29), who provides one of the best exposition of language functions, using the term to mean the purposive nature of communication, and outlined seven different functions of language, among others:

- a) The instrumental function serves to manipulate the environment, to cause certain events to happen. Sentences like “This court finds you guilty,” “On your mark, get set, go!” or “Don’t touch the stove” have an instrumental function; they are communicative acts that have a specific elocutionary force; they bring about a particular condition.
- b) The regulatory function of language is the control of events. “I pronounce you guilty and sentence you to three years in prison” serves an instrumental function, but the sentence “Upon good behavior, you will be eligible for parole in ten months” serves more of a regulatory function.
- c) The representational function is the use of language to make statements, convey facts and knowledge, explain, or report-that is, to “represent” reality as one sees it. “The sun is hot,” “The president gave a speech last night.” or even “The world is flat” all

serve representational functions, although the last representation may be highly disputed.

- d) The interactional function of language serves to ensure social maintenance. “Phatic communion,” Malinowski’s term referring to the communicative contact between and among human beings that simply allow them to establish social contact and to keep channels of communication open, is part of the interaction function of language.
- e) The personal function allows a speaker to express feelings, emotions, personality, “gut –level” reactions. A person’s individuality is usually characterized by his or her use of the personal function of communication. In the personal nature of language, cognition, affect, and culture all interact.
- f) The heuristic function involves language used to acquire knowledge, to learn about the environment. Heuristic function are often conveyed in the form of questions that will lead to answers. Children typically make good use of the heuristic function in their incessant “why” question about the world around them.
- g) The imaginative function serves to create imaginary system or idea. Telling fairy tales, joking, or writing a novel are all uses of the imaginative function.

According to Van Ek and Trim (1990: 27-29), the functions of language consists of:

- (1) Imparting and seeking factual information
  - a) Identifying (defining) with suitable gesture this (one) that (one) these, those.
  - b) reporting (describing and narrating) for example: He says the shop is shut.
  - c) correcting (correcting a positive or negative statement.) for example: Va’letta is in Italy, No (+ tag) No it isn’t or we didn’t go to London. Yes(+ tag) Yes you did.
  - d) Asking (for confirmation) Did you see him? (for information) How do you make omelette? (seeking identification) What is this?, etc.

- (2) Expressing and finding out attitude
  - a) expressing agreement with a statement.
  - b) expressing disagreement with a statement
  - c) stating whether one knows or does not know a person, thing or fact.
  - d) enquiring whether someone knows or does not know a person, thing or fact, etc.
- (3) Getting things done (suasion)
  - a) suggesting a course of action (involving both speaker and addressee)
  - b) agreeing to a suggestion
  - c) requesting someone to do something.
  - d) encouraging someone to do something, etc.
- (4) Socialising
  - a) attracting attention
  - b) greeting people
  - c) replying to a greeting from a friend or acquaintance
  - d) addressing a stranger, etc.
- (5) Structuring discourse
  - a) opening
  - b) expressing an opinion
  - c) enumerating
  - d) exemplifying, etc.
- (6) Communication repair
  - a) signaling non-understanding
  - b) asking for repetition
  - c) asking for confirmation
  - d) asking for clarification, etc.

According to Jakobson in Abdullah (2006: 27) the functions of language is:

- (1) Emotive speech: Psychology function to express speaker's feeling and emotion.
- (2) Phatic speech: Statement function to maintain social relationship for certain condition.
- (3) Cognitive speech: Statement to express the real world or denotative or informative.
- (4) Rhetorical speech: Statement function to influence hearer's idea and behavior.
- (5) Metalingual speech: Statement function to talk about the language, this is abstract statement because it uses in speaking communication code.
- (6) Poetic speech: Statement is used in specific form with showing aesthetic value.

Meanwhile, Popper in Abdullah (2006: 28) states that the functions of language is:

- (1) Expressive function is the function of language to express one's idea.
- (2) Signal function is the function of language relating to signal.
- (3) Descriptive function is the function of language to describe something.
- (4) Argumentative function is the function of language to give argumentation.

From the explanation above it can be concluded that the function of language is the instrumental function, the regulatory function, Imparting and seeking factual information, expressing and finding out attitude, etc. Language function has an important role in learning language as a means of communication in written or spoken form. The function of language depends on the speaker uses the language itself.

### 3) The Language Component

According to Elliot (2000: 50) there are four major components: phonology (or sound), syntax (or grammar), semantic (or meaning), and pragmatic (or usage).

#### (1) Phonology

Every language possesses certain distinctive, fundamental sounds, which are the phonemes of that language. These are the smallest language units. For example, the

words thin and shin sound alike, but the initial sounds differ sufficiently to differentiate the words, thus qualifying the initial sounds (th, sh) as phonemes. The smallest unit of language to have meaning is the morpheme. Morpheme may be whole words or part of words that signify meaning, such as the ending er, ed, or ing. The words older has two morphemes old, signifying age, and er signifying comparison. Morphemes, are composed of a series of phonemes (the morpheme er consists of two phonemes, while old consist of three phonemes).

## (2) Syntax

Morphemes are arranged in the grammar, or syntax of language. The task of any syntax is to arrange morphemes in meaningful sentences. Grammatical studies have repeatedly shown that any speaker can say and any listeners can understand an infinite number of sentences. Children learn the syntactic rules of their languages with little adult instruction.

## (3) Semantic

As children acquire the basic of their language, they also learn the guidelines that make language such a powerful tool. For example, by the age of 4 or 5, children will have discovered that rules exists for combining sounds into words, that individual words have specific meaning, and that there are rules for combining words into meaningful sentences and for participating in dialogues. These rules help children to detect the meaning of a word with which they are familiar, Called fast mapping, this technique enables children to use context for a word's meaning, thus helping them to continue rapid vocabulary development. (Fast mapping is an excellent example of the interlocking relationship between thought and language).

Grammar seems to be designed to convert ideas into word combinations. The relationship between ideas and words is the source of meaning, or semantic. To integrate language

elements, children must be able to represent various kinds of knowledge, to combine them, and to evaluate their relevance in context.

#### (4) Pragmatics

Children must also learn how to use their language, which requires the development of pragmatic skills. Language is a remarkably sophisticated developmental accomplishment, one part of which is the increasing success children have in making their communication clear.

All children, regardless of their native tongue, manifest similar pattern of language development. The basic sequence of language acquisition is as follows:

- a) At about 3 months children use intonation similar to those adults.
- b) At about 1 year they begin to use recognizable words.
- c) At about 4 years they have acquired the complicated structure of their native tongue.
- d) At about 5 years children use adult like language.
- e) At about 6 or 7 years they speak and understand sentences that they have never previously used or heard.

#### **The Sequence of Early Language Development**

Language	Age
Crying	From birth
Cooing	2-4 months
Babbling	4-6 months
Single words	12 months
Two word phrases	18 months
Longer phrase	2 years
Short sentences and question	2-3 years

## 2. Language Learning

### 1) The Definition of Language Learning

According to contemporary dictionary in Brown (2000: 7) learning is acquiring or getting of knowledge of subject or a skill by study, experience, or instruction.

According to Finocchiaro & Brumfit in Brown (2001: 45) language learning is learning

structures, sounds, or words in Audio-lingual Method. Therefore, language learning is learning to communicate in Communicative Language Teaching.

From the explanation above it can be concluded that language learning is getting of knowledge of subject or skill by study, experience, or instruction and the purpose is learning to communicate.

## 2) The Meaning of English Language Learning

The most obvious characteristics in language learning is that students use the language a great deal through communicative activities such as games, role play, and problem solving task (Larsen and Freeman, 2000: 129). Learning a language is not just matter of mastering the structure of a language. Language is for communication. The students have to interact a great deal with one another. They do this in various configuration: pairs, triads, small groups, and whole group. Richards (2001: 161) gives three elements in language learning. The first element is communication principle. The activities that involve real communication promote learning. A second element is the task principle. Activities in which language is used for carrying out meaningful task promote learning. The third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language pattern.

## 3) The Types of Learning

Theories of learning of course do not capture all of the possible elements of general principles of human learning. The educational psychologist Robert Gagne (1965), ably demonstrated the importance of identifying a number of types of learning

that all human being use. According to Gagne in Brown (2000: 92) types of learning- from simple signal learning to problem solving, he identified eight types of learning:

(1) Signal learning. The individual learns to make a general diffuse response to a signal.

This is the classical conditioned response of Pavlov.

(2) Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus. What is learned is a connection or, in Skinnerian term, a discriminated operant, sometimes called an instrumental response.

(3) Chaining. What is acquired is a chain of two or more stimulus-response connections. The condition for such learning have also been described by Skinner.

(4) Verbal association. Verbal association is the learning of verbal chains. Basically, the conditions resemble those for other (motor) chains. However, the presence of language in the human being makes this a special type of chaining because internal links may be selected from the individual's previously learned repertoire of language.

(5) Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. Although the learning of each stimulus-response connection is simple occurrence, the connection tend to interfere with one another.

(6) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of object or event.

(7) Principle learning. In simplest term, a principle is a chain of two or more concepts. It functions to organize behavior and experience. In Ausubel's terminology, a principle is a "subsumer" – a cluster of related concept.

- (8) Problem solving. Problem solving is a kind of learning that requires the internal events usually referred to as “thinking”. Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of event.

From the explanation above it can be concluded that these eight types of learning that some types are better explained by certain theories than others. For example, the first five types seem to fit easily into a behavioristic framework, while the last three are better explained by Ausubel’s or Roger’s theories of learning. Since all eight types of learning are relevant to second language learning, the implication is that certain “lower” level aspects of second language learning may be more adequately treated by behavioristic approaches and method, while certain “higher” order types of learning are more effectively taught by method derived from a cognitive approach to learning.

### 3. Language Teaching

#### 1) The Definition of Language Teaching

According to Brown (2000: 7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Brumffit (2006: 67) states that teaching is not write or read, some attempts to teach English have been made but most of them on a private basis, in small groups, usually within the family environment. In this case, it is done by the teacher in Kindergarten level. Meanwhile, Ur (1996: 10) teaching is the processes of presenting, practicing and testing.

From the explanation above it can be concluded that language teaching is showing or helping someone to learn language, giving instructions, guiding in the study of language, providing with knowledge, causing to know or understand. In teaching processes consists of presenting, practicing and testing.

#### 2) The Meaning of English Language Teaching

Teaching a language does not mean teaching what the language is, but how language is used in communication. Larsen and Freeman (2000: 128) state that the goal of English teaching is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings, and function. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose form among these the most appropriate form, given the social context, and the roles of interlocutors.

### 3) Teaching styles

Teaching style is another affective consideration in the development of teacher's professional expertise. Teaching style with almost always be consistent with teacher's personality style, which can vary greatly from individual to individual. According to Brown (2000: 201) there are many teaching styles:

Shy	→	gregarious
formal	→	informal
reserved	→	open transparent
understated	→	dramatic
rational	→	emotional
steady	→	moody
serious	→	humorous
restrictive	→	permissive

It is very crucial for the teacher to choose one of teaching style suitable to the characteristic or teacher's personality. Teaching style will influence students in teaching learning process in the class. As teacher grow more comfortable with your teaching roles in the classroom, teacher should be sure that teaching style is also

consistent with the rest of teacher. The teacher can be most genuine in the classroom; then, learn to capitalize on the strength of teacher's teaching style.

#### 4) The roles of teacher

According to Brown (2000: 23) a teacher has to play many roles, the roles are as follow:

##### (1) The teacher as controller

Master controllers determine what the students do, when they should speak, and what language forms they should use.

##### (2) The teacher as director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like conductor of an orchestra or director of a drama. In this case, the teacher should keep the process flowing smoothly and efficiently.

##### (3) The teacher as manager

This metaphor captures your role as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

##### (4) The teacher as facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain.

##### (5) The teacher as Resource

Here the teacher take the least directive role. In fact, the implication of the resource role is that the student takes the initiative to come to the teacher. The teacher is available for advice and counsel when the student seeks it.

#### 4. Some Methods for Teaching English

##### 1) The grammar Translation Method

The Grammar Translation Method was first introduced to teach modern languages in public school in Prussia at the end eighteenth century. The primary goals of this method were to prepare students to read and write classical materials and to pass standardized exam (Howatt in Coady, 1997: 5). This method used classical literature chosen for its intellectual content as materials; it was typically assumed that most students would never actually use the target language but would profit from the mental exercise.

Prator and Celse-Murcia in Brown ( 2000: 19) state that the major characteristics of Grammar Translation:

- (1) Classes are taught in the mother tongue, with little active use of the target language.
- (2) Much vocabulary is taught in the form of list isolated words.
- (3) Long, elaborate explanations of the intricacies of grammar are given.
- (4) Reading of difficult classical text is begun early.
- (5) Little or no attention is given to pronunciation, etc.

On the other hand, one can understand why Grammar Translation remains so popular. It requires few specialized skills on the part of teachers. Test of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized test of foreign languages still do not attempt to tap into communicative abilities, therefore the students have little motivation to go beyond grammar analogies, translations, and rote exercises.

##### 2) The Direct Method

The Direct Method, the best known of several “natural” method introduced toward the end of the nineteenth century, benefited from the debate that ensued during

the Reform Movement, though it wasn't considered grounded in linguistic theory by Sweet and other leaders (Richards & Rodgers in Coady, 1997: 8). The Direct Method stated that interaction was at the heart of natural language acquisition. Its proponents used the target language as the language of instruction in small, intensive classes consisting of carefully graded progression of question and answer exchange.

Richards and Rodgers in Brown (2000: 21) summarized the principles of the Direct Method:

- (1) Classroom instruction was conducted exclusively in the target language.
- (2) Only everyday vocabulary and sentences were taught.
- (3) Grammar was taught inductively.
- (4) Both speech and listening comprehension were taught.
- (4) Correct pronunciation and grammar were emphasized, etc.

### 3) The Audio-lingual Method

The audio-lingual method (ALM) was developed by American structural linguists during World War II, when governmental and institutional support was available for the teaching of foreign language. This approach suggested that most problems experienced by foreign language learners concern the conflict of different structural systems. With grammar or structure as its starting point and the belief that language learning is a process of habit formation, the audio-lingual method paid systematic attention to pronunciation and intensive oral drilling of basic sentence patterns.

The characteristics of the ALM may be summed up in the following list (adapted from Prator & Celce-Murcia in Brown 2000: 23):

- (1) New material is presented in dialogue form.
- (2) Structural patterns are taught using repetitive drills.
- (3) Vocabulary is strictly limited and learned in context.

- (4) There is much use of tapes, language labs, and visual aids.
- (5) Great importance

#### 4) Communicative Language Teaching

In general, communicative language teaching strive to “make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rodgers in Brown, 2000: 13). Communicative methods have the common goals of bringing language learners into closer contact with the target language and of promoting fluency over accuracy (Stern in Brown, 2000: 13).

According to Nunan in Brown (2000: 43) there are six interconnected characteristics as a description of CLT:

- (1) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.
- (2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose.
- (3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- (4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom.
- (5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

- (6) The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

#### 5) The Natural Approach

The Natural Approach is “similar to other communicative approaches being developed” during this period (Krashen & Terrell in Coady, 1997: 15), but it is based on its own set of hypotheses. Designed primarily to “enable a beginning student to reach acceptable levels of oral communicative ability in the language classroom” (Krashen & Terrell in Coady, 1997: 15). The Natural Approach is based on a theoretical model consisting of five hypotheses: (1) the Acquisition – Learning Hypotheses (the distinction between “natural” acquisition as seen in L1 and the formal learning that emphasizes conscious rules and error correction); (2) the Natural Order Hypothesis (that grammatical structures tend to be naturally acquired in a somewhat predictable order without artificial sequencing of input), (3) the Monitor Hypotheses (that conscious learning has the limited function of “monitoring” or editing language performance); (4) the Input Hypotheses (that language is acquired when input is in an interesting and relevant context that is slightly above one’s current level of competence); and (5) the Affective Filter Hypotheses (that attitudinal factors are related to language acquisition; acquirers with a “low affective filter” –an optimal attitude-will be more receptive and more likely to interact with confidence).

## **B. Vocabulary Mastery**

### 1. The Definition of Vocabulary and Mastery

Vocabulary refers to the words that people must know to communicate effectively (in [http:// www. nufl.gov/partner first vocab.html](http://www.nufl.gov/partner%20first%20vocab.html)). It means that vocabulary is words that

people use to communicate one another. The words must be understood by speaker and hearer.

Vocabulary is a set of words known to a person or other entity, or that part of specific language (in <http://www.answers.com/topic/vocabulary>). Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

According to Ur (1996: 60) vocabulary is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. However, a new item of vocabulary may be more than a single words: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'item' rather than 'words'.

According to Virginia (1983:7) there is one English word that is known everywhere. The word is cowboy. This remark has certain amount of truth. Such word as rock star and cowboy seem to be known (by almost every young person, at least). Indeed such English words are usually learned without being taught, without being explained or drilled in class.

Based on the definition above, vocabulary in this study is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. It is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and also to speak. Children learn the

meaning of most words indirectly, through everyday experiences with oral and written language.

According to Bloom in Winanti (2006: 15), mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole. Mastery means natural or acquired facility in specific activity: ability, art, command, craft, proficiency, skill, and technique (in <http://www.answer.com/topic/mastery>). It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity.

From the explanation above vocabulary mastery means an ability of student to use all the words of language in conducting communication. It means that mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole. Meanwhile, vocabulary is all the words of language. In other words, vocabulary mastery means an ability to use a number of words as means for making communication with others.

## 2. Types of Vocabulary

Thordike and Lorge in (Nation, 1990: 19) define types of vocabulary as follow:

Tabel 1: Types of Vocabulary, their features, and the Implication for Teaching and Learning

Types of Vocabulary	Number of words	Frequency	Coverage of text	Origins	Implications for teaching and learning
High-frequency word	2,000	Occur frequently	About 87% of the running words in a text	About half are from Latin, French, or Greek	Spend a lot of time on these words. Make sure they are learned.
Academic vocabulary	800	Occur frequently in most kinds of academic texts	About 8% of the running words in academic texts		If learners are in upper secondary school or in tertiary education., spend a lot of time on these

Technical vocabulary	About 1,000 to 2,000 for each subject.	Occur, Some times frequently, in specialized texts	About 3 % of the running words in a specialized text.		words. Make sure they are learned. Learning the subject involves learning the vocabulary. Subject teachers can deal with the vocabulary, but the English teacher can help with learning strategies.
Low frequency words	About 123,000	Do not occur very frequently	About 2 % or more of the words in any text		Teach strategies for dealing with these words themselves do not deserve teaching time

Based on the table above, it can be concluded that kindergarten students use low-frequency word (about 123,000). It is noticed that vocabulary which is used for academic students will be more than secondary students. It causes the level and ability of the students are different. Besides, the student's need will influence in using vocabulary. Students who live near tourism object will need more vocabularies, because they need a lot of vocabularies to practice the language with foreigner.

### 3. Some Aspects of Vocabulary

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follow:

- 1) Form: pronunciation and spelling

The learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learned.

## 2) Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form I certain grammatical contexts may have some idiosynceratic way of connecting with this information at the same time as teachers teach base form. When teaching new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice).

## 3) Aspect of Meaning: denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotation of friendship and loyalty.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. For example, learners may know that weep is virtually synonym in denotation with cry, but it is more formal, tends to be used in writing more than speech, and is in general much less common.

#### 4) Aspect of meaning; meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some of the main ones.

- (a) Synonyms: item that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonym of intelligent.
- (b) Antonym: items that mean the opposite; rich is an antonym of poor.
- (c) Hyponyms: items that serve as specific examples of general concept; dog, lion, mouse are hyponyms of animal.
- (d) Co-hyponym or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are co-ordinates.
- (e) Superordinates: general concepts that 'cover' specific items; animal is the superordinates of dog, lion, mouse.
- (f) Translation: word or expression in the learners' mother tongue that are more or less equivalent meaning to the item being taught.

#### 5) Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly for more advanced learners. The teacher may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un- and -able, this will help them guess the meaning of words like substandard, ungrateful and untranslatable. Another way vocabulary items are built is by combining two words(two nouns, or gerund and noun, or a noun and verb) to make one item. For example: bookcase, follow-up, swimming pool.

From the explanation above it can be concluded that there are some aspects such as pronunciation, spelling, grammar especially to make simple sentences, meaning dealing

with denotation, superordinates, hyponym, which are used by the researcher to conduct teaching vocabulary and are used in test the students' vocabulary mastery.

#### 4. Teaching and Learning Vocabulary

According to Virginia (1983: 8) in teaching vocabulary, teacher has to notice about learning vocabulary in and out of class:

“ In some years ago, students were learning words for familiar object such as words in the mother tongue. Quite probably, each word came to the child's attention as part of an experience that had special importance for him. Perhaps the words for window and door were learned when he heard an adult said (in home language), “grandma's gone, but we will go to the window and wave goodbye,” and “Daddy's here! Let's go to door and let him in.” Of course we don't know what really occurred on the day when the child learned those words in his own language, but one thing is sure. We do will need someday. The first word is window. Window means.....” Yet that is how vocabulary is often presented in the language class”.

To think about vocabulary lesson in this way, there are five facts that must be considered:

1. Foreign words for familiar object and persons are important to teach, but we cannot expect most members of the class to learn them easily.
2. Teaching such words will require special skill because students often fell their native-language words for familiar object and persons are all they really need.
3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language calls.
4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.
5. To create in students' minds a sense of personal need for a foreign word. It is not enough to say, “Here is a word to learn.” Here is what the word means.” The word will be useful to you someday.

From the explanation above, it can be concluded that teachers should teach foreign words for familiar object and persons and remember not all of the students learn new vocabulary easily. Beside that teaching such words need teachers' special skill like creating high motivation and good environment to conduct enjoyable activities that later on they will need to use these words.

In classes where one language is not mastered by all the students, the teacher needs particular skill. Teacher must provide definition in English, using words the class can understand for vocabulary lesson for the first stage of English instruction, especially for beginners, teachers use three ways to present the meaning of vocabulary:

1. picture
2. Explanation in the students' own language
3. Definition in simple English, using vocabulary that the students already know.

In all three cases teachers call attention to the meaning after calling attention to the English word. It is really best to draw students' attention first to the new word, then to its meaning. It is interesting to compare this order with the order of events in learning of vocabulary in one's mother tongue. During a child's early years, what happens first is this: the child has an experience with some object (perhaps a new toy dog). While his attention is on the dog, the child then hears the name of the object which attracted his interest. (Perhaps some adults say, "What a nice dog!" or "Put away that dog and come to dinner"). First the child's attention is drawn to the dog; then the child gets the word that names it.

Based on the statement above, it can be concluded that in teaching vocabulary teachers should create their need in learning language, create sense of need for words, and show the meaning of words that can support their learning about vocabulary. The teacher should create new technique in presenting new vocabularies so that the students don't feel bored particularly in Kinder garden or Elementary school.

### C. Beyond Center and Circle Time Method (BCCT)

#### 1. The Definition of BCCT Method

According to Pamela (2006: 3) beyond Centers and Circle Time Method is a curriculum theme series that is designed to provide a blend between a development and a didactic approach to working with young children. This theme series will provide teachers with lesson ideas that will allow opportunities to offer direct information while allowing children to experiment and explore materials in order to create their own knowledge. The Beyond Centers and Circle Time Curriculum Pre-Kindergarten Theme series is written to offer support to educators and parents who wish to maintain a balance between supporting their child's acquisition of skill and knowledge that will prepare him/her for later school success and the joy and delights of experiencing a playful childhood. ([www// BCCT Pre-K Theme series .com](http://www.BCCTPre-KThemeSeries.com)). This curriculum is created by Pamela in Florida.

According to Wartanto (2006: 14) BCCT method is An approach in early children education focused in learning process centered in playing place and when the children on the corners, they used four kinds of basics for supporting the development of children. Those basics are: (1) environment play; (2) before play; (3) During play; and (4) After play.

According to Siantayani (2005: 6) BCCT method is a method in education of age child early focused in children-centered in the corners is used for teaching and learning process where a student is able to move from corner to different corner in order to increase their skill and knowledge. In this case, the students have more time to learn while they play in the corners. Besides, they can learn something, they can make association with others.

From the explanation above it can be concluded that BCCT method is a method that is designed to provide a blend between a development and didactic approach to

working with young children, focused in children-centered in the corners using for supporting teaching and learning process where students are able to move from corner to different corner to improve their skill and knowledge.

## 2. The Purpose of BCCT Method

The purposes of BCCT method are:

1. To create the learning process which is enjoyable, interesting, existing and developing children's mind.
2. To create the learning process which is suitable for children's development. (Wartanto, 2006: 23).

## 3. The Concept of BCCT Method

1. All learning process is based on empirical theory and experience.
2. Learning process is subjected to stimulate all child intelligence aspect (plural intelligence) through planned playing and teacher support in term four basis.
3. Playing environment is placed in first base that will stimulate the child to be active, creative and think by explore self- experience.
4. Use permanent standard at every learning process that include: (1) The teacher prepares playing environment as fundamental thing to support child development; (2) There is a teacher who greeting child arrival and giving them adaptation time; (3) All children participate at opening play with teacher guidance; (4) The teacher gives toilet time and drink rotation of arrival; (5) The children join with their group with teacher guidance; (6) The teacher and children sit down together in circle position as base experience before play; (7) The teacher gives adequate time to apply activity playing center accordance to schedule; (8) The teacher gives explanation at playing center; (9) The teacher and

the children setting right the tool and playground together; (10) The teacher gives toilet time and drink rotation of arrival; (11) The teacher and the children sit down together in round as base experience after play; (12) The teacher and the children eat self-meal (not in break time); (13) Closing activity; (14) Go home in rotation; (15) The teacher setting right the playground, check the record and administration equipment; (16) The teachers discuss day evaluation and netx planning; (17) The teachers go home.

5. Teacher must follow training before apply this method.
6. Involve parents and family as integrated learning process to support child activity at home. (Wartanto, 2006: 17)

#### 4. Conducting BCCT Method

Steps in conducting of BCCT method:

1. Child's need orientation. Learning activities are subjected to accomplish the requirement of child's growth individually.
  2. Learning activities have to do by playing at. Playing will stimulate child to explore with surrounding things, and then know about it.
  3. Stimulating creativity and innovation. The creativity and innovation drawn at activity that make child interest, focus, serious, and concentrate.
  4. Providing learning supporting environment. The environment have to be interesting and pleasing for child when they are playing.
  5. Developing child life skill. Life skill instructed to help the child become self-supporting, discipline, able to have socialization, and own base skill which is good for its life later.
  6. Using of various source and media learning exists at environment of about.
  7. Applying step bt step and repeatedly accordance to principle of child growth.
  8. Integrating education stimulation included all growth aspects. In fact, child activity will develop child's growth aspect. Teacher role is facilitate optimum child growth aspect.
- (Wartanto, 2006: 20)

## **D. The Nature of Young Learners**

### **1. The Definition of Young Learners**

According to Harley, et al. in Cameron (2001: 15) young learners is a group of children (7-8 years) that are studying a foreign language, they seem to pay more attention to sound and prosody (the 'music' of an utterance), whereas older children (12-14) are more attentive to cues of word order. Meanwhile, Brumfit (1996: 67) states that young learners is a group of children level of age five to six, where they learn language without reading and writing. Lack of formal support has meant a scarcity of material and syllabuses. According to Phillips (2000: 23) young learners is a group of students level of age eleven to twelve, where they learn language by various activities.

From the explanation above it can be concluded that young learners is a group of students level of age five to fourteen, where every stage they have some characteristics suitable to their level of age. When they learned language, the teacher should choose the right method or technique so that the young learners are able to study suitable to their ability and interest.

### **2. Young Learner's Development**

Young learners' development consists of:

- a. Cognitive Development
- b. Affective
- c. Psychomotor

( <http://www.kidsdevelopment.co.uk.html>)

#### **a. Cognitive Development**

Piaget (in Scott, 2002: 14) states that a child has four stages of Cognitive Development as follows:

1. Sensorimotor 0-2 years.

This stage has some characteristics such as it begins to make use imitation, memory, and thought; it also begins to recognize that objects do not cease to exist when they hidden. It moves from reflex actions to goal-direct activity.

2. Preoperational 2-7 years

It gradually develop use of language and ability to think in symbolic form, able to think operations through logically in one direction; it also has difficulties seeing another person's point of view.

3. Concrete Operation 7-11 years

Most of children are able to solve concrete (hands-on) problems in logical fashion, understand laws of conversation and are able to classify and seriate. They also understand revisibility.

4. Formal operational 11-adult

In this stage they are able to solve abstract problems in logical fashion. They become more scientific in thinking and develop concerns about social issues. Before they learn to speak, children communicate through crying, smiling, and body movement. By the end of the first year, more or less, most children have their first word. They have entered what psychologists call the one word stage.

From the explanation above, it can be concluded that children have stages in developing their cognitive based on their age. The more their age the more activities that they can do. Including they use language, the more their age they can master a lot of offer from others. The development of their language depends on their age. After formal operation stage they can solve the problem they faced.

- b. Affective

According to Brown (2000: 143) affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the

cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about themselves with whom they come into contact.

The affective domain includes many factors: self-esteem, extroversion, inhibition, risk-taking imitation, anxiety attitudes, and empathy (Brown, 2000: 145).

#### 1) Self- Esteem

Self esteem is probably the most pervasive aspect of human behavior. It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self confidence, knowledge of yourself, and belief in your own capability for the activity. Self esteem may determine for successful person, if a human being have good self-esteem he will be optimize in facing his life.

#### 2) Inhibition

All human beings, in their understanding of themselves, build sets of defenses to protect the ego. The newborn baby has no concept of its own self; gradually it learn to identify a self that is distinct from others. In childhood, the growing degree of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. In adolescence, the physical, emotional, and cognitive changes of the pre-teenager and teenager bring on mounting defensive inhibition to protect a fragile ego, to ward of ideas experiences, and feeling that threaten to dismantle the organization of values and beliefs on which appraisals of self esteem have been founded. The process of building defense continues into adulthood.

According to Guiroa and Ehrman (in Brown, 2000: 147) human ego refers to language ego or their very personal, egoistic nature of second language acquisition. Meaning language acquisition involves some degree of identify conflict as language learners take or a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success.

From the explanation above it can be concluded that there are a number of steps that should be taken by teacher to create technique that reduce inhibition in the foreign language classroom. So that, the technique that he chooses will suitable to the students. A good technique will create good atmosphere in the foreign language classroom. Therefore, the teaching learning process will be running well.

### 3) Risk-Taking

According to Rubin and Thomson (in Brown, 2000: 149) risk-taking is the ability to make intelligent guesses. Impulsivity was also describe as a style that could have positive effects on language success. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

Dufeu (in Brown, 2000: 150) states that the classroom antidote to such fears is to establish an adequate affective framework so that learners' feel comfortable as they take their first public steps in the strange world of a foreign language, to achieve this, students has to create a climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to discover the target language, allowing themselves to take risk without feeling embarrassed.

From the explanation above it can be concluded that risk-taking variation seems to be factor in a number of issues in second language acquisition and pedagogy. Self-esteem seems to be closely connected to risk-taking factor: when the foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of being laughed at. Teachers should encourage students to guess somewhat more willingly than usual students is prone to do, and to value them as person for those risks that they take.

### 4) Anxiety

Anxiety plays an important affective role in second language acquisition. Scovel (in Brown, 2000: 151) states that anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry.

There are three components of foreign language anxiety identified by Horwitz (in Brown, 2000: 151):

1. Communication apprehension, arising from learners' inability to adequately express nature thoughts and ideas:
2. Fear of negative social evaluation, arising from a learners' need to make a positive social impression on others: and
3. Test anxiety, or apprehension over academic evaluation.

It means that foreign language anxiety can be distinguished from other types of anxiety and it can have a negative effect on the language learning process.

#### 5) Emphaty

According to Brown (2000: 153) emphaty is the process of "putting yourself into someone else's shoes," of reaching beyond the self to understand what another person is feeling. It is probably the major factor in the harmonious coexistence of individuals in society. Language is one of the primary means of empathizing, but non verbal communication facilities the process of empathizing and must not be overlooked.

It can also be said that there are two aspects to the development of empathy: first, an awareness and knowledge of one's own feeling, and second, identification with another person or words learners can not fully empathize or know someone else until they adequately know themselves. So it is easy to achieve empathetic communication because there is immediate feedback from hearer in oral communication.

#### 6) Extroversion

Brown (2000: 155) defines extroversion as the extent to which a person has a deep-seated need to receive ego enhancement. Self-esteem, and a sense of wholeness

from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel “good”. But extroverts are not necessarily loudmouthed and talkative. They may be relatively shy but still need the affirmation of other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Contrary to teachers’ stereotypes, introverts can have an inner strength of character that extroverts do not have.

From the explanation above it can be concluded that extroversion may be a factor in the development of general oral communicative competence which requires face-face interaction, but not in listening, reading, and writing. A teacher needs to beware of trying to “create” in a student more cultural norms, to a student’s willingness to speak out in class, and to optimal points between extreme extroversion and introversion that may vary from student to student.

d. Psychomotor

Bloom also classifies psychomotor categories as follow:

- a. Imitation: watch and copy the actions of another
- b. Manipulation: perform a task without outside help or instruction, show ability to demonstrates skill to others.
- c. Precision: adeptly perform a task without outside help or instruction, show ability to demonstrates skill to others.
- d. Articulation: combine skill to meet new, unforeseen demands.
- e. Naturalisation: use internalized knowledge to perform task in a “second nature” way.

([http://www.kidsdevelopment/ CTRL.Html](http://www.kidsdevelopment/CTRL.Html).)

### 3. The Language Development of Children

#### 1) Vocabulary Growth

Most children say an intelligible word during the second six months of life. Within the next few months many words follow. Lenneberg in Petty (1983: 65) says the eighteen-months-old infant has a “definite repertoire of words-more than three, but less than fifty. After speaking the first word or two, a child is likely to start naming things (table, doggie, ball, etc) and action (play, see, drop, etc). By the time they are two years old, children know more than 50 words, many of which occur in two-word combination. At age two and a half, the average child has a 400-words vocabulary. This is the time of the most rapid increase in vocabulary, when the child vocalizes new words every day and speak more than two words at a time. Many children this age use sentences of four or five words or more. By the time children are three years old, their vocabularies of approximately 1,000 words.

It is important to remember, however, that generalizing about “the average” may be misleading. Some children are advanced in speech and others are slow in developing it. Some children are slow in developing speech because they have received little reinforcement or have had their need met without having to speak. Smith in Elliot (2000: 45) gave estimates of the sizes of children’s vocabularies at other age levels: at four, 1540 words; at five, 2072 words; at six 2562 words.

#### 2) Factors Influencing Language Development

If the teacher has ever spent time with more than one preschool child or infant, the teacher probably noticed individual differences in language development. These differences exist because language development is a complex process that is sensitive to differences in the way children learn language, the language they learn, their personal characteristics, and the environment in which learning occurs.

(1) Intelligence

Tests designed to measure intelligence generally rely on language ability as an index of intelligence. Numerous studies have shown that relationships exist between measures of intelligence and various measures of language.

(2) Sex

According to a number of studies, girls begin to talk earlier than boys and, as a result, apparently gain a head start in language development. Yet, in recent years tests of vocabulary, sentence comprehension, and verbal expression given to children between age two and a half and early adolescence have shown no differences at tributable to sex.

(3) Physical Condition

Language acquisition and development have several physical requirements. They include normally develop speech organs (teeth, tongue, lips, throat, and larynx) hearing organs, and neuromuscular system. In order for speech development to progress normally, all of these must function effectively.

(4) Home and Family

The family environment of the child is the most important determinant of the quality of the language facility he or she develops. In order to acquire language facility the infant and young child need to talk, to have language exchange with other person, and to have experiences on which to base thought and language.

(5) Economic Condition

Another major influence on children's language development is their family's economic circumstances. The predominant interpretation of research data in this area is that children in middle-income (middle-class) families exhibit a more highly develop elaborated, or complex syntactic usage than children from low-income homes.

## E. Teaching English to Young Learners

The way children learn a foreign language, and therefore the way to teach it, obviously depends on their development stage. It would not be reasonable to ask a child to do a task that demands a sophisticated control of spatial orientation (for example, tracing a route on a map) he or she has not yet developed this skill. As a general rule, it can be assumed that the younger the children are, the more holistic learners they will be. Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system.

### 1. Factors for maintaining motivation and making English class enjoyable

According to Phillip (1996: 7) there are many factors mean that is easy to maintain a high degree of motivation and to make the English class an enjoyable stimulating experience for children, among others:

- 1) The activities should be simple enough for the children to understand what is expected of them.
- 2) The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.
- 3) The activities should be largely orally based-indeed, with very young children listening activities will take up a large proportion of class time.
- 4) Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language.

From the explanation above it can be concluded that the activities or task for younger learners should be simple, largely orally based-indeed, with very young children, be used sparingly with younger children. The kinds of activities that work well are games and song with actions, total physical respond activities, task that involve coloring, cutting,

and sticking, simple repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value.

It is common sense that if an activity is enjoyable, it will be memorable; the language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning. This cyclical process generates a positive attitude toward learning English, which is perhaps one of the most valuable things that primary teachers can transmit to children.

## 2. In the classroom

The question of whether or not to use the mother tongue in the English classroom is an open one. It is better to use as much English as possible in class, there are times when the use English is counter-productive. It is often more economical and less frustrating for all concerned if the teacher give instructions for a complicated activity in the children's mother tongue, teacher can check the instruction by asking the children to repeat them in their own language. The important is that the children are given clear guidelines on when they are expected to use English and when their first language is permissible.

An area where English should be used as much as possible is the everyday organization and running of the classroom. Both the teacher and the children can use English here; in fact, this classroom language is one of the most realistic communicative situation in which the children find themselves. It is not difficult to give instruction for the usual classroom routines in English, if the teachers use gestures as well, the children will soon become used to them.

## 3. Classroom Organization

### 1) The Children

Different activities require different groupings. The ones most commonly used are:

- (1) Individual: for reading, making thing, or keeping vocabulary records.
- (2) Pair: pair work is most commonly used in speaking activities like mini role plays or information gaps, and teacher can also ask the children to read and write in pairs.
- (3) Groups: groups consist of three or more children: it is usually counter-productive to have groups of more than five. Group work is most commonly used in playing fun games like zip zap zoom, mirror me, up and down, etc.
- (4) Whole class: the children may work as a whole class focused on the teacher, for example in a presentation or game, or as a whole class with the teacher acting as a monitor, for example in a mingling activity such as 'Find your partner' (simple speaking activity).

Working in groups may be new to the children and they may at first find it difficult, as children need time to develop the ability to take responsibility and work without constant supervision. In this case, start with pairs and tightly controlled activities, and gradually introduce larger groups and freer activities.

## 2) Tables and Chairs

The physical organization of the classroom is important. In an ideal world the classroom would have an area of easily movable desk and chairs, an open space for action songs and games, a quiet corner for reading or self-study, and a table and notice-board where the children's work can be displayed. Such ideal conditions are rarely found in the real world, but if at all possible arrange the tables and chairs so that the children can work in pairs or groups, and there is a space for children to come out to the board and to move around the classroom. Often the five or ten minutes spent on reorganizing tables and chairs are well worth it to help an activity work well.

### 3) Display

Many of the activities in teaching learning process have a 'final product', for example a picture, a graph, a book, handicraft, or models. A corner of the classroom or an 'English' section of the classroom wall where the children's work is displayed encourages the children to take a pride and interest in what they do. For some good ideas on display the children can write their name or simple message.

### 4) Notebooks and Folders

Children need to be shown how to organize their work. By doing this teacher can help the children to take a pride in their work and to understand and to participate in the underlying organization of their notes or works. One way is to have a folder divided by topics in which they keep all their worksheet, grammar, and vocabulary notes. Alternatively, each child could keep a separate vocabulary notebook which will grow year by year.

### 5) Feedback

Feedback is an important, even vital, part of the language learning process. Feedback is a time in class when the children and teacher can look back at, and reflect on, what they have been doing. It can be thought of as a kind of breathing space, a quiet time before going on to the next activity or language area. According to Phillips (1996: 11) there are two kinds of feedback, which focus on:

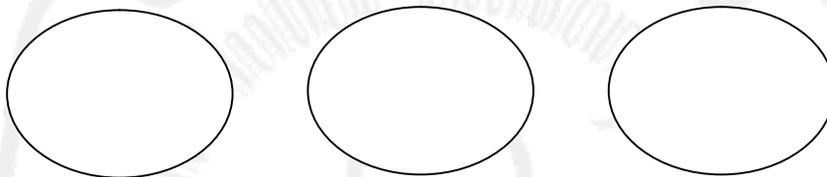
1. The language you have been working on.
2. The way the children have achieved the task, and on their behavior, both as individuals and as a group.

Feedback can take place immediately after the children have done an activity, or at the end of a series of activities, or on a fixed day each week or fortnight-in fact at any time that the teacher feels it will be useful.

One thing they have in common is that the role of the teacher is not to dominate, but to listen and interpret what the children are saying in a more concise and coherent form. The feedback session is an opportunity for the children to contribute their thoughts, feelings, and ideas to the class. Feedback is best to start with very simple activities in order to establish the concept. Feedback should be done in the children's native language, as the aim is not to practice English, but to involve the children in the learning process.

According to Phillips (1996: 11) some ideas for conducting feedback, as follow:

- (1) At the end of an activity, ask the children to show what they thought of it by drawing a face which reflects how they feel about the activity.



- (2) Discuss the results with the children, and bear in mind the activities they like when planning the next unit work
- (3) Ask the children to look through their folders and write down or say five things that they learned-language or other things.

As teacher get used to doing feedback, the teacher will think of other ways of getting the children to reflect on themselves and their lesson. The teacher may be surprised at the children's capacity to be self-critical, and their awareness of the teacher's aims and of their own learning process.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the writer elaborated research methodology involving: setting of the research, the subject of the research, the method of research, procedure of the study, technique of collecting data, and technique of analyzing data

#### **A. The Setting and Time of the Research**

The study was conducted at Fahimna Kindergarten in 2008/2009 academic year as the place of research. As the description, this school is located on Jalan Merapi No.12 Manahan Surakarta. It is exactly in the middle of the city. It is easier to find it for the students. The phone number is (0271) 713663. The location is near the researcher's house, it would be easier to get it. Besides, Fahimna kindergarten is one of a favorite private school in Solo and got a best reputation from Government. It could be seen that Fahimna becomes one of Innovative PAUD on Paud competition in 2008. This school is Islamic kindergarten. Most of the students came from middle and high class society. The parents have high educational background, they will be satisfied, if their children get a good education.

This school has seven classrooms, one library, one playing indoor room, one playing outdoor, and some other rooms. Most of the students come from Solo. The classification of the class based on the age, the students are divided into two groups: A1 (Awan group), for group A, and B1 (Matahari group), for group B. There was an interview for parents about their children's psychological and physical background as the requirement to enter this school.

### Time of the research

The research was conducted for twelve months. It was conducted from April 2008 to April 2009. The following was the plan the writer did.

#### The research activities schedule

NO	DATE	ACTIVITIES
1.	1 April 2008	Pre Observation
2.	1 May- 1 June 2008	Arranging instrument
3.	1 July 2008	Finishing the permission
4.	1 August and 5 August 2008	Pre test Instrument
5.	1 September – 30 September	Analyzing pre test data and repair instrument
6.	9 February – 20 March 2009	Holding the research
7.	25 March – 15 April 2009	Analyzing research data
8.	16 April – 30 April 2009	Making the report of the research
9.	1 May 2009	Submitting the document

Tabel 2: The Research Activities Schedule

### B. The Subject of the Research

The subjects that are involved in this research. The class consists of 20 students, 14 boys and 6 girls who prepared to join this program. The students were the TK B1 (matahari class) students of Fahimna Kindergarten Surakarta. They came from middle and high class society. In general they were including cheerful students and having high motivation in learning. The reason why the writer chose the grade was that they had difficulties to understand the meaning of English words and to use English words in simple sentences. Their pronunciation was interfered by Indonesian. Position

of researcher: the researcher is the teacher and she could be described as a consultant and resource person. Collaborator: the researcher had other English teacher as the collaborators who examined carefully the research process.

### **C. The Method of the Research**

Elliot (1991: 54) states that action research integrates teaching and teacher development, curriculum development and evaluation, research and philosophical reflection into a unified conception of a reflective educational practice. A unified education practice empowers “insider”, i.e. teachers. Regarding to teachers, McNiff (1992: 1) states that action research encourages a teacher to be reflective of his own practice in order to enhance the quality of education for himself and his pupils. According to Kemmis and Mc Taggart in Nunan (1988: 6) action research is a group activity. A piece of description research is carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be ‘action research’. For Kemmis and Mc Taggart, the essential impetus for carrying out action research was to change the system.

Cohen and Manion in Nunan (1992: 18) offered a similar set of characteristics. They argued that action research was first and foremost situational, being concerned with the identification and solution of problems in a specific context. Collaborations as an important feature of this type of research, and the aim of action research was to improve the current state of affairs within the educational context in which the research was being carried out.

The researcher used action research because, (1) action research approached education as unified exercise, seeing a teacher in class as the best judge of her total educational experience, (2) the theory and practice of education for teachers were

encouraged to develop their own personal theories of education from their own practice, (3) As a teacher understood the situation and the problems of the students, therefore the teacher was able to choose a good solution to be applied in the classroom, (4) the result of the research could improve the quality of education for herself and her pupils.

The scheme of action research can be visually reflected as follows:

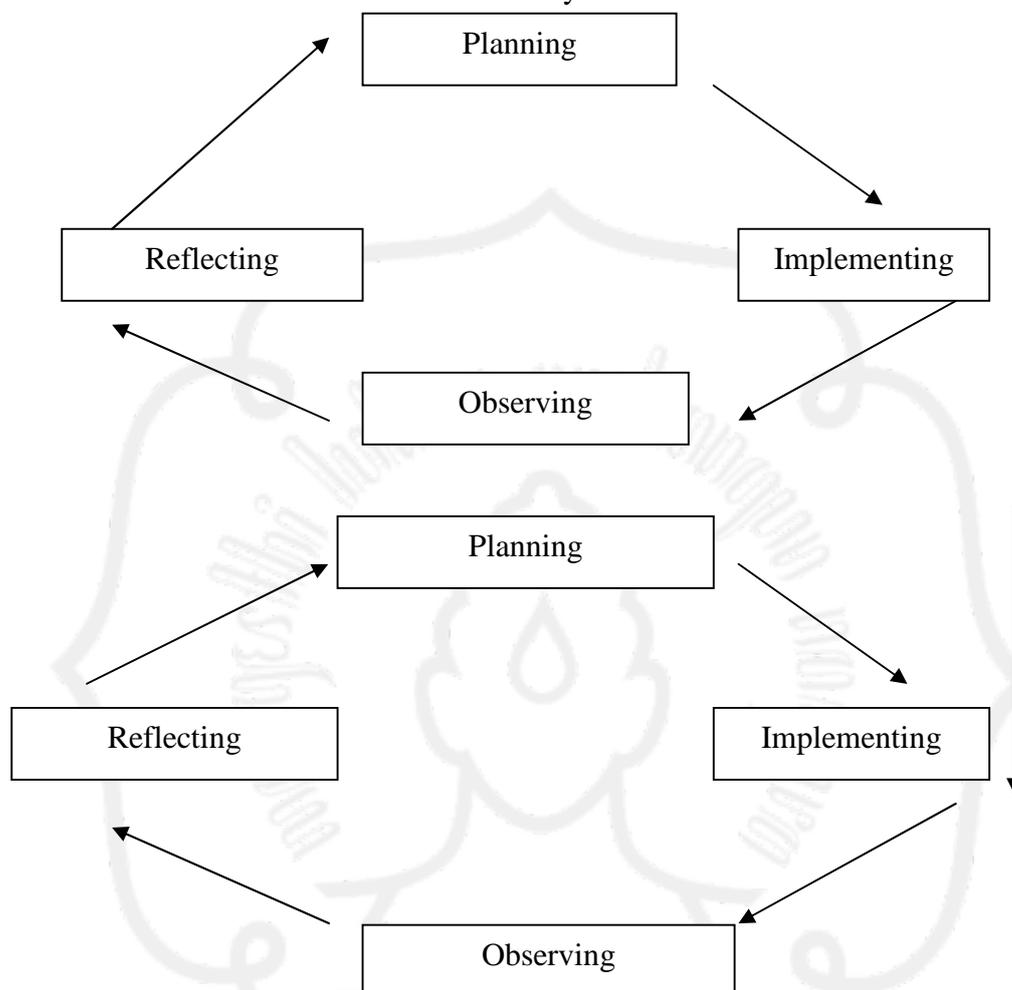


Figure 1: The Model of Action Research

#### D. The Procedure of the Action Research

##### 1. Initial Reflection

After the researcher does early observation is known that the students of Fahimna Kindergarten faced difficulties in learning English, particularly mastering vocabulary including understanding of words, the use of words, and how to pronounce

the words. All of the elements were very important for the students, because without mastering vocabulary the students couldn't practice their English well.

## 2. Fact finding analysis

The result of daily test showed that the achievement of learning English was not good. The mean of their score was 5.5. (it can be seen in appendix 18 page 201). Because the students felt bored in learning English in the classroom. The teaching learning process was monotonous. The students were not interested in learning English, therefore their motivation was low. The material have presented by the teacher was not interesting, they just stayed at the classroom for a long time without doing variation activities.

## 3. Planning

Planning is the writer's activities before conducting the research. Having known the problems, the writer proposed BCCT method. It could change the way students learn pronunciation, meaning and the use of words in order to improve their vocabulary. The researcher had to practice the action research as a spiral steps that consisted of four stages. Those activities are: (a) planning the action, (b) implementing the action, (c) observing, and (d) reflecting. For the detail information will be explained in the following parts:

### a. Planning the action

Having identified the problem, secondly the teacher did some activities. Those activities were: (1) discussing with collaborator; (2) designing lesson plan; (3) preparing the materials; (4) preparing teaching media; (5) preparing evaluation; (6) preparing kinds of corner and group work for each meeting. The following were the detail information about the above activities;

#### (1) Discussing with collaborator

The aim was for getting the same perception about BCCT method. The writer and her collaborator discussed about how to apply BCCT method in teaching learning process. Therefore, it could be applied in teaching learning process well. After getting comprehension about BCCT method, then they discussed about the students' psychological condition. The aim was to understand the students' characteristics, so that the writer had same perception with her collaborator.

(b) Designing lesson plan

They made lesson plan for four meetings. They determined the objective of lesson plan consists of: General Instructional Objective (GIO) and Specific Instructional Objective (SIO). For first meeting the theme was "Pet"; for second meeting was 'wild animals'; for third meeting was cattle; and for the last meeting was doing post test. Each meeting lasted 1 x 60 minutes. She planned four meeting for the first cycle, three meeting for presentation and activities using BCCT method and one meeting for post test. Each meeting consisted of five parts namely opening the class(warming up), presentation (surviving the material in the circle time), practice (main activity for the students in the corner), production, and closure.

(c) Preparing the materials.

They prepared the material as well as possible. She planned four meeting for the first cycle, three meetings for presentation and doing activities in corners and one meeting for doing post test. For the first meeting, she was used kinds of pet as the theme. For second meeting, she was used kinds of wild animals. For the third meeting she was used kinds of cattle. For the last meeting she was used for doing post test about the topic. Besides, they prepared kind of song to support the material. For example, for the first meeting they chose children's song 'My Pet' for supporting the theme.

(d) Preparing teaching media.

In this phase, she prepared teaching media suitable to the material. For the first meeting to fourth meeting, they prepared pictures of pet, pictures of wild animals, picture of cattle, paper, glum, cotton, beam wood, star from paper, miniature of animals, miniature of plants, color pencils, and so on. Besides, they also prepared real object such as; a cat and a bird.

(e) Preparing evaluation

In this phase, they prepared the test to know the result of the action, consists of pre-test and post-test. The number of pre-test and post-test was 30 items, consists of 20 items for written test and 10 item for oral test. For each meeting, they made oral test for the students randomly, consisted of 5 items. The material of test related to the theme that they had learnt.

(f) Preparing kinds of corner and group work for each meeting.

In this phase, they prepared kinds of corner for each meeting. For the first meeting she was used art corner, for second meeting she was used beam corner, for third meeting she was used nature corner. Meanwhile, for designing group the students was divided into three group. Each group consisted of six or seven students, one of them became a leader for every group. For designing the group, they chose based on their characteristics and ability.

b. Implementing the action

1). Opening the class (Warming Up)

The teacher gave motivation to the students by singing together in the class or outside. Besides, the teacher gave exercises to move their body by singing together. She greeted the students. She did discussion a certain topic which was suitable to the

theme. For example, the teacher asked them about their pet, their daily activities, their experiences or other facts dealing with the topic that would be discussed that day.

## 2). Presentation (Survival Activity in the Circle Time)

In this stage, the teacher explained the material that have been prepared for each cycle. The teacher asked the students to make a circle position and the teacher in the center of circle. The teacher explained the material by giving story, fun game, singing a song, showing pictures, asking some question, etc. Each cycle was going to be conducted in a meeting of 1 x 60 minutes.

## 3). Practice (Main Activity in the Corner)

In this stage, the teacher asked the students to practice or play in corner that have been prepared for each cycle. The students chose one or three corners to play and learn suitable to their need or interest. They played in the corner without disturbing their friends. Every student used a sign on their uniform when he entered the corner of playing, it looked like small circle or rectangle made of paper.

## 4). Production

In this stage, the students were expected to be able to tell their activities suitable to the places that have been chosen at the circle time. The students were expected to be able to answer the teacher's question. To obtain the purpose, the teacher had to create classroom atmosphere as well as possible and chose interesting activities in the corner and good games.

## 5) Closure

In this stage, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder at home. Besides, she gave chance whether the students wanted to ask some questions.

If there was a question, the teacher answered the students' question. On the contrary, if there was no question, the teacher ended the class.

c. Observing

The researcher recorded the important occurrences during the teaching learning process. Her collaborator helped her to observe student's activities during the teaching learning process. Therefore, she gave some inputs or suggestions. She noted the lack and superiority of the implementation of the lesson plan using BCCT method as the teaching technique. She noted the result of observation from first meeting to fourth meeting.

d. Reflecting

After carrying out the teaching learning activities using learning by doing by implementing BCCT method, the writer recited the occurrences in the classroom as the effect of the action. She evaluated the process and the result of the implementing BCCT method in teaching English, including the weakness and strength with collaborator and classroom teacher. The evaluation benefits to give recommendation what the researcher should do in the next cycle.

## **E. Data and Source of Data**

There were two kinds of data the writer used, the quantitative and qualitative data. The quantitative data were in the forms of language ability score. The data were students' score from the beginning of the research up to the end of the research. It came from the regular assessment.

The qualitative data were information in the forms of students' responses, observation reports, colleague inputs, and field notes. There were three sources of data:

(1) event, the teaching learning process in natural setting; (2) respondents, the students, teachers, colleagues, teacher's diaries, the result of discussion with collaborator, field note observation; and (3) document, the result of students work sheet (pre - test and post-test).

#### **F. Technique of Collecting Data**

The writer needed two kinds of the data, quantitative and qualitative data. The writer found quantitative data by doing test. The instrument of test was based on the blue print. The data are found from administering pre-test, regular test after some teaching learning processes and post-test. In finding qualitative data, the writer did direct observation in the classroom, interviewed the teachers, interviewed the students regarding to their activities in studying English by implementing BCCT method, and held meeting with colleagues to find out the students' improvement.

The writer used tape recorder, handycam, photograph, interview, portfolios, and field notes. There were three ratters in collecting the data; they were the researcher, collaborator, and the classroom teacher. After conducting test, they would discuss the result then the result was the combination opinion from the researcher, collaborator, and the classroom teacher's discussions and considerations.

#### **G. Technique of Analyzing Data**

There were two technique in analyzing data, quantitative and qualitative. In quantitative technique of analyzing data, the writer used the students' previous mark (pre-test) and in the end of the lesson, the writer gave the students post-test in order to know whether BCCT method could improve the students' English vocabulary. The result of the tests were analyzed using descriptive statistics. It analyzed the result of

teaching and learning process to know the difference before and after the cycle. The procedure of analyzed using descriptive statistics are as follows:

Mean

The data obtained from written and oral test were individual data. Arikunto (1987: 264) explained about how to find the mean of the data. The formula is :

$$X = \frac{\sum X}{n}$$

X = Mean score

$\sum X$  = Total score

n = Total students

The qualitative data were analyzed by using Constant Comparative Method (CCM) as suggested by Strauss and Glasser in Moleong (2005: 288-289). CCM was analyzing the data by comparing one category to another constantly. They said that in general, the data analysis process included data reduction, data classification, data synthesis, and ended by action hypothesis. The following was a brief of step related to above statement;

#### 1. Data Reduction

- a) Unit identification. First of all, it was identified the smallest unit which was found in the data. It had to have closed relationship with the research problems.
- b) Having got the unit, the next step was making codification. It meant that we had to code every unit in order to be known where the data came from.

#### 2. Categorization

- a) Categorization Arrangement. It meant at choosing every unit which had the same characteristics.
- b) Every category had to be labeled.

3. Synthesis

a) To synthesis meant that to look for relationship between one category to another.

b) The related one category to another had to be given a label again.

4. Arranging 'Action Hypothesis'



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the writer would like to present research finding as the answer for the initial problem which has been stated in the first chapter. It involves introduction, then continued with cycle 1, cycle 2, and cycle 3 which include planning the action, implementing the action, observing, reflecting and monitoring the action. As the writer mentioned before that the determining of taking the second and the third cycle based on the consideration of the previous result cycle. They can be explained in the following parts:

#### A. Introduction

Based on her observation in Fahimna Kindergarten Surakarta especially at the sun class (Group B), most of students get difficulties in mastering English vocabulary. It can be seen from their daily quiz that most of the students got bad mark, their mean: 5.5. (it can be seen in appendix 18 p. 201). Their English vocabulary competence is still low. The indicators the above problems are as follows; the students cannot pronounce the English words well; they cannot understand the meaning of English words; they cannot use the English words; they cannot enjoy learning English; and so on.

The students' difficulties as stated above could be caused by some factors. One of them is derived from the teacher. In this case, the teacher has a very important role to support the students' English achievement in teaching learning process. The teacher usually explains the material of the lesson, he uses minimal media for supporting the teaching learning process. He sometimes teaches the students without using media. The teaching learning process happen only in the classroom. The time is limited. Teaching learning process become monotonous and the students sometimes feel bored.

The solution she is going to offer is teaching English vocabulary using “Beyond Center and Circle Time Method”. It is one of teaching techniques to improve or enhance the students’ English vocabulary mastery. BCCT method is a curriculum theme series that is designed to provide a blend between a development and a didactic approach to working with young children. This theme series will provide teachers with lesson ideas that will allow opportunities to offer direct information while allowing children to do experiment and explored materials in order to create their own knowledge. In BCCT method many ways involve variety of activities and the students can play in some places suitable to their skill and interest while they are learning.

In doing the research, a certain target should be reached. The target of the research was that the students could improve their ability in vocabulary. Based on the target above, the writer finally wished that: first, all students could enjoy learning English lesson. Second, 80 % of the students could improve their vocabulary, it can be seen most of them were able to use English words in simple sentences, they were able to understand the meaning, and good at pronunciation. The last, 80 % of the students could study English more active.

## B. The Process of the Research

### 1. Cycle I

In this part, the writer did a set of activities which consisted of namely planning the action, implementing the action which included four meetings in which each meeting consisted of opening the class, presentation, practice, production, and closure.

#### 1) Planning the action

Before planning the action, the writer did some activities. Those activities were: (a) discussing with collaborator; (b) designing lesson plan; (c) preparing the materials; (d) Preparing teaching media; (e) preparing evaluation; (f) preparing kinds of corner

and group work for each meeting. The following were the detail information about the above activities;

(a) Discussing with collaborator.

The aim was for getting the same perception about BCCT method. The writer and her collaborator discussed about how to apply BCCT method in teaching learning process. Therefore, it could be applied in teaching learning process well. After getting comprehension about BCCT method, then they discussed about the students' psychological condition. The aim was to understand the students' characteristics, so that the writer had same perception with her collaborator.

(b) Designing lesson plan

They made lesson plan for four meetings. They determined the objective of lesson plan consists of: General Instructional Objective (GIO) and Specific Instructional Objective (SIO). For first meeting the theme was "Pet"; for second meeting was 'wild animals'; for third meeting was cattle; and for the last meeting was doing post test. Each meeting lasted 1 x 60 minutes. She planned four meeting for the first cycle, three meeting for presentation and activities using BCCT method and one meeting for post test. Each meeting consisted of five parts namely opening the class(warming up), presentation (surviving the material in the circle time), practice (main activity for the students in the corner), production, and closure.

(c) Preparing the materials.

They prepared the material as well as possible. She planned four meeting for the first cycle, three meetings for presentation and doing activities in corners and one meeting for doing post test. For the first meeting, she was used kinds of pet as the theme. For second meeting, she was used kinds of wild animals. For the third meeting she was used kinds of cattle. For the last meeting she was used for doing post test about

the topic. Besides, they prepared kind of song to support the material. For example, for the first meeting they chose children's song 'My Pet' for supporting the theme.

d) Preparing teaching media.

In this phase, she prepared teaching media suitable to the material. For the first meeting to fourth meeting, they prepared pictures of pet, pictures of wild animals, picture of cattle, paper, glum, cotton, beam wood, star from paper, miniature of animals, miniature of plants, color pencils, and so on. Besides, they also prepared real object such as; a cat and a bird.

(e) Preparing evaluation

In this phase, they prepared the test to know the result of the action, consists of pre-test and post-test. The number of pre-test and post-test was 30 items, consists of 20 items for written test and 10 item for oral test. For each meeting, they made oral test for the students randomly, consisted of 5 items. The material of test related to the theme that they had learnt.

(f) Preparing kinds of corner and group work for each meeting.

In this phase, they prepared kinds of corner for each meeting. For the first meeting she was used art corner, for second meeting she was used beam corner, for third meeting she was used nature corner. Meanwhile, for designing group the students was divided into three group. Each group consisted of six or seven students, one of them became a leader for every group. For designing the group, they chose based on their characteristics and ability.

In presentation phase, she tried to present the material suitable to the theme and asked the students to repeat the words after her so that they could pronounce them well. In the practice phase, she gave various activities in the corner for the students to memorize the words. The students could remind vocabulary that they had learnt in presentation while they were learning by doing. During the practice, the students were

hoped to pronounce the words with their group. The activity would be followed by production. In this phase, She would ask the students some questions related to the theme that had been learnt by the students in practice phase. In the production phase, the students were hoped to answer the teacher's question. The last was closure, in this phase she closed the class by saying good bye.

## 2. Implementation the Action

### a. First Meeting

Meeting one was conducted on Tuesday, February 17, 2009. Teacher did a set of activities dealing with the teaching learning process as mentioned before. Among of them were as the following; opening the class (warming up); presentation (surviving the material in the circle time); practice (students' main activity in the corner); production (checking the students' understanding about the given material); closure (closing the class). For the detail information will be explained in the following parts:

#### 1) Opening the class (Warming up)

After the bell had rung at the second period or exactly at 10.00 o'clock a.m. we, the writer and her collaborator entered the classroom together. The teacher went to sat in front of the class facing the students, while the collaborator sat in the right back corner of the class. He would like to observe all the activities being happened in the class. She greeted the students "Good morning students!" and they replied eagerly. After greeting, the teacher then checked the students' attendance one by one. She asked them to raise their hand when his/her name was called while saying 'present'. Meanwhile, for the absent student, the teacher asked them to report her by saying 'absent'. Fortunately, for the first meeting, all of the students were complete. The total of them were 20 students. They consisted of 15 male students and 5 female ones.

Then, to warm up the class the teacher asked the students to claps together. The teacher said "Tepuk one two three" claps 3x one, Claps 3x two, claps 3x three, claps 3x

one two three. After that, the students were silence, Then the teacher asked them to sang together. She sang a song first, then the students sang after her. “*Ikan fish, burung bird, kupu-kupu butterfly... Anjing dog, kucing cat, kelinci rabbit*”. They sang it three times. Then the teacher asked them to mention kinds of pet. Teacher said, “Please mention kinds of pet”. The students still kept silence. She repeated it in Indonesian. “*Coba siapa bisa menyebutkan macam-macam binatang kesayangan!*” NS said “*kucing miss*”. DMR said “*anjing, kelinci dan ikan*”. That’s right. Kinds of pet is cat, dog, rabbit, fish, bird and so on. Teacher asked them who was having a pet at home. IC said “*aku punya kucing dua miss, di rumah*”. GG said “*Aku punya burung*”. ZH said “*Aku punya kelinci di rumah*”. The teacher answered “Okey good, *semuanya betul*”.

## 2) Presentation (Survival Activity in the Circle Time)

In this part, the teacher and students sat on the circle position where the teacher sat in the middle of the students. The theme was my pet. It was not strange for them because it might actually be given by their own English teacher in the previous lesson. In this case, the writer decided to take it again by the hope that they would get easier topic, so that they would enjoy the teaching learning activity in the class. The writer was sure that although it had been given before, they were still mostly confused, because it didn’t use BCCT method.

To survive the students about kinds of pet the teacher used pictures of pet. Then, she explained it loudly and clearly to make sure that the students understood about kids of pet. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically. It meant that most of them repeated the teachers’ sound correctly.

Furthermore, the teacher explained kinds of pet such as dog, cat, rabbit, bird, and fish. Beside, she explained the color of pet (white, black, brown, yellow, and blue).

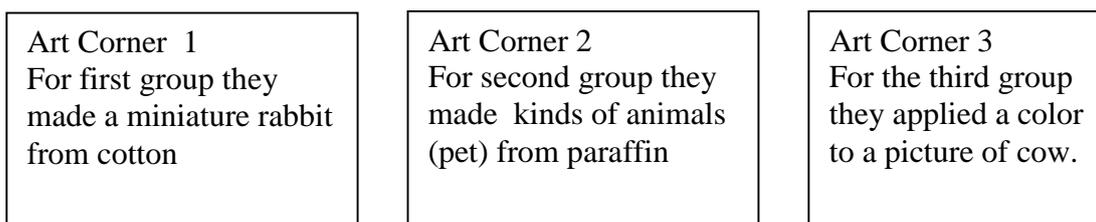
She also explained the shape of pet (small and big). For example, rabbit is small and white. After that, she gave a chance to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Some students made a little conversation. Then, the teacher explained first about their activities in art corner. In the art corner they would learn, how to make miniature rabbit from cotton, how to make kind of pet from paraffin, and how to apply a color to the picture of cow. The teacher also explained the rules while they were learning and playing in the corner.

### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, they would to practice playing and learning in the art corner. However, before doing their activities, the teacher asked them to look at the art corner first, she explained them how to play and learn at the art corner. All the students paid much attention. After looked at the art corner the teacher asked them to entered the classroom. For first group they made a miniature rabbit from cotton, for second group they made kinds of animals (pet) from paraffin, and for the last group they applied a color to a picture of cow. After finishing, they moved in other place, for the first group moved to second group, for second group moved to third group, etc.

When they were practicing make kinds of pet in the art corner, the teacher controlled those who there was not any problem, while her collaborator observed them. One student didn't joint in the art corner, then the teacher gave motivation to him, finally he could join in the art corner. Every student who had been finished her/his task, the teacher gave him/her prayed, such as; good, very good, ok, and so on. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song, the title was 'Beres-beres'.

Figure 2. The steps to do BCCT method in first meeting cycle one



#### 4) Production

To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention kinds of pet, mention the color of pet, and the shape of pet randomly. Teacher would give star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be quite and little tense. The teacher sat in the middle of students to give questions, such as "Mention kinds of pet!" the teacher asked. The student (DMR) answered "cat, dog, ". "Good" the teacher prayed and continued to another student (IC) and asked "Do you have rabbits? What color are they?". The student (NS) answered " Yes, white sama brown". "Very good" The teacher asked another student " Do you have a cow? Is it big or small?". The student (GG) answered "yes, big" "Good", the teacher prayed, etc.

#### 5) Closure

When the bell finally rang, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize kinds of pet at home. She told it in Indonesian. "*Anak-anak jangan lupa di rumah belajar lebih rajin, dan nama-nama hewan kesayangan dihafalkan di rumah dalam bahasa Inggris, Sudah faham?*" The students answered, "Sudah ust" "Any

questions to ask?” “*Ada pertanyaan yang ingin ditanyakan?*” The students answered, “No”. Then, the teacher closed the class. “Okay, if there is no question, let me end this class. Thank you very much for your attention. Good bye, see you later, Assalamualaikum” The students responded her, “ Good bye, teacher. Thank you very much, *Wa’alaikumsalam*”.

## b. Second Meeting

### 1) Opening the Class (Warming Up)

Meeting two was conducted on Friday, February 20<sup>th</sup>, 2009. What the teacher did in this part is not too different to the activity in the first meeting. After the bell had rung at the second period or exactly at 10.00 o’clock a.m. we, the writer and her collaborator entered the classroom together. She started the class by greeting the students “ Good morning students!” and they responded enthusiastically. When the teacher opened the class, the students seemed to be ready to join the lesson. They sat on the floor neatly and they mostly paid attention to their teacher’s speaking seriously. After checking the attendance, she started the lesson.

Then, the teacher asked the students to sing together. The title of song is ‘kinds of wild animals’ The teacher sang first, then the students followed her. They sang together, “Ular snake, *srigala* fox, Si singa lion... *Anjing* dog, macan tiger, *gajah* elephant”. They sang it three times. After that, the teacher asked them to mention kinds of wild animals. The teacher said, “Mention kinds of animals, please!” They were still confused. She repeated the question in Indonesian. She said, “*Siapa bisa menyebutkan macam-macam binatang buas!*” IC answered, “ *harimau* ust”. The teacher said, “Good, it’s tiger”. Then, another student FRD answered, “*ular, singa, dan srigala* ust”. The teacher said, “ very good, they were snake, lion, and fox”. etc. The students were able to mention kinds of wild animals in Indonesian, then the teacher repeated them in English. Even the class

looked a life because there was a life communication between the teacher and the students interactively.

## 2) Presentation (Survival Activity in the Circle Time)

That day's meeting is aimed to introduce kinds of wild animals, places for living them, and their shape. To survive the students about kinds of wild animals She used pictures of wild animals. Then, She explained it loudly and clearly to make sure that the students understood about kinds of wild animals. Next, She asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically. It meant that most of them repeated the teachers' sound correctly.

Furthermore, the teacher explained kinds of wild animals such as tiger, lion, snake, fox, and elephant. Besides, she explained where they lived (zoo and forest ). She also explained the shape of wild animals (small and big). For example, lion lived in the forest and its is big. After that, she gave a change to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Then, the teacher explained about their activities in the beam corner. She explained how to make miniature of forest from beam wood and how to make miniature of the zoo from beam wood. She used beam wood as teaching media.

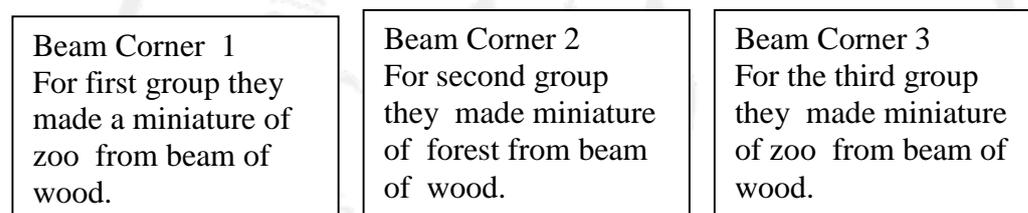
## 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, each group consisted of six or seven students. They practiced playing and learning in the beam corner. However, before doing their activities, the teacher asked them to look at the beam corner first, she explained them how to play and learn at the beam corner, including how to use miniature of wild animals. All the students paid much attention. After looked at the

block corner the teacher asked them to entered the classroom. For first group they made a miniature of zoo from beam of wood, for second group they made miniature the forest from beam of wood, and for the last group they made miniature of the zoo from beam of wood .

When they were practicing make miniature of forest and zoo in the beam corner, the teacher controlled and observed those who there was not any problem, while her collaborator observed them. One student didn't join in the beam corner, he was crying, then the teacher gave motivation to him, finally he could join in the beam corner. Every student who had been finished her/his task, the teacher gave him/her reward, such as; giving star, applause, and so on. After finishing their activities the teacher asked them to save beam of wood / media on the right place, while singing a song.

Figure 3. The steps to do BCCT method in second meeting cycle one



To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention kinds of wild animals, mention where the wild animals lived, and the shape of wild animals randomly. Teacher gave star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be quite. The teacher sat in the middle of students to give questions, such as "Mention kinds of wild animals!" the teacher asked. The student (MR) answered "lion, tiger, ". "Good" the teacher prayed and continued to another student (IC) and asked "Where do they live? The student (NS) answered " the zoo". "Very good" The teacher asked another student " Have you ever

seen a snake? Is it big or small?”. The student (GG) answered “yes, small” “Good”, the teacher prayed, etc.

#### 5) Closure

In this part, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize kinds of wild animals at home. She told it in Indonesian. “*Anak-anak jangan lupa di rumah belajar lebih rajin, dan nama-nama binatang buas dihafalkan di rumah dalam bahasa Inggris ya, Sudah faham?*” The students answered, “*Sudah ust*” “Any question to ask?” “Ada pertanyaan yang ingin ditanyakan?” The students answered, “No”. Then, the teacher closed the class. We gave a big applause together.

### c. Third Meeting

#### 1) Opening the class (warming up)

Meeting three was conducted on Tuesday February 24<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o'clock a.m. we, the writer and her collaborator entered the classroom together. She greeted the students “good morning students!” and they responded properly. Then, when the teacher checked their attendance, She asked them “*anak-anak coba dilihat temannya yang hari ini tidak masuk ada ga? Who is absent today?*” they answered, “masuk semua ust” . On that day there were no students absent. In that class, they were 20 students.

However, on the right side part, there was a student who was crying, the teacher asked him to join the class without crying, he disturbed the class because he cried with high sound. Finally, he could join the class while little crying. The students were little noisy, because one of their friend was still crying.

Then, the teacher asked them to count from the right side to the left side one by one. They answered, “one, two, three, four, five, six...up to twenty. The teacher prayed them by saying “good”. Then, the teacher asked the students to sing together. The title of song is ‘kinds of cattle’ The teacher sang first, then the students followed her. They sang together, “*Kuda* horse, *sapi* cow, *kerbau-kerbau* buffalos... *Kambing* goat, *ikan* fish, *kelinci* rabbit”. They sang it three times. After that, the teacher asked them to mention kinds of cattle. The teacher said, “Mention kinds of cattle, please!” They were still confused. She repeated the question in Indonesian. She said, “*Siapa bisa menyebutkan macam-macam binatang ternak!*” ZHD answered, “*kelinci ust*”. The teacher said, “Good, it’s rabbit”. Then, another student ZF answered, “*ikan, sapi, kambing ust*”. The teacher said, “ very good, they were fish, cow, and goat”. etc. The students were able to mention kinds of cattle in Indonesian, then the teacher repeated them in English.

## 2) Presentation (Survival Activity in the Circle Time)

In this part, the teacher told the topic they were going to learn and play that day. The theme was cattle. To survive the students about kinds of cattle the teacher used pictures of cattle. Then, she explained it loudly and clearly to make sure that the students understood about kinds of cattle. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation..

Furthermore, the teacher explained kinds of cattle such as rabbit, cow, goat, fish and buffalo. Besides, she explained what is their food. She also explained the shape of cattle (small and big). For example, rabbit eats carrot and its is small. After that, she gave a chance to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn’t. Then, the teacher explained the activity they would be done in nature corner. First, she explained how to pound the rice in the mortar, how to

make simple experiment for things sink and afloat, and how to look at small animals using mini microscope.

### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, they would practice playing and learning in the nature corner. However, before doing their activities, the teacher asked them to look at the nature corner first, she explained them how to play and learn at the nature corner, including the rules that they had to do. All the students paid much attention. After looked at the nature corner the teacher asked them to entered the classroom. For first group they pounded the rice in the mortar, for the second group they made simple experiment for things sink and afloat, and the third group they looked at small things using mini microscope.

When they were practicing their activities in the nature corner, the teacher controlled and observed those who there was not any problem, while her collaborator observed them. Every student who has been finished her/his duty, the teacher gave him/her reward, such as; good, very good, great, and so on. Its shaped funny sticker. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song.

Figure 4. The steps to do BCCT method in third meeting cycle one

Nature Corner 1 For first group they made pound the rice in the mortar	Nature Corner 2 For second group they made simple experiment for things sink and afloat	Nature Corner 3 For the third group they looked at small things using mini microscope
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### 4) Production

To check the students' result toward what had just learned and played, the teacher gave some question to them randomly. First, the teacher asked them to tell what

they have just learned and played. Second, she asked them to mention kinds of cattle, mention their food, and the shape of cattle randomly. Teacher gave star to those who were able to answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be quite and little tense. The teacher sat in the middle of students to give questions, such as "Mention kinds of cattle!" the teacher asked. The student (DS) answered "rabbit, elephant". "Good, but elephant is not cattle", the teacher prayed and continued to another student (RR) and asked "Do you have cow? What is their food?" The student (IDR) answered "*suket ust*". "Very good the cow eats grass". The teacher asked another student "Have you ever seen a buffalo? Is it big or small?". The student (AR) answered "yes, big miss" "Good", the teacher prayed, etc.

#### 5) Closure

In this part, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize kinds of cattle at home. She told it in Indonesian. "*Anak-anak jangan lupa di rumah belajar lebih rajin, dan nama-nama binatang ternak dihafalkan di rumah dalam bahasa Inggris ya, Sudah faham?*" The students answered, "*Sudah ust*" "Any question to ask?" "*Ada pertanyaan yang ingin ditanyakan?*" The students answered, "No". Then, the teacher closed the class.

### Fourth Meeting

#### 1) Opening the class

Meeting four was conducted on Friday February 27<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o'clock a.m. we, the writer and her collaborator entered the classroom together. Before doing on her duty, the teacher had to greet the students first. Then she didn't forget to check their attendance by asking a

question, “who is absent today?” The students answered, “present semua ust”. On that day, there were no absent students. They were complete 20 students.

Then, the teacher explained what they were going to do on that day. She said that they would give a quiz to evaluate what they have learned before. The test would be divided into two tests namely; written test and oral test. In the written test the students had to answer the question by choosing the best answer on the part of paper sheet which had been provided. The form of written test was multiple choices. The student had only to choose the correct answer according to the appropriate question. While the total number of it was 20 points and the time allotment to do the written test was thirty minutes. The students did the written test together, the teacher read the written test, while the students did the written test after the teacher finished reading. After finishing, they could submit it to the teacher.

In the oral test the students would be called no by one to come to her, and then he/she would be interviewed orally. Meanwhile, the other students had to wait outside while coloring the picture. Because limited time, her collaborator helped her in interviewing the students. Each student would have three minutes maximally with five questions. So for 20 students, it needed for about 30 minutes with two testers. While the question which had been provided were ten questions. After finishing, the teacher asked the students whether still any question or not.

## 2) Main Activity

First of all, the teacher would take written test. The students did their written test together. Firstly, she distributed the sheet of paper consisting the instrument of the test. The total number for this test was only 20 points. The form of the test was multiple choices, so that they just chose the correct answer after the teacher finished reading the

test, one by one. The material was still dealing with the previous topic, while the time allotment to do the test was only thirty minutes.

The second one was oral test. It was held after the written test had been finished. The teacher was help by her collaborator, because the time was limited. She called the students one by one entered the classroom. Then, the students would be interviewed orally. Meanwhile, the other students had to wait out side the class patiently, while coloring the picture. They could wait in turn well. The test lasted in thirty minutes. After finishing, the teacher asked the students to enter the class. The students returned to their class and had a little conversation one to each other.

### 3) Closure

Having done all the activities, then the teacher close the class by saying thanks to the students' attending and participating to join the class well. But, before leaving the class she didn't forget to remind them to study harder, in order to increase their English vocabulary mastery. Besides, she also gave a chance to ask question, that they didn't understand yet. Because there was no question, finally she said good bye and assalamu'alaikum to the class. The students responded her, " Good bye, teacher. *Wa'alaikumsalam*. Thank you very much".

### 3. Observing and Monitoring

In this case, the writer and her collaborators did observation during the implementation action while the students were doing their activities. Technique was used for observing, as follows: (1)doing pre test and post test, (2) interview, (3) observation.

Based on the observation from first meeting to fourth meeting, it could be known that (1) the improvement of students' vocabulary was increased, therefore, it had not been optimal yet. There were some students still had difficulties in pronouncing the

words and grasping the meaning, (2) The students were more active in doing activities and they had high participation in English lesson, (3) The classroom situation was more alive.

(1) The improvement of students' vocabulary was increased

The students' vocabulary mastery was develop well during the first cycle. Because they could remind the words when they played and learnt in the corner The improvement of students' vocabulary was increased, therefore, it had not been optimal yet. There were some students still had difficulties in pronouncing the words and grasping the meaning. It can be seen on the result of post test. Besides, It can be seen from the result of interview with one of students said: "*Bahasa Inggris ngomongnya susah, miss*" (ICH: 2009). In the production phase, the students were able to mention some words, but they still used mother tongue and mispronounced. The result of observing during the learning process can be seen at the following table:

No	Aspect to be observed	E	VG	G	F
1.	The use of words		1	4	15
2.	Understanding the meaning		1	6	13
3.	Pronunciation		2	4	14

Table 3: The improvement of students' ability during teaching learning process in cycle

1.

Note:

E: Excellent      VG: Very Good      G: Good      F: Fair

From the result of post-test, it seemed that the students' ability in mastering vocabulary trough BCCT method still low. It is about 25% of the students can understand the use of words, 25% of the students can understand the meaning of words, and less than 25% students can pronounce the English words. The students need to give motivation to learn.

(2) The students were more active in doing activities and they had high participation in English lesson.

The students were more active in doing the activities, it can be seen from their activities in the circle time or in corner, but in the third meeting there were two students didn't join in the corner's activities. They just saw their friends' activities without taking a part. The students had high participation in English lesson, as the result they always answered the teacher's question, although they still made little mistake. They had bravery to answer the teacher's questions.

(3) The classroom situation was more alive

The classroom situation was more alive, because there was a life communication between the teacher and the students interactively. It happened in presentation phase and production phase. When the teacher asked questions, the students answered the question enthusiastically. But there were some students still seemed a little passive. They just kept silence when the teacher asked her/him a question.

#### 4. Reflection

Reflecting the result of implementation in the first cycle will answer the question as; what have been succeeded already?; what have not been succeeded yet?; Why have they been happened?; and then how should it be?

a. What have been succeeded?

Implementing the action in the first cycle has succeeded in enhancing the students' vocabulary mastery of what they had learned before which was held in the fourth meeting. After comparing the result of pre-test in which the mean was 6.2 and the result of post-test in the first cycle in which the mean was 6.7, it can be concluded that

there is a better progress than before. It meant the students' achievement improved significantly. The influences of the action using BCCT method in the first cycle are as follows; the students' vocabulary mastery was develop well during the first cycle; the students were more active in doing activities and they had high participation in English lesson; the classroom situation was more alive; they seemed to be fun and comfortable.

b. What have not been succeeded yet?

The influence of the action using BCCT method has not been able to affect the students' psychological mind optimally for all students. For example, there were some who were still little passive, there were some who still mispronounced the words, there were some who weren't join in the corner's activities, there were some who still used mother tongue, there were some who weren't serious in doing the task. Besides, the role of the teacher in managing the class was necessary needed to make the student's learning more active and interactive, especially in explaining the material, creating activities in corner, supporting the students' motivation, and keeping the class lively.

c. Why have they been happened?

Based on reflecting and analyzing the implementation of the first cycle, it showed that the students' problems was caused by some things like; the role of the teacher in managing the class had not been optimal yet. As a result, some students were still a little passive. Besides, some activities in the corner weren't interesting, as a result some students didn't join in the corner's activities. BCCT method was a new technique for them to do it. They had never done it yet before. They weren't accustomed to doing it yet before, so that they needed time to get a habit to do it.

## d. How should it be then?

To gain the better process goal and better product, it was necessary to conduct following action in the second cycle. Some things which were necessary to be improved and increased in the second cycle as the improvements of the lack in the first cycle were as follows: first, enhancing the role of the teacher to keep the class active and interactive. It means that the teacher had to control all students, Hopefully, there weren't passive students. In other words, the teacher had to keep the class to be enjoyable atmosphere. Second, leading the students to pronounce the difficulty words many time in presentation phase and giving some more exercises in production phase. Third, creating more interesting activities in the corner, so that all students could join in the corner's activities. Fourth, Giving reward for the best student to motivate them who were not serious in doing the task In this case, the writer and her collaborator made some discussion and advance to determine the solutions. They had decided to give solution as follows;

Table: 4 The students' problem and its solution

Students' Problem	Solution
A little passive	Give a high motivation, create the class to be enjoyable atmosphere.
Mispronouncing the words	lead the students to pronounce the difficulty words many time in presentation phase and giving some more exercises in production phase.
Difficulty in grasping the meaning and using English words.	lead the students to translate the difficult words into Indonesian repeatedly and practice in presentation phase and giving some more exercises in production phase.
The students didn't join in the corner's activities.	Create more interesting activities in the corner, so that all students would be interested in joining corner's activities.
The students weren't serious in doing the task.	Giving reward for the best student to motivate them who were not serious in doing the task

For the above purpose, the teacher had to rearrange the groups in the class. It was done to get better groups arrangement in the second cycle. Besides, the teacher had to behave more friendly in her teaching so that the classroom situation became more enjoyable and comfortable.

## 2. Cycle 2

In this part, the teacher did a set of activities consisting of namely planning the action, implementing the action which included four meetings and each meeting consisted of opening the class, presentation, practice, production, and closure, the following were the detail information about the above parts;

### 1. Planning the Action

Based on the result of reflection of cycle I and the result of discussion with her collaborator she thought it was very important to continue the action for Cycle 2. The writer and her collaborator then arranged the action plan for the second cycle. This action plan was as the revision result to improve the weaknesses and the lack in the first cycle which was regarded not to be succeeded yet to solve all students' problems.

The solutions which the writer offered were as follows; (1) creating more interesting activities and making more interesting teaching media, especially activities in the corner, so that the students will be interested and enjoy the teaching learning process; (2) lead the students to translate the difficulty words into Indonesian many time in presentation phase and giving some more exercises in production phase and lead them to pronounce the difficulty words many time in presentation phase and giving some more exercises in production phase; (3) Enhancing the teacher' role to arouse the students' motivation. It means that the teacher had to give support to the students so that the students are more interested in studying English. In other words, the teacher had to keep the class to be enjoyable atmosphere; (4) Giving motivation for the students who were still little passive; (5) Giving reward for the best student to motivate the students who were not serious in doing the task.

Before planning the action, the writer did some activities. Those were: (a) discussing with collaborator; (b) designing lesson plan; (c) preparing the materials; (d) Preparing teaching media; (e) preparing evaluation; (f) preparing kinds of corner and

group work for each meeting. The following were the detail information about the above activities;

(a) Discussing with collaborator.

The aimed was for solving the problem in first cycle. The writer and her collaborator discussed about how to overcome the problems. . Therefore, they could be solved in second cycle. The problem was the teaching learning process was lack of monitoring; as a result there were some students a little passive, they weren't serious in doing the task and the activities in the corner weren't interested for the students; as a result there were some students didn't join in the corner's activities. After getting comprehension about the solution, then they discussed about how to make lesson plan for second cycle, so that the writer had same perception with her collaborator.

(b) Designing lesson plan

They made lesson plan for four meetings. They determined the objective of lesson plan consists of: General Instructional Objective (GIO) and Specific Instructional Objective (SIO). For first meeting the theme was 'kinds of fruit'; for second meeting was 'kinds of vegetables'; for third meeting was 'part of plant'; and for the last meeting was doing post test. Each meeting lasted 1 x 60 minutes. She planned four meeting for the first cycle, three meeting for presentation and activities using corner and one meeting for post test. Each meeting consisted of five parts namely opening the class(warming up), presentation (surviving the material in the circle time), practice (main activity for the students in the corner), production, and closure.

(c) Preparing the materials.

They prepared the material as well as possible. She planned four meeting for the first cycle, three meetings for presentation and doing activities in corners and one meeting for doing post test. For the first meeting, she was used kinds of fruits as the theme. For second meeting, she was used kinds of vegetables. For the third meeting she

was used part of plant. For the last meeting she was used for doing post test about the topic. Besides, they prepared kind of song to support the material. For example, for the first meeting they chose children's song 'Kinds of Fruits' for supporting the theme.

d) Preparing teaching media.

In this phase, she prepared more interesting teaching media suitable to the material in order to make all students join in the class. For the first meeting to fourth meeting, they prepared pictures of fruits, pictures of vegetables, picture of plant, paper, tassels, geometry shape, number, alphabet and so on. Besides, they also prepared real object such as; fresh vegetables (spinach and corn), calculator, stove, pan, knives, plate, fruit scale and so on.

(e) Preparing evaluation

In this phase, they prepared the test to know the result of the action, consists of daily quiz and post-test. The number of post-test was 30 items, consists of 20 items for written test and 10 item for oral test. For first meeting to third meeting, they made daily quiz for the students randomly, consisted of 5 items. The material of test related to the theme that they had learnt.

(f) Preparing kinds of corner and group work for each meeting.

In this phase, they prepared kinds of corner for each meeting. For the first meeting she was used preparation corner, for second meeting she was used role play corner, for third meeting she was used beam corner. Meanwhile, for designing group the students was divided into three group. Each group consisted of six or seven students, one of them became a leader for every group. For designing the group, they chose based on their characteristics and ability.

## 2. Implementation the Action

The second cycle was principally not quite different with the first cycle action. The teacher also divided the action into five term namely opening the class (warming up), presentation (material survival), practice (applying BCCT method), production, and the last was closure (closing the class). The time allotment for each meeting was 1 x 60 minutes.

### a. First Meeting

#### 1) Opening the class (Warming up)

The first meeting was conducted on Tuesday, March 3<sup>rd</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o'clock a.m. we, the writer and her collaborator entered the classroom together. The teacher firstly says greeting and the students respond it. When the teacher greeted them, they seemed to be more responsive, fresher, and enthusiastically. After greeting, the teacher then checked the students' attendance. Fortunately, for the first meeting, one of the students was absent, because of sick.

Then, to warm up the class the teacher asked the students to sing together. The teacher sang a song while moving her body using song, "Up and down and shake 2x. Shake to the right and shake to the left, Turn around and shake 2x. Up and down and jump 2x ... After that, the students were silence, Then the teacher asked them to sing together. She sang a song first, then the students sang after her. "Water melon, avocado, banana 2x, papaya tomato 2x, Fruit salak 2x". They sang it three times. Then the teacher asked them to mention kinds of fruits. Teacher said, "Please mention kinds of fruits". The students still kept silence. She repeated it in Indonesian. "*Coba siapa bisa menyebutkan macam-macam nama buah-buahan!*" NJ said "orange miss". MR said "*pisang sama apple miss*". That's right. Kinds of fruits is banana, orange, apple, papaya, avocado and so on. Teacher asked them what is their shape and taste. BC said "*Jeruk rasanya manis*

*miss bentuknya kecil*". Teacher said, "That's right, Orange is sweet and the shape is small". IBR said "*Pisang juga manis miss*". ZH said "*Semangka manis miss, bentuknya besar*". The teacher answered "Okey good, *semuanya betul* water melon is sweet and the shape is big".

## 2) Presentation (Survival Activity in the Circle Time)

In this part, the teacher told the topic they were going to learn and play that day was kinds of fruits. They sat on the circle position where the teacher sat near the students. To survive the students about kinds of fruits the teacher used pictures of fruits. Then, she explained it loudly and clearly to make sure that the students understood about kinds of fruits. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically. It meant that most of them repeated the teachers' sound correctly.

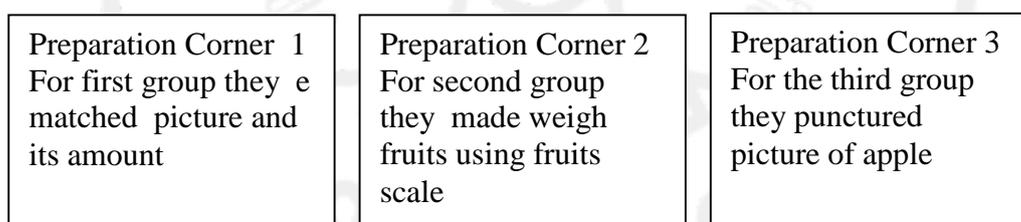
Furthermore, the teacher explained kinds of fruits such as; banana, orange, apple, papaya, avocado and so on. Besides, she explained the shape of fruits (small and big). She also explained the taste of fruits (sweet and sour). For example, orange is small and sweet. After that, she gave a change to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Then, the teacher explained first about the activities in the corner, first, how to match picture and its amount, second how to weigh fruits using fruit scale, and third, how to puncture picture of apple. She used picture, fresh fruits, and fruit scale. After finishing, she asked the students to ask question. There weren't students ask a question.

### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three groups, they would practice playing and learning in preparation corner. However, before doing their activities, the teacher asked them to look at the preparation corner first, she explained them how to play and learn at the preparation corner. All the students paid much attention. After looking at the preparation corner the teacher asked them to enter the classroom. For the first group they matched picture and its amount, for the second group they weighed fruits using a fruit scale, and for the last group they punctured a picture of an apple. After finishing, they moved to another place, for the first group moved to the second group, for the second group moved to the third group, etc.

When they were practicing some activities in preparation corner, the teacher controlled those who had no problems, while her collaborator observed them. All students could join in the preparation corner. After finishing their activities the teacher asked them to save things / media in the right place, while singing a song,

Figure 5. The steps to do BCCT method in the first meeting cycle two.



### 4) Production

To check the students' results toward what they had just learned, the teacher gave some questions to them randomly. First, the teacher asked them to tell what they had just learned and played. Second, she asked them to mention kinds of fruits, mention the shape of fruits, and the taste of fruits randomly. The teacher would give stars to those who can answer the questions correctly. When the teacher gave some questions to the students

randomly, they seemed to be happy. The teacher sat in the middle of students to give questions, such as “Mention kinds of fruit!” the teacher asked. The student (MR) answered “banana, apple”. “Good” the teacher gave him a star. She prayed and continued to another student (NS) and asked ”Do you know banana? What color are they?”. The student (NS) answered “ Yes, yellow”. “Very good” The teacher gave her a star. She asked another student “ Do you know water melon? Is it sweet or sour?”. The student (ZK) answered “yes, sweet” “Good”, the teacher prayed, etc.

## 5) Closure

In this part, the teacher ended the class by saying good bye and *assalamualaikum*. However, before closing it, she reminded the students to study harder and to memorize kinds of fruit at home. She told it in Indonesian. “*Anak-anak jangan lupa di rumah belajar lebih rajin, dan nama-nama buah-buahan dihafalkan di rumah dalam bahasa Inggris ya, Sudah faham?*” The students answered, “*Sudah ust*” “Any question to ask?” “*Ada pertanyaan yang ingin ditanyakan?*” The students answered, “No”. The teacher asked the students to sing a song together, the title is ‘sayonara’. They sang together, “Sayonara 2x, Thank you teacher for today 2x, See you later to my friends, Sayonara 2x, See you later...Okay. Then, the teacher closed the class. “Okay, if there is no question, let me end this class. Thank you very much for your attention. Good bye, see you later, *Assalamualaikum*” The students responded her, “ Good bye, teacher. Thank you very much, *Wa’alaikumsalam*”.

## b. Second Meeting

### 1) Opening the Class (Warming Up)

The second meeting was held on Friday, March 6<sup>th</sup>, 2009. What the teacher did in this part is not too different to the activity in the first meeting. After the bell had rung at the second period or exactly at 10.00 o’clock a.m. we, the writer and her collaborator

entered the classroom together. She greeted the students. “Good morning children!” and they answered in high spirit “ Good morning Miss” As usual she asked their condition, and they did the same thing to her. She checked the students’ presence and started the lesson. However, on the right side part, there were students who made a joke, they disturbed the class because they spoke with high sound. The teacher reminded them to be quite and paid attention. They could be silence.

Then, the teacher asked the students to sing together. The title of song is ‘Good morning’ The teacher sang first, then the students followed her. They sang together, “Good morning 2x, good morning my teacher, Good morning 2x, good morning my friends, Welcome to you 2x, welcome to you all 2x, Glad to meet you all”. They sang it once. After that, the teacher asked them to mention kinds of vegetables. The teacher said, “Mention kinds of vegetables, please!” They were still confused. She repeated the question in Indonesian. She said, “*Siapa bisa menyebutkan macam-macam sayur-sayuran!*” DR answered, “ bayam ust”. The teacher said, “Good, it’s spinach”. Then, another student FR answered, “*wortel sama kentang miss*”. The teacher said, “ very good, they were carrot and potato”. etc. The students were able to mention kinds of vegetables in Indonesian, then the teacher repeated them in English. Even the class looked a life because there was a life communication between the teacher and the students interactively. The students were enthusiast join the English lesson.

## 2) Presentation (Survival Activity in the Circle Time)

In this part, the teacher told the topic they were going to learn and play that day. The theme was vegetables. To survive the students about kinds of vegetables the teacher used pictures of vegetables and fresh vegetables (spinach and corn) . Then, she explained it loudly and clearly to make sure that the students understood about kinds of vegetables. Next, she asked the students to read and repeat after her to make sure that they had

correct pronunciation. The students imitated her loudly and enthusiastically. It meant that most of them repeated the teachers' sound correctly. Some of them still looked lazy to open their mouth.

Furthermore, the teacher explained kinds of vegetables such as carrot, chili, corn, spinach, and potato. Besides, she explained their color and taste, such as; spinach is green, chili is red. The spinach is delicious and the chili is hot, etc. Then, she gave a change to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Then, the teacher explained the activities in corner, first, about how to buy and sell vegetables, second, how to cook spinach and corns, and third, how to serve them for the family. Most of students paid much attention to her, because they would play and learn in the role play corner.

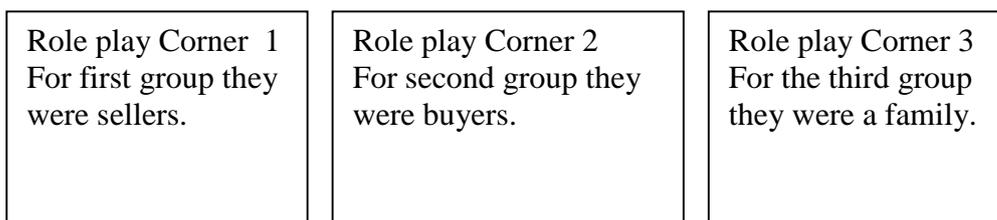
### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, they would practice playing and learning in role play corner. However, before doing their activities, the teacher asked them to look at the role play corner first, she explained them how to play and learn in the role play corner. All the students paid much attention. After looked at the role play corner the teacher asked them to entered the classroom. For first group they were sellers, for second group they were buyers, and the third group they were a family consisted of mother, father, and children. They would play in the role play corner.

When they were practicing role play in the role play corner, the teacher controlled them, while her collaborator observed them. In other side, some students couldn't wait in turn one of them was crying. The teacher gave advice to them, finally all students joint in the role play corner. Every student who has finished her/his duty, the teacher gave

him/her reward, such as; small star, small sticker, etc. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song,

Figure 6. The steps to do BCCT method in second meeting cycle two



#### 4) Production

To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention kinds of vegetables, mention their color and taste randomly. Teacher gave star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be quite and paid attention. The teacher sat in the middle of students to give questions, such as "Mention kinds of vegetables!" the teacher asked. The student (IR) answered "spinach miss ". "Good" the teacher prayed and continued to another student (IC) and asked "What color is it ?" she took spinach. The student (NS) answered " green miss". "Very good" The teacher asked another student " Have you ever eaten spinach? Is it sweet or delicious?". The student (GG) answered "yes, sweet miss" "Good", the teacher prayed, etc.

#### 5) Closure

In this part, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize kinds of vegetables at home. "Any questions to ask?" "*Ada pertanyaan yang ingin ditanyakan?*" The students answered, "No". Okay, let's sing together" The teacher

asked them to sing together. They sang together, “See you later 2x, See you later okay 2x, Don’t be sad, be sad 2x, Don’t be sad, sad is not good 2x, Don’t be sad, sad is not good” Then, the teacher closed the class.

### c. Third Meeting

#### 1) Opening the class (warming up)

The third meeting was conducted on Tuesday March 10<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o’clock a.m. we, the writer and her collaborator entered the classroom together. When the teacher opened the class, the students seemed to be ready to join the lesson. They sat on the floor neatly and they mostly paid attention to their teacher’s speaking. Then, when the teacher checked their attendance, She asked them “ children, who is absent today?, *coba dilihat temannya yang hari ini tidak masuk ada ga?*” they answered, “*masuk semua ust*” . On that day there were no students absent. The students were little noisy, because one of their friend was still crying. Her collaborator gave suggestion to him. Finally he could join the class without crying. Then, the teacher asked them to account from the right side to the left side one by one. They answered, “one, two, three, four, five, six...up to twenty. The teacher prayed them by saying “good”.

Then, the teacher asked the students to claps together. The title of the claps is ‘Tepuk pohon’ The teacher gave example first, then the students followed her. They claps together, “*Tepuk pohon* claps 3x, *di bawah ada akar* root, claps 3x, *di atas ada bunga* flower, claps 3x, *samping kanan ada daun* leaf, claps 3x, *samping kiri ada buah* fruit, claps 3x, *di tengah ada batang* pole...” They claped it three times. After that, the teacher asked them to mention part of plant. The teacher said, “Mention part of plant, please!” They were still confused. She repeated the question in Indonesian. She said, “*Siapa bisa menyebutkan bagian-bagian dari tanaman!*” HD answered, “*buah* miss”. The teacher said, “Good, it’s fruit”. Then, another student PF answered, “*daun sama*

*bunga* miss”. The teacher said, “ very good, they were fruit, flower and leaf”. etc. The students were able to mention part of plant in Indonesian, then the teacher repeated them in English.

## 2) Presentation (Survival Activity in the Circle Time)

In this part, The teacher told the topic they were going to learn and play that day. The theme was part of plant. She started the activity by reviewing previous meeting about fruits and vegetables. She asked the students to mention part of orange’s plant. The students couldn’t answer. To survive the students about part of plant the teacher used picture part of plant. Then, she explained it loudly and clearly to make sure that the students understood about part of plant.. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation.

Furthermore, the teacher explained part of plant such as; root, flower, leaf, fruit, and pole. Besides, she explained the advantages of plant. She also explained the size of plant (short and tall). For example, plant of mango is tall and its is eaten. After that, she gave a chance to the students whether there were any difficulties or not.. Then, the teacher explained the activity they would be done in beam corner. First, she explained how to make some buildings and park from beam wood. Most of students paid much attention to her, especially male students, they were eager to play in beam wood, but some of them didn’t. The teacher used beam wood and miniature of plant as teaching media. Before doing activities in the beam corner, she reminded the rules that they had done in the beam corner.

## 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, each group consisted of six or seven students. However, before doing their activities, the teacher asked them to

look at the beam corner first, she explained them how to play and learn at the beam corner. All the students paid much attention. After looked at the beam corner the teacher asked them to entered the classroom. For first group, second group, and third group they made some buildings and miniature park from beam wood. They started to take beam wood to make miniature building and park. Then, they worked together with their friends, some students made miniature building, other student made miniature park. They used rectangle from triplex for play foundation. They looked enjoy learning in the beam corner.

When they were practicing their activities in the beam corner, the teacher controlled them, while her collaborator observed them. One student didn't join in the beam corner, she was crying, then the teacher gave motivation to her, finally she could join in the beam corner. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song.

Figure 7. The steps to do BCCT method in third meeting cycle two

Beam Corner 1 For first group they made miniature building and park from beam wood.	Beam Corner 2 For second group they made miniature building and park from beam wood.	Beam Corner 3 For the third group they made miniature building and park from beam wood.
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#### 4) Production

To check the students' result toward what had just learned and played, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention part of plant, mention what is the advantages of plant for human being, and the shape of plant randomly. Teacher gave star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be happy. The

teacher sat in the middle of students to give questions, such as “Mention part of plant!” the teacher asked. The student (DM) answered “flower miss”. “Good”, the teacher prayed and continued to another student (AR) and asked ”Do you have plants at home? What is their shape?” The student (RN) answered “yes, big”. “Very good”. The teacher asked another student “ Have you ever seen a mango plant? Is it big or small?”. The student (AR) answered “yes, big, miss” “Good”, the teacher prayed, etc.

#### 5) Closure

When the bell finally rang, the teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize part of plant at home. Then, the teacher closed the class. “Okay, if there is no question, let me end this class. “Good bye my children, *assalamu’alaikum*” The students responded “Good bye teacher, *waalaikumsalam*”.

#### Fourth Meeting

In this part, the teacher would evaluate the students written and orally. The activities only consisted of opening the class (warming up), main activity (doing the test written and orally), and the last was closure (ending the class). The following were the detail information:

##### 1) Opening the class

The fourth meeting was conducted on Friday March 13<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o’clock a.m. we, the writer and her collaborator entered the classroom together. Before doing on her duty, the teacher had to greet the students first. Then she didn’t forget to check their attendance by asking a question, “who is absent today?” The students answered, “present semua ust”. On that day, there were no absent students. They were complete 20 students.

Then, the teacher explained what they were going to do on that day. She said that they would give a quiz to evaluate what they have learned before. The test would be divided into two tests namely; written test and oral test. In the written test the students had to answer the questions by choosing the best answer on the part of paper sheet which had been provided. The form of written test was multiple choices. The student had only to choose the correct answer according to the appropriate question. While the total number of it was 20 points and the time allotment to do the written test was thirty minutes. The students did the written test together, the teacher read the written test, while the students did the written test after the teacher finished reading. After finishing, they could submit it to her.

In the oral test the students would be called one by one to come to her, and then he/she would be interviewed orally. Meanwhile, the other students had to wait out side while coloring the picture. Because of limited time, her collaborator helped her in interviewing the students. Each students would have three minutes maximally with five questions. So for 20 students, it needed for about 30 minutes with two testers. While the question which had been provided were ten questions and the materials still dealing with the previous lesson. After finishing, the teacher asked the students whether still any question or not.

## 2) Main Activity

First of all, the teacher would take written test. The students did their written test together. Firstly, she distributed the sheet of paper consisting the instrument of the test. The total number for this test was only 20 points. The form of the test was multiple choices, so that they just chose the correct answer after the teacher finished reading the test, one by one. The material was still dealing with the previous topic, while the time allotment to do the test was only thirty minutes.

The second one was oral test. It was held after the written test had been finished. The teacher was help by her collaborator, because the time was limited. She call the students one by one entered the classroom. Then, the students would be interviewed orally. Meanwhile, the other students had to wait out side the class patiently, while coloring the picture. The students did the test well. The test lasted in thirty minutes, because there were two testers, the teacher and her collaborator. After finishing, the teacher asked the students to enter the class. The students returned to their class and had a little conversation one to each other.

### 3) Closure

Having done all the activities, then the teacher close the class by saying thanks to the students' attending and participating to join the class well. But, before closing the class she gave general review about the test. Most of students could do the test well. She motivated the students to study harder. Besides, she also gave a chance to ask question, that they didn't understand yet. Because there was no question, finally she said good bye and *assalamu'alaikum* to the class.

### 3. Observing and Monitoring

In this case, the writer and her collaborators did observation during the implementation action while the students were doing their activities. Technique was used for observing, as follows: (1)doing pre test and post test, (2) interview, (3) observation.

Based on the observation from first meeting to fourth meeting, it could be known that (1) the improvement of students' vocabulary was increased, therefore, it had not been optimal yet. There were some students still had difficulties in pronouncing the words, using the words, and grasping the meaning, (2) The students were more active in

doing activities and they had high participation in English lesson, (3) The classroom situation was more alive and enjoyable, but crowded.

(1) The improvement of students' vocabulary was increased

The students' vocabulary mastery was increased during the second cycle. Because they could remind the words when they played and learnt in the interesting corner The improvement of students' vocabulary was increased, therefore, it had not been optimal yet. There were some students still had difficulties in pronouncing the words, using the words, and grasping the meaning. It can be seen on the result of post test. The students started to enjoy learning in the corner, it can be seen from the result of interview with one of students. Teacher: "Bagaimana dengan belajar bahasa Inggris dengan bermain di centra mas?" Student (DMR) said: "Menyenangkan, miss". In the production phase, the students were able to mention some words, they still used mother tongue and mispronounced, but they just made little mistake.. The result of observing during the learning process can be seen at the following table:

No	Aspect to be observed	E	VG	G	F
1.	The use of words	1	11	7	1
2.	Understanding the meaning	8	9	1	2
3.	Pronunciation	2	12	3	3

Table 5: The improvement of students' ability during teaching learning process in cycle 2.

Note:

E: Excellent      VG: Very Good      G: Good      F: Fair

From the result of post-test, it seemed that the students' ability in mastering vocabulary through BCCT method was good.. It is about 95% of the students understood the use of words, 90% of the students understood the meaning of words, and 85% students were able to pronounce the English words. The students needed to give motivation to learn in order to increase their achievement.

- (2) The students were more active in doing activities and they had high motivation in joining English lesson.

The students were more active in doing the activities, it can be seen from their activities in the circle time or in corner. All students could join in the corner's activities. They could work together with their friends, without disturbing. In the second meeting, there were some students couldn't wait in turn in doing the activities in the corner. The students had high motivation in English lesson, as the result they always join in all activities in the class or corner. They were braver to answer the teacher's questions.

- (3) The classroom situation was more alive and enjoyable, but crowded

The classroom situation was more alive, because there was a life communication between the teacher and the students interactively. It happened in presentation phase and production phase. When the teacher asked questions, the students answered the question enthusiastically. Most of students seemed active. They always answer the teacher's question. The classroom situation was enjoyable, the students were crying in the class was decreased. The teacher looked more friendly with the students. The classroom was very crowded. Because most of students tried to answer teacher's question, if they were able to answer the teacher's question, the class gave applause together.

#### 4. Reflection

Reflecting the result of implementation in the first cycle will answer the question as; what have been succeeded already?; what have not been succeeded yet?; Why have they been happened?; and then how should it be?

- a. What have been succeeded?

Implementing the action in the second cycle has succeeded in enhancing the students' vocabulary mastery of what they had learned before which was held in the fourth meeting. After comparing the result of post-test in which the mean was 6.7 and

the result of post-test in the second cycle in which the mean was 8.2, it can be concluded that there is a better progress than before. It meant the students' achievement improved significantly. The influences of the action using BCCT method in the second cycle are as follows; the students' vocabulary mastery was develop well during the second cycle; the students were more active in doing activities and they had high motivation in joining English lesson; the classroom situation was more alive and enjoyable; they seemed to be fun and comfortable. The teacher looked more friendly with her students and the role of the teacher in managing the class was increased

b. What have not been succeeded yet?

The influence of the action using BCCT method has not been able to affect the students' psychological mind optimally for all students. For example, there were some who were still little passive, there were some who still mispronounced the words, there were some who still used mother tongue. Besides, the role of the teacher in managing the class was needed to improve. The aimed was to make the student's learning more active and interactive, especially in explaining the material, creating activities in corner, supporting the students' motivation, and keeping the class lively.

c. Why have they been happened?

Based on reflecting and analyzing the implementation of the second cycle, it showed that the students' problems was caused by some things like; the role of the teacher in managing the class had not been optimal yet. As a result, some students didn't wait in turn in doing activities in the corner. Besides, the students were very interested in doing activities in the corner. As a result, they couldn't leave the corner when the time was over. They wanted to play and learn in the corner longer.

## d. How should it be then?

To gain the better process goal and better product, it was necessary to conduct following action in the third cycle. Some things which were necessary to be improved and increased in the third cycle as the improvements of the lack in the second cycle were as follows: first, enhancing the role of the teacher to keep the class actively and interactively was needed to improve. It means that the teacher had to control all students, hopefully there weren't passive students. In other words, the teacher had to keep the class to be enjoyable atmosphere. Second, leading the students to pronounce the difficulty words many time in presentation phase and giving some more exercises in production phase was needed to improve. Third, Motivating the students to obey the rules in corner, so that all students could wait in turn in doing activities in the corner. Fourth, Giving more time to learn and play in the corner, so that the students would be satisfied learning in the corner. In this case, the writer and her collaborator made some discussion and advance to determine the solutions. They had decided to give solution as follows;

Table: 6 The students' problem and its solution

Students' Problem	Solution
Mispronouncing the words	lead the students to pronounce the difficulty words many time in presentation phase and giving some more exercises in production phase.
Difficulty in grasping the meaning	lead the students to translate the difficult words into Indonesian repeatedly in presentation phase and giving some more exercises in production phase.
The students couldn't wait in turn in doing the activities in the corner.	Give Motivation the students to obey the rules in corner and giving them number tag.
The students couldn't leave the corner when the time was over.	Give more time to learn and play in the corner, so that the students would be satisfied learning in the corner

For the above purpose, the teacher had to rearrange the time in teaching learning process.. It was done to get better result in the third cycle. Besides, the teacher had to control students and keep monitoring the class more so that the classroom situation became more alive and comfortable.

### 3. Cycle 3

#### 1. Planning the Action

Based on the result of reflection of cycle 2 and the result of discussion with her collaborator she thought it was very important to continue the action for Cycle 3. The writer and her collaborator then arranged the action plan for the third cycle. This action plan was as the revision result to improve the weaknesses and the lack in the second cycle which was regarded not to be succeeded yet to solve all students' problems.

The solutions which the writer offered were as follows; (1) The teacher practiced the use of English words using Total Physical Response (TPR) at every meeting and using name tag with number on it. The teacher used instruction in English more. (2) The teacher lead the students to translate the difficulty words into Indonesian repeatly in presentation phase and giving some more exercises in production phase and lead them to pronounce the difficulty words repeatly in presentation phase and giving some more exercises in production phase; (3) Enhancing the teacher' role to arouse the students' motivation. It means that the teacher had to give support to the students so that the students are more interested in studying English. In other words, the teacher had to keep the class to be enjoyable atmosphere; (4) Giving motivation for the students who were still little passive; (5) controlling all students' activities, especially in main activity; (6) The teaching and learning process would give bigger portion to the activity of asking and answering questions; therefore the students were able to use English words in simple sentences and they could improve their vocabulary.

Before planning the action, the writer did some activities. Those activities were: (a) discussing with collaborator; (b) designing lesson plan; (c) preparing the materials; (d) Preparing teaching media; (e) preparing evaluation; (f) preparing kinds of corner and group work for each meeting. The activities were described in the following sections:

(a) Discussing with collaborator.

The aimed was for solving the problem in second cycle. The writer and her collaborator discussed about how to overcome the problems. . Therefore, they could be solved in third cycle. The problem was the teaching learning process was lack of monitoring; as a result there were some students a little passive. The students couldn't wait in turn in doing activities in the corner, as a result when the time was over the students didn't leave the corner. The classroom situation was very crowded, because most of students tried to answer the teacher's question, if they were able to answer the question the class gave applause together. After getting comprehension about the solution, then they discussed about how to make lesson plan for third cycle, so that the writer had same perception with her collaborator.

(b) Designing lesson plan

They made lesson plan for four meetings. They determined the objective of lesson plan consists of: General Instructional Objective (GIO) and Specific Instructional Objective (SIO). For first meeting the theme was 'kinds of profession in the village'; for second meeting was 'kinds of profession in the city'; for third meeting was 'kinds of profession in the country'; and for the last meeting was doing post test. Each meeting lasted 1 x 60 minutes. She planned four meeting for the third cycle, three meetings for presentation and activities using corner and one meeting for post test. Each meeting consisted of five parts namely opening the class(warming up), presentation (surviving

the material in the circle time), practice (main activity for the students in the corner), production, and closure.

(c) Preparing the materials.

They prepared the material as well as possible. She planned four meeting for the third cycle, three meetings for presentation and doing activities in corners and one meeting for doing post test. For the first meeting, she was used kinds of profession in the village as the theme. For second meeting, she was used kinds of profession in the city. For the third meeting she was used kinds of profession in the country. For the last meeting she was used for doing post test about the topic. Besides, they prepared kind of story to support the material. For example, for the first meeting they chose children's story 'A good farmer' for supporting the theme.

d) Preparing teaching media.

In this phase, she prepared more interesting teaching media suitable to the material in order to make all students join in the class. For the first meeting to fourth meeting, they prepared pictures of kinds of profession in the village, pictures of kinds of profession in the city, picture of president and vice president, paper, pictures series, color pencils, kinds of profession puzzle, scissor, miniature medical instruments and so on. Besides, they also prepared real object such as; uniform of doctor, uniform of nurse, bed, pillow, and so on.

(e) Preparing evaluation

In this phase, they prepared the test to know the result of the action, consists of daily quiz and post-test. The number of post-test was 30 items, consists of 20 items for written test and 10 item for oral test. For first meeting to third meeting, they made daily quiz for the students randomly, consisted of 5 items. The material of test related to the theme that they had learnt.

(f) Preparing kinds of corner and group work for each meeting.

In this phase, they prepared kinds of corner for each meeting. For the first meeting she was used art corner, for second meeting she was used role play corner, for third meeting she was used preparation corner. Meanwhile, for designing group the students was divided into three group. Each group consisted of six or seven students, one of them became a leader for every group. For designing the group, they chose based on their characteristics and ability.

## 2. Implementing the Action

### a. First Meeting

In this activity, the teacher did a set of activities. Among of them were opening the class, presentation, practice, production, and closure. As for the detail descriptions would be explained in the following parts:

#### 1) Opening the class (Warming up)

The first meeting was conducted on Tuesday, March 17<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o'clock a.m. we, the writer and her collaborator entered the classroom together. The teacher firstly says greeting and the students respond it. When the teacher opened the class by giving greeting, the students responded her well. They could also answer the teacher's questions correctly. It meant that they had better progress than before.

Then, to warm up the class the teacher asked the students to claps together. The teacher sang a song while greeting the students, "Good morning to you 3x Good morning everybody, good morning to you". The students answered, "good morning teacher 3x". "Good morning my teacher, good morning teacher". After that, the students were silence. Then the teacher asked them to listen the story. She used series pictures. The teacher said "One day Mr Jono goes to the farm, He planted rice plant on the farm, After three months Mr. Jono and her wife harvest their rice plant. Mr. Jono sells the rice plant in

traditional market”. Then the teacher asked them to mention kinds of profession in the village. Teacher said, “Please mention kinds of profession in the village”. The students still kept silence. Then, she repeated it in Indonesian. “*Coba siapa bisa menyebutkan macam-macam pekerjaan yang ada di desa!*” NJ said “farmer miss”. MR said “*tukang kayu sama nelayan* miss”. That’s right. Kinds of profession in the village is farmer, carpenter, fisherman, teacher, batik painter and so on. Teacher asked them where do they work. BC said “*petani kerjanya di sawah* miss”. Teacher said, “That’s right, the farmers work in the farm”. IBR said “*nelayan di laut* miss”. ZH said “*guru di sekolah* miss”. The teacher answered “Okay good, fisherman works in the sea, teacher works in the school”. The teacher told the topic they were going to learn and play. That’s kinds of profession in the village.

## 2) Presentation (Survival Activity in the Circle Time)

In this part, they sat on the circle position where the teacher sat near the students. To survive the students about kinds of profession in the village the teacher used pictures kinds of profession. Then, she explained it loudly and clearly to make sure that the students understood about kinds of profession in the village. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically. It meant that most of them repeated the teachers’ sound correctly.

Furthermore, the teacher explained kinds of profession such as; farmer, carpenter, fisherman, teacher, batik painter and so on. Besides, she explained the places where they work. (farm, beach, school and factory). After that, she gave a change to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn’t. Then, the teacher explained first about the activities in preparation corner. She explained how to apply a color picture kinds of profession, how to play puzzle of

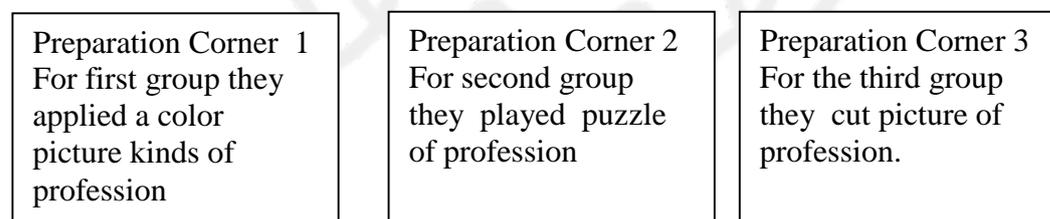
profession, and how to cut picture of profession. After finishing, the teacher asked the students to ask a question. There weren't students ask the question.

### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, they would to practice playing and learning in the preparation corner. However, before doing their activities, the teacher asked them to look at the preparation corner first, she explained them how to play and learn at the art corner. All the students paid much attention. After looked at the art corner the teacher asked them to entered the classroom. For first group they applied a color to picture kinds of profession, for second group they played puzzle of profession, and for the last group they cut picture of profession. After finishing, they moved in other place, for the first group moved to second group, for second group moved to third group, etc.

When they were practicing some activities in preparation corner, the teacher controlled those who there was not any problem, while her collaborator observed them. All students could join in the preparation corner. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song.

Figure 8. The steps to do BCCT method in first meeting cycle three.



### 4) Production

To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just

learned and played. Second, she asked them to mention kinds of profession in the village, mention places where they work randomly. Teacher gave star to those who were able to answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be happy. The teacher sat in the middle of students to give questions, such as “Mention kinds of profession in the village!” the teacher asked. The student (MJ) answered “farmer, fisherman”. “Good” the teacher prayed and continued to another student (NS) and asked “Do you know teacher? Where does she work?”. The student (NS) answered “Yes, school miss”. “Very good” The teacher asked another student “Do you know fisherman? Where do they work?”. The student (ZK) answered “yes, beach miss” “Good”, the teacher prayed, etc

#### 5) Closure

In this part, the teacher ended the class by saying good bye and *assalamualaikum*. However, before closing it, she reminded the students to study harder and to memorize kinds of fruit at home. The teacher asked the students to sing a song together, the title is ‘sayonara’. They sang together, “Sayonara 2x, Thank you teacher for today 2x, See you later to my friends, Sayonara 2x, See you later...Okay. Then, the teacher closed the class. “Okay, if there is no question. Let me end this class. Thank you very much for your attention. Good bye, see you later, *Assalamualaikum*” The students responded her, “Good bye, teacher. Thank you very much, *Wa’alaikumsalam*”.

#### b. Second Meeting

##### 1) Opening the Class (Warming Up)

The second meeting was conducted on Friday, March 20<sup>th</sup>, 2009. What the teacher did in this part is not too different to the activity in the first meeting. After the bell had rung at the second period or exactly at 10.00 o’clock a.m. we, the writer and her

collaborator entered the classroom together. When the teacher opened the class, the students seemed to be ready to join the lesson. They sat on the floor neatly and they mostly paid attention to their teacher's speaking seriously. After checking attendance and asking their condition, she started the lesson.

Then, the teacher asked the students to sing together. The title of song is 'Good morning' The teacher sang first, then the students followed her. They sang together, "Good morning 2x, good morning my teacher, Good morning 2x, good morning my friends, Welcome to you 2x, welcome to you all 2x, Glad to meet you all". They sang it once. After that, the teacher asked them to mention kinds of vegetables. The teacher said, "Mention kinds of profession in the city, please!" They were still confused. She repeated the question in Indonesian. She said, "*Siapa bisa menyebutkan macam-macam pekerjaan di kota!*" DR answered, "*polisi ust*". The teacher said, "Good, policeman". Then, another student FR answered, "*dokter, sopir miss*". The teacher said, "very good, they were doctor and driver". etc. The students were able to mention kinds of profession in the city in Indonesian, then the teacher repeated them in English. Even the class looked a life because there was a life communication between the teacher and the students interactively. The students were enthusiast join the English lesson.

## 2) Presentation (Survival Activity in the Circle Time)

In this part, the teacher told the topic they were going to learn and play that day. The theme was 'kinds of profession in the city'. To survive the students about kinds of profession in the city, the teacher used pictures of kinds of profession in the city and their uniform. Then, she explained it loudly and clearly to make sure that the students understood about kinds of profession in the city. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students

imitated her loudly and enthusiastically. It meant that most of them repeated the teachers' sound correctly. Some of them still looked lazy to open their mouth.

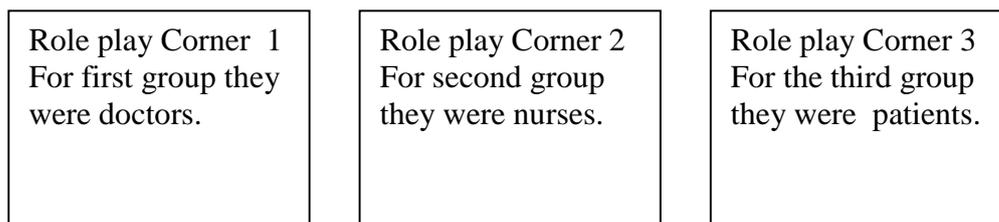
Furthermore, the teacher explained kinds of profession such as; doctor, teacher, driver, pilot, and nurse. Besides, she explained places where they work, such as; hospital, school, airport and office. Then, she gave a change to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Then, the teacher explained first about how to be doctors, how to be nurse, and how to be patients. Most of students paid much attention to her, because they would play and learn in the role play corner..

### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, they practiced playing and learning in role play corner. However, before doing their activities, the teacher asked them to look at the role play corner first, she explained them how to play and learn at the role play corner. All the students paid much attention. After looking at the role play corner the teacher asked them to entered the classroom. For first group they were doctors, for second group they were nurses, and the third group they were patients consisted of mother, father, and children.

When they were practicing role play in the role play corner, the teacher controlled those who there was not any problem, while her collaborator observed them. All students joint in the role play corner. Every student who has finished her/his duty, the teacher gave him/her reward, such as; good, very good, great, and so on. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song.

Figure 9. The steps to do BCCT method in second meeting cycle three



#### 4) Production

To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention kinds of profession in the city, mention the places where they work randomly. Teacher would give star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be quite and paid attention. The teacher sat in the middle of students to give questions, such as "Mention kinds of profession in the city !" the teacher asked. The student (RR) answered "*dokter* miss ". "Good" the teacher prayed and continued to another student (IC) and asked "Who is he ?" she took picture of policeman.. The student (NS) answered "*polisi* miss". "Very good, policeman" The teacher asked another student " Have you ever seen a doctor? What color is their uniform?". The student (GG) answered "yes, *putih*, white miss" "Good", the teacher prayed, etc.

#### 5) Closure

In this part, the teacher ended the class by saying good bye and *assalamualaikum*. However, before closing it, she reminded the students to study harder and to memorize kinds of vegetables at home. "Okay, let's sing together" The teacher asked them to sing together. They sang together, "See you later 2x, See you later okay 2x, Don't be sad, be

sad 2x, Don't be sad, sad is not good 2x, Don't be sad, sad is not good" Then, the teacher closed the class.

### c. Third Meeting

#### 1) Opening the class (warming up)

The third meeting was conducted on Tuesday March 24<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o'clock a.m. we, the writer and her collaborator entered the classroom together. After checking attendance and asking their condition, she started the lesson.

Then, the teacher asked the students to claps together. The title of the claps is 'Tepuk tenang' The teacher gave example first, then the students followed her. They claps together, "*Tepuk tenang 3x, claps 3x, te...., claps 3x, nang....claps 3x, tenang sedakep cep.*" They clapped it twice. After that, the teacher asked them to mention kinds of profession in the country. The teacher said, "Mention kinds of profession in the country, please!" They were still confused. She repeated the question in Indonesian. She said, "*Siapa bisa menyebutkan nama-nama pekerjaan di suatu negara!*" HD answered, "*presiden miss*". The teacher said, "Good, it's president". Then, another student PF answered, "*Jakarta miss*". The teacher said, "Jakarta is capital of Indonesia, Jakarta itu ibu kota Negara kita, very good ". etc. The students were able to mention kinds of profession in the country in Indonesian, then the teacher repeated them in English. All students tried to answer teacher's questions.

#### 2) Presentation (Survival Activity in the Circle Time)

In this part, the teacher told the topic they were going to learn and play that day. The theme was 'kinds of profession in the country'. To survive the students about part of plant the teacher used picture of president and vice president. Then, she explained it

loudly and clearly to make sure that the students understood about kinds of profession in the country. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically. It meant that most of them repeated the teachers' sound correctly.

Furthermore, the teacher explained kinds of profession in the country. such as; president, (Mr. Susilo Bambang Yudhoyono), vice president, (Mr. Yusuf Kalla), ministers. Besides, she explained the capital of country (Jakarta). After that, she gave a change to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Then, the teacher explained the activity they would be done in art corner. First, she explained how to match between flag and name of country, how to match number and its account, and how to sew the picture of monas. Most of students paid much attention to her, especially female students, they were eager to play in art corner, but some of them didn't.

### 3) Practice (Main Activity in the Corner)

In this part, the students were divided into three group, they practiced playing and learning in the art corner. However, before doing their activities, the teacher asked them to look at the art corner first, she explained them how to play and learn at the art corner. All the students paid much attention. After looked at the art corner the teacher asked them to entered the classroom. For first group they matched between flag and name of country, second group they matched number and account of things, and third group they sew the picture of monas. They started to take beam wood to make miniature building and park. Then, they worked together with their friends, some students match number and account of things, other student sew the picture of monas. They used kinds of thread and some picture of flags. They looked enjoy in the art corner.

When they were practicing their activities in the art corner, the teacher controlled them, while her collaborator observed them. One student didn't join in the art corner, she was crying, then the teacher gave motivation to her, finally she could join in the nature corner. Every student who has finished her/his task, the teacher gave him/her reward, such as; good, very good, great, and so on. After finishing their activities the teacher asked them to save things / media on the right place, while singing a song.

Figure 10. The steps to do BCCT method in third meeting cycle three.

Art Corner 1 For first group they matched between flag and name of country	Art Corner 2 For second group they matched number and its account.	Art Corner 3 For the third group they <b>sew</b> the picture of monas.
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#### 4) Production

To check the students' result toward what had just learned and played, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention part of plant, mention what is the advantages of plant for human being, and the shape of plant randomly. Teacher would give star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be quite. The teacher sat in the middle of students to give questions, such as "Mention kinds of profession in the country!" the teacher asked. The student (DM) answered "president miss". "Good", the teacher prayed and continued to another student (AR) and asked "who is our president?" The student (RN) answered "Mr. SBY". "Very good". The teacher asked another student "Who is our vice president? The student (AR) answered "Mr. Yusuf Kalla miss" "Good", the teacher prayed, etc.

## 5) Closure

In this part, the teacher ended the class by saying good bye and *assalamualaikum*. However, before closing it, she reminded the students to study harder and to memorize profession at the country at home. Then, the teacher closed the class. “Okay, if there is no question, let me end this class. Thank you very much for your attention. Good bye, see you later, *assalamualaikum*” The students responded her, “ Good bye, teacher. *Wa’alaikumsalam*. Thank you very much”.

## Fourth Meeting

In this part, the teacher would evaluate the students written and orally. The activities only consisted of opening the class (warming up), main activity (doing the test written and orally), and the last was closure (ending the class). The following were the detail information:

### 1) Opening the class

The fourth meeting was conducted on Friday March 27<sup>th</sup>, 2009. After the bell had rung at the second period or exactly at 10.00 o’clock a.m. we, the writer and her collaborator entered the classroom together. Before doing on her duty, the teacher had to greet the students first. Then she didn’t forget to check their attendance by asking a question, “who is absent today?” The students answered, “nihil miss”. On that day, there were no absent students. They were complete 20 students.

Then, the teacher explained what they were going to do on that day. She said that they would give a quiz to evaluate what they have learned before. The test would be divided into two tests namely; written test and oral test. In the written test the students had to answer the question by choosing the best answer on the part of paper sheet which had been provided. The form of written test was multiple choices. The student had only to choose the correct answer according to the appropriate question. While the total

number of it was 20 points and the time allotment to do the written test was thirty minutes. The students did the written test together, the teacher read the written test, while the students did the written test after the teacher finished reading. After finishing, they could submit it to her.

In the oral test the students would be called one by one to come to her, and then he/she would be interviewed orally. Meanwhile, the other students had to wait outside while coloring the picture. Because limited time, her collaborator helped her in interviewing the students. Each student would have three minutes maximally with five questions. So for 20 students, it needed for about 30 minutes with two testers. While the question which had been provided were ten questions and the materials still dealing with the previous lesson. After finishing, the teacher asked the students whether still any question or not.

## 2) Main Activity

First of all, the teacher would take written test. The students did their written test together. Firstly, she distributed the sheet of paper consisting the instrument of the test. The total number for this test was only 20 points. The form of the test was multiple choices, so that they just chose the correct answer after the teacher finished reading the test, one by one. The material was still dealing with the previous topic, while the time allotment to do the test was only thirty minutes.

The second one was oral test. It was held after the written test had been finished. The teacher was helped by her collaborator, because the time was limited. She called the students one by one entered the classroom. Then, the students would be interviewed orally. Meanwhile, the other students had to wait outside the class patiently, while coloring the picture. They took turns well. The test lasted in thirty minutes, because there were two testers, the teacher and her collaborator. After finishing, the teacher asked the

students to enter the class. The students returned to their class and had a little conversation one to each other.

### 3) Closure

Having done all the activities, then the teacher close the class by saying thanks to the students' attending and participating to join the class well. But, before leaving the class she didn't forget to remind them to study harder, in order to increase their English vocabulary mastery. Besides, she also gave a chance to ask question, that they didn't understand yet. Because there was no question, finally she said good bye and *assalamu'alaikum* to the class. The students responded her, " Good bye, teacher. *Wa'alaikumsalam*. Thank you very much".

### 3. Observing and Monitoring

In this case, the writer and her collaborators did observation during the implementation action while the students were doing their activities. Technique was used for observing, as follows: (1)doing pre test and post test, (2) interview, (3) observation.

Based on the observation from first meeting to fourth meeting, it could be known that (1) the improvement of students' vocabulary was increased, therefore, it had not been optimal yet. Difficulty in pronouncing the words, using the words, and grasping the meaning was decreased, (2) the students were more active in doing activities and they had high participation in English lesson, (3) The classroom situation was more alive and enjoyable. The students were not too crowded.

#### (1) Improving students' vocabulary mastery

The students' vocabulary mastery was increased during the third cycle. Because they reminded the words when they played and learnt in the interesting corner. The difficulties in pronouncing the words, using the words, and grasping the meaning was

decreased. It can be seen on the result of post test. The students had enjoyed learning in the corner, it can be seen from the result of interview with one of students. Teacher: “Bagaimana dengan belajar bahasa Inggris dengan bermain di centra mbak?” Student (MR) said: “Menyenangkan, miss”. In the production phase, the students were able to mention some words, they still used mother tongue and mispronounced, but they just made little mistake. The result of observing during the learning process can be seen at the following table:

No	Aspect to be observed	E	VG	G	F
1.	The use of words	11	3	4	2
2.	Understanding the meaning	9	4	6	1
3.	Pronunciation	2	9	9	0

Table 7: The improvement of students' ability during teaching learning process in cycle 3.

Note:

E: Excellent                      VG: Very Good                      G: Good                      F: Fair

From the result of post-test, it seemed that the students' ability in mastering vocabulary through BCCT method was good.. It is about 90% of the students understood the use of words, 95% of the students understood the meaning of words, and 100% students were able to pronounce the English words. The students needed to give motivation to learn in order to increase their achievement.

(2) The students were more active in doing activities and they had high motivation in joining English lesson.

The students were more active in doing the activities, it can be seen from their activities in the circle time or in corner. All students could join in the corner's activities. The students were able to wait in turn using name tag and number. They could be on time in doing activities in the corner. They worked together with their friends, without disturbing. They also had closed relationship among them because in doing activities in

the corner they had to work together and change their group. They were braver to answer the teacher's questions.

(3) The classroom situation was more alive and enjoyable

The classroom situation was more alive, because there was a life communication between the teacher and the students interactively. It happened in presentation phase and production phase. When the teacher asked questions, the students answered the question enthusiastically. Most of students seemed active. They answered the teacher's question with little mistake. The classroom situation was enjoyable, the crying students in the class was decreased. The teacher looked more friendly with the students. The classroom was little crowded. Because most of students tried to answer teacher's question, if they were able to answer the teacher's question, the class didn't give applause together.

(4) The quality of teaching and learning process in cycle three was significantly increased.

The students who were usually not active in the previous cycle begin to be more active and responsive in this cycle. They became active in listening the teacher's explanation, answering teacher's question, repeating the words, pronouncing the difficulties words, so that they could have a fluency in understanding meaning and pronouncing the words. When the students got difficulties, they directly asked the teacher to solve their problems. So they got a solution at once, and they could overcome their mistake soon. When they still felt shy, even afraid to answer the question, the teacher immediately supported and motivated them to wake up from unlucky attitudes.

By observing the students' activities in every action, it could be stated the implementation or treatment which had been carried out by the teacher using BCCT method was still suitable to improve the students' English vocabulary mastery. The

obvious evidence could be seen from their achievement which was reflected by their score after each action test.

#### 4. Reflection

The result of teaching learning process of English vocabulary mastery using BCCT method as a teaching technique showed increases from cycle one to cycle two and cycle three. The improvements were quite significant especially in improving the English vocabulary competence. It could be seen from what the writer told before in which psychologically the students had been supported and motivated to master vocabulary. Besides, it could also be seen by comparing the previous post test in the second cycle and the post test in the third cycle.

The result of the mean of scores that they got from the third cycle was as follows; the mean of the post test in the second cycle was 8.2 and the mean of post test in the third cycle was 8.8. This increasing was better than the second cycle. The mean of post test in the third cycle was better than pre-test, post test in the first and second cycle.

The result of observation showed that the students' motivation got improvement. Some students who were not active in the lesson decreased. Their confidence in answering the teacher's questions increased. Many of them were able to do the task well. They also did corner's activities well and they did it on time. The students could obey the rules in doing activities in the corners.

From the reflection, it could be concluded that the third cycle had given a better result in improving the students' motivation in learning English especially English vocabulary mastery although some low students had to give attention more, so that they would get optimal result in their learning English.

## 5. Recommendation

Based on the finding, weakness, and the strength the researcher found in the previous sections, it is strongly suggested that when BCCT method is applied there must be some condition as to meet: (1) the teachers have to able to manage the class as well as possible, (2) the teacher must have creativity and innovation to create interesting corner's activities, (3) the teacher must not either stay in her chair or stand in one place, and (4) the teachers have to give the instructions as explicit as possible.

### C. Discussion of Research Findings

The four parts of this chapter has provided the overview of research finding of BCCT method used to improve the students' vocabulary mastery. The research findings show some important points as follows: (1) The improvement of students' vocabulary was increased, (2) the students were more active in doing activities and they had high motivation in joining English lesson, (3) the classroom situation was more alive and enjoyable, the students were not too crowded, (4) the quality of teaching and learning process was significantly increased. The following were the detail information about the research finding;

#### (1) The improvement of students' vocabulary was increased

This statement is supported by the following tables which show the pre test and post test result. The pre test is taken at the first meeting which has all the students taking the test. On the other hand, the post test is taken at the end of the class. Having carried out the research in which the teacher use BCCT method teaching technique in teaching English to kindergarten students, their English achievement in English vocabulary competence are increased. The following is the table describing the students' score result in each test which is taken from the end of each cycle.

Table 8: The result of each test in every cycle.

	Pre-Test	Cycle I	Cycle II	Cycle III
Total Score	123.333	133.333	164.333	175.667
Mean Score	$123.333/20=$ 6.167	$133.333/20=$ 6.667	$164.333/20=$ 8.217	$175.667/20=$ 8.783

(The more detail information can be seen at the appendix 22 page 211)

Based on the above table, the writer sees that the test result from the first cycle until third cycle always get a better progress. It means that the students' achievement improved significantly.

- (2) The students were more active in doing activities and they had high motivation in joining English lesson

BCCT method can make the students more active in the class. The students were more active in doing their activities, it can be seen from their activities in the circle time or in the corner. In the circle time the students could answer the teacher's question actively. In the corner they could do their task well. The students were able to wait in turn using name tag and number. They learned and worked together with their friends, without disturbing each other. They also had closed relationship among them because in doing activities in the corner they had to work together and change their group. They were braver to answer the teacher's questions. Piaget in Ditjen PLSP (2006: 16) said that:

“ The children should be active, brave and have high motivation in learning, therefore they will get successful in the future, and the teachers are able to guide them by giving appropriate media, but the most important is the children are able to understand knowledge by finding itself”.

From the above statement, it could be concluded that the activeness and high motivation was really needed in conducting teaching learning process. Having high motivation and activeness in early education would influence their successful in the future.

(3) The classroom situation was more alive and enjoyable, the students were not too crowded

The classroom situation was more alive, because there was a life communication between the teacher and the students interactively. It happened in presentation phase and production phase. When the teacher asked questions, the students answered the question enthusiastically. Most of students seemed active. They answered the teacher's question with little mistake. The classroom situation was enjoyable, the crying student in the class was decreased. The teacher looked more friendly with the students. The classroom was little crowded. Because most of students tried to answer teacher's question, if they were able to answer the teacher's question, the class gave applause together.

Creating a good atmosphere in the classroom is very important, in order to make the students feel enjoyable in joining the lesson. Deller in Wajnryd (1992: 119) said that:

“Traditionally we think of the classroom as the place where the teacher ‘know’ and the students ‘don’t know’ and their reason for being there is to ‘find out’. This model of education invests a great deal of power in teachers, many of whom assume that classroom power, as well as the responsibility for learning success, .....

(4) the quality of teaching and learning process was significantly increased.

The result of observations showed that the students' motivation got improvement. Some students who were not active in the lesson decreased. The classroom situation was enjoyable, and the students' achievement increased significantly. It meant that the quality of teaching and learning process was significantly increased. Besides, the ability of teacher got improvement. She was able to create interesting activities in the corner, so that the students were interested in joining the lesson. She also used innovative teaching media in teaching learning process. Therefore, the students didn't feel bored in learning English. Because the teacher prepared various activities in the classroom or outside. On the contrary, if the students felt bored, they would loss their attention on teaching learning process. As a result, the students wouldn't able to catch the lesson easily

because their lost interest and participant. Douglas (1987: 48) stated that “Routine activities in learning can make the students bored. As a result, their motivation and participation in learning will decrease”.

At the end of cycle three, the writer has interviewed some students dealing with the implementing the action using BCCT method teaching technique to know how far the influence of this technique accepted by them in teaching English especially English vocabulary. The result is as follows:

1. When the students are asked how they think about learning English vocabulary using BCCT method. Most of them agree with the use of BCCT method. The reasons are varieties for instance, BCCT method makes them enjoyable, because they can learn by playing. They are not easy to be bored because they can learn in other place, not only in the classroom. They can learn and play in different corner. They are interested in learning English vocabulary with the use of BCCT method.
2. When they are asked whether they feel that there is a better progress in learning English vocabulary using BCCT method. Most of them agree with the use of BCCT method because it makes them happy, relax and creative. They are happy, because they are able to answer the teacher’s question. They also have much time to learn and play in the corner’s activities. It means that there is a better progress in learning English vocabulary.
3. When they are asked whether they are shocked or get much trouble with the use of BCCT method. They respond that they don’t feel any trouble.

Based on the above data, the writer concludes that teaching technique using BCCT method really gives a high contribution in improving and enhancing the students’ English vocabulary mastery, especially for second grade (group B) students at Fahimna Kindergarten Surakarta. Moreover it also helps the students to grasp the vocabulary

mastery easily because they can remind the English words during learning in the corners.



## BAB VI

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research of teaching English vocabulary at kindergarten students through the use of 'BCCT method', the result shows that it can improve the students' English vocabulary mastery of the group B at Fahimna Kindergarten Surakarta. It can be seen from their participation in not only paying attention to the class teaching learning process but also interacting to the corner's activities. They have become more active and have been excited to join the class. Besides, when the teacher evaluates them to do the test, the result is satisfied enough. The mean of score from pre test and from cycle one to the following cycle always has better progress. This shows that teaching English by using 'BCCT method' gives a high contribution to encourage the students' English vocabulary mastery.

Based on the result of research above, the writer concludes these following important points:

1. The use of Beyond Center and Circle Time Method as teaching technique improved students' vocabulary mastery at Fahimna Kindergarten.
2. The improvement is quite significant. It was reflected from the students' attitude inside the class during the English teaching learning process. They become more active, excited, and responsive to the presented materials.
3. Although the technique brings the positive progress, however there are still few problems in applying this technique. Firstly, for hyperactive students, they tend to dominate the corner's activities, therefore the teacher has to control them as well as possible. Secondly, for slow learners, the teacher has to give attention more. Besides, the teacher had to support them to get better result in studying. The last,

the class will be a little crowded or chaos in the classroom if the teacher can't manage them well, but it can make the students excited to learn.

4. Based on the evaluation and the result of observation the teacher then makes some efforts to solve the students' problem. It's description is as follows:

Table 9: The students' problem and its solution.

Students' Problem	Solution
A little passive	Give a high motivation, create the class to be enjoyable atmosphere.
Mispronouncing the words	lead the students to pronounce the difficulty words many time in presentation phase and giving some more exercises in production phase.
Difficulty in grasping the meaning	lead the students to translate the difficult words into Indonesian repeatedly in presentation phase and giving some more exercises in production phase.
The students couldn't wait in turn in doing the activities in the corner.	Give Motivation the students to obey the rules in corner and giving number tag.
The students couldn't leave the corner when the time was over.	Give more time to learn and play in the corner, so that the students would be satisfied learning in the corner

5. Language teaching can be an interesting challenge when teachers make the efforts to explore a variety of approaches. BCCT method just is one of many methods available for exploitation. With some attention given to the needs of the learners, both the teacher and the learners can play active roles in the classroom, making language classes livelier, challenging and interesting.

#### B. Implication

The result of the research shows that teaching English using BCCT method can improve the kindergarten students' motivation in learning English, especially on the second grade kindergarten students (group B). It is not only improving their motivation, but also improving achievement, especially improving students' English vocabulary mastery.

According to the result, teaching using BCCT method is a good technique in improving the students' motivation and achievement in learning English. This result was suggested to be the literature for the teacher and the training in improving the quality in applying the effective technique toward improving the students' motivation and achievement in learning English.

### C. Suggestion

Having concluded the result of students' activities in every cycle, the writer would like to propose some suggestion for English teacher, students, and other researcher. The suggestion are as follows:

#### 1. For English Teachers

Before conducting the teaching learning process especially English to the kindergarten students, the teacher should learn the characteristics of the students, including the psychological condition. Besides, the teacher should learn how to enhance their ability in teaching English and to establish a good atmosphere in the class, so that the students feel at ease with their English class.

They must also be creative to use various teaching technique in teaching English, by the hope that the students are interested in joining the teaching and learning process. The choosing of the appropriate technique in teaching English for kindergarten students is very important. Furthermore, the technique that is interesting for kindergarten students will be able to improve the students' motivation. The lesson will get more respond from them.

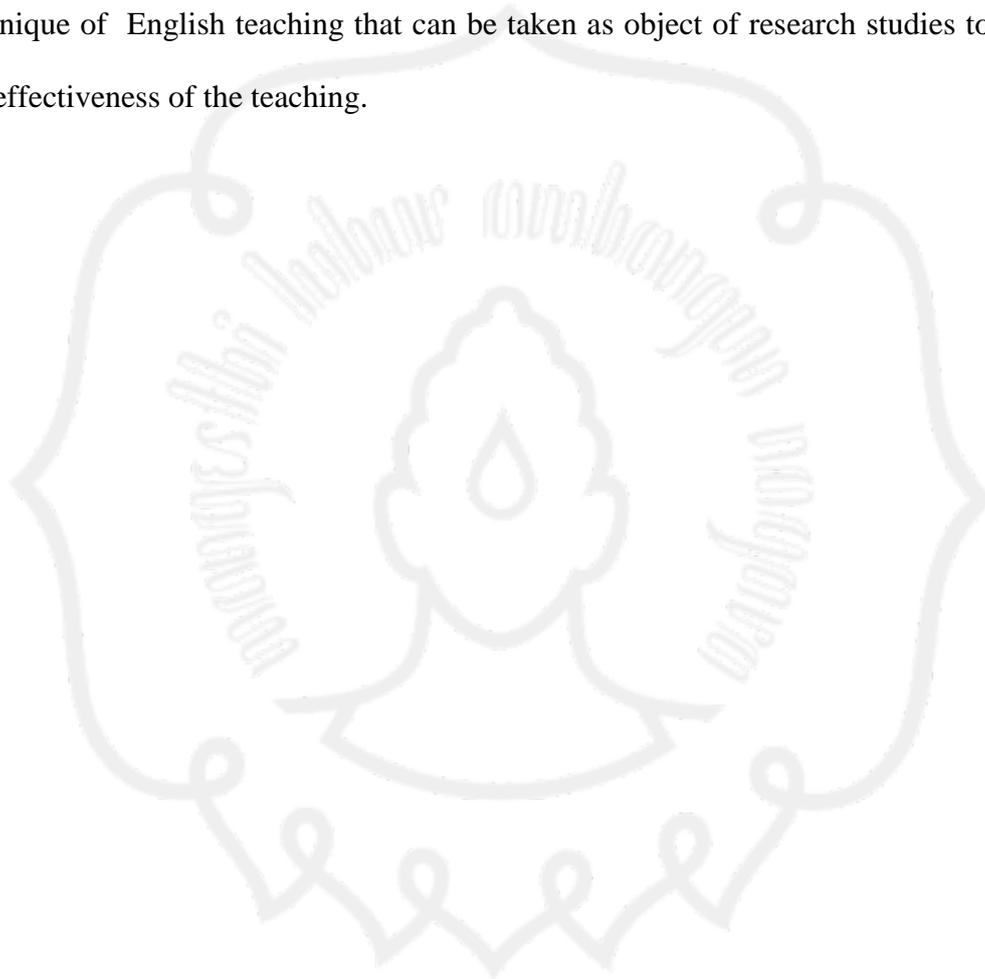
#### 2. For the students

Study English as foreign language is not something difficult if the students have motivation to learn it. They can study English not only in the classroom but also everywhere, such as by playing in the corner, watching English Cartoon film, playing

computer, and etcetera at home, therefore the students should always be active in learning English.

### 3. For other Researcher

The writer is aware that this research is not the end of the problems being studied. The result of the study doesn't prove yet that the output of this research is absolutely good for all time. The writer hopes so much that the finding of this study will be used as a starting point of the future research on similar problems. There are many other teaching technique of English teaching that can be taken as object of research studies to find out the effectiveness of the teaching.



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## Appendix 1

TIME SCHEDULING IN ACTION RESEARCH  
OF FAHIMNA KINDERGARTEN SURAKARTA

Name of School	: Fahimna Kindergarten Surakarta
Headmaster	: Rini Utama Aziz, S.Pd.
Collaborator Teacher	: Yuanawati, S.Pd
Research as Teacher	: Tuminah

Time Schedule

Tuesday, February 17<sup>th</sup>, 2009 ( The First Meeting in Cycle I).

Friday, February 20<sup>th</sup>, 2009 (The Second Meeting in Cycle I).

Tuesday, February 24<sup>th</sup>. 2009 (The Third Meeting in Cycle I).

Friday, February 27<sup>th</sup>, 2009 (The Fourth Meeting in Cycle I).

Tuesday, March 3<sup>rd</sup>, 2009 ( The First Meeting in Cycle II).

Friday, March 6<sup>th</sup>, 2009 ( The Second Meeting in Cycle II).

Tuesday, March 10<sup>th</sup>, 2009 (The Third Meeting in Cycle II).

Friday, March 13<sup>th</sup>, 2009 (The Fourth Meeting in Cycle II).

Tuesday, March 17<sup>th</sup>, 2009 (The First Meeting in Cycle III).

Friday, March 20<sup>th</sup>, 2009 (The Second Meeting in Cycle III).

Tuesday, March 24<sup>th</sup>, 2009 (The Third Meeting in Cycle III).

Friday, March 27<sup>th</sup>, 2009 (The Fourth Meeting in Cycle III).

NB:

- 60 Minutes each meeting

## Appendix 2

## FIELD NOTE OF OBSERVATION

Field Note No. : 1  
Cycle : 1  
Day and date : Tuesday, February 17th, 2009  
Time : 10.00 – 11.00  
Place : The Sun Class of Fahimna Kindergarten Surakarta

The observation is carried out in the sun class of Fahimna Surakarta. It is located on the left side of the head master room. The wide of the class is 6 meter x 4 meter. The space is narrow for 20 students. The class face to the north. While the facilities in the room are; it has two windows along the west side of the class. It has twenty chairs and five desks. In the class, there are also some other facilities such as; white board, carpet, glass, and teapot. The classroom has standing fan so that it is felt fresh, and comfortable for the students to join the lesson.

After the break time had been over at about 10.00, the bell rang. The teacher and the observer entered the classroom. The students look at a new teacher surprised. Firstly, the teacher greeted the students, and then she asked the students to claps together. The teacher said “Tepuk one two three, claps 3x one, claps 3x two, claps 3x three, claps 3x one two three. Then she started the class with asking some students to warm it. The question are dealing with the theme they would be learned. The teacher asked the students to mention kids of pet. Some students answered rabbit, dog, cat, and fish.

When the teacher asked certain students to answer her questions, it seemed that some of them could answer the question well, clearly, and acceptably. The teacher repeat her question and translated into Indonesian “Coba sebutkan nama-

nama hewan kesayanganmu!” The students said bebek, burung, dan ikan. The teacher said “That’s right, duck, bird and fish”.

At 10.05. The teacher begins the class and told them the topic they were going to study on the day. The topic was ‘My Pet’. She asked the students to sing a song together. The title of song is My Pet. The teacher explained kinds of pet (dog, cat, rabbit, cow and fish) while showing the picture of pet in the white board. The teacher explained the color and shape of pet. The colors are white, black, brown, yellow and blue and the shapes are small and big.

To learn in detail about the kinds of pet, the teacher asked the students to read them and asked the students to repeat after her. In this cases, the teacher showed how to pronounce them well. After that, she explained the color and the shape of pet. She led how to read the words correctly, and they repeated it loudly together. She hoped so much that after understanding the words they would memorize and use in their daily communication at least with their friends.

Having explained how to pronounce these words, she explained how to make a miniature of rabbit from cotton, how to make kinds of pet from paraffin, and how to apply a color the picture of cow. The students paid attention to the teacher’s explanation. She gave a chance to the students to ask if there were still some problems dealing with how to make kinds of pet. But it seemed that there were no students asked. Because of no question, she then told them that they would practice to make kinds of pet in the art corners. The teacher asked the students to move in the art corner.

The teacher divided the students into three group, the member of each group consist of six or seven students. For the first group they made a miniature of rabbit from cotton, for the second group they made kinds of pet from paraffin, and the third group they how to apply color a picture of cow. Teacher gave

students paper, glum, cotton, paraffin and color pencils. After finishing they changed each other, for the first group moved to the second group, and so on. After finishing the teacher asked the students to save the media on the right place, while singing a song.

At 10.45. The teacher gave some questions to some students randomly to tell what they have just learned and played. Teacher gave star to those who can answer the question correctly. Teacher asked the students to mention member of pet and their color, and their shape randomly. She gave star from paper to those who can answer the questions correctly.

At the end of activity, she asked the students whether there were happy or not to join the English lesson using learning by doing. In the fact, they said that they enjoyed it and felt happy. They like learning by playing in BCCT method. They seemed relax to join the class without shy, nervous, doubt, and afraid.

Before leaving the class, the teacher said thank for their joining and attention to the lesson. She reminded them to study harder and memorize the kinds of pet at home. At the last, she said good bye and assalamu'alikum.

## Appendix 3

## FIELD NOTE OF OBSERVATION

Field Note No.	: 2
Cycle	: 2
Day and date	: Tuesday, March 3 <sup>rd</sup> , 2009
Time	: 10.00 – 11.00
Place	: The Sun Class of Fahimna Kindergarten Surakarta

The second observation was carried out on Tuesday, at 10.00. until 11.00 a.m. It was started after the first break time. As they did before, after the bell rang, then the teacher and her collaborator entered the classroom. For this change, some students greeted first on the way she was entering. They said “Good morning teacher. How are you?” The teacher said “Good morning students, I am fine, thank you and how about you?” The students said “ I am fine, thank you”. They seemed not to be in doubt to express their greeting.

To open the class, she asked the students to sing a song together. Then, to warm up the class the teacher asked the students to claps together. The teacher sang a song while greeting the students using song, “Good morning everybody and how are you?” The students answered, “ Just fine”. 2x “Good morning everybody, good morning everybody, good morning everybody and how are you?” The students answered, “ Just fine”. After that, the students were silence, Then the teacher asked them to sang together. They sang it three times. Then the teacher asked them to mention kinds of fruits. Teacher said, “Please mention kinds of fruits”. The students still kept silence. She repeated it in Indonesian. “Coba siapa bisa menyebutkan macam-macam nama buah-buahan!” NJ said “orange miss”. MR said “pisang sama apple miss”. That’s right. Kinds of fruits is banana, orange, apple, papaya, avocado and so on. Teacher asked them what is

their shape and taste. ZH said “ Semangka manis miss, bentuknya besar”. The teacher answered “Okay good, semuanya betul water melon is sweet and the shape is big”. The teacher told the topic they were going to learn and play. That’s kinds of fruit.

They sat on the circle position where the teacher sat near the students. The theme was kinds of fruits. It was not strange for them because it might actually be given by their own English teacher in the previous lesson.

To survive the students about kinds of fruits the teacher used pictures of fruits. Then, she explained it loudly and clearly to make sure that the students understood about kinds of fruits. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically. It meant that most of them repeated the teachers’ sound correctly.

Furthermore, the teacher explained kinds of fruits such as; banana, orange, apple, papaya, avocado and so on. Beside, she explained the shape of fruits (small and big). She also explained the taste of fruits (sweet and sour). For example, orange is small and sweet. After that, she asked them to repeat the words loudly and correctly after her. After that, she gave a change to the students whether there were any difficulties or not. Then, the students divided into three group, they would to practice playing and learning in the preparation corner. However, before doing their activities, the teacher asked them to look at the preparation corner first, she explained them how to play and learn at the art corner. All the students paid much attention. After looked at the art corner the teacher asked them to entered the classroom. For first group they matched picture and its amount, for second group they weigh fruits using fruits scale, and for the last group they punctured picture of apple. After finishing, they moved

in other place, for the first group moved to second group, for second group moved to third group, etc.

When they were practicing some activities in preparation corner, the teacher controlled them that there was not any problem, while her collaborator observed them. To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention kinds of fruits, mention the shape of fruits, and the taste of fruits randomly.

The teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize kinds of fruit at home. The teacher asked the students to sing a song together, the title is 'sayonara'. Okay. Then, the teacher closed the class. "Okay, if there is no question. Let me end this class.

## Appendix 4

## FIELD NOTE OF OBSERVATION

Field Note No.	: 3
Cycle	: 3
Day and date	: Tuesday, March 17 <sup>th</sup> , 2009
Time	: 10.00 – 11.00
Place	: The Sun Class of Fahimna Kindergarten Surakarta

After the bell had rung at the second period or exactly at 10.00 o'clock a.m. on Tuesday, March 17<sup>th</sup>, 2009 we, the writer and her collaborator entered the classroom together. The teacher firstly says greeting and the students respond it. When the teacher opened the class by giving greeting, the students responded her well.

Then, to warm up the class the teacher asked the students to claps together. The teacher sang a song while greeting the students using a song, After that, the students were silence. Then the teacher asked them to listen the story. The teacher used picture series. Then the teacher asked them to mention kinds of profession in the village. Teacher said, "Please mention kinds of profession in the village". The students still kept silence. Then, she repeated it in Indonesian. "Coba siapa bisa menyebutkan macam-macam pekerjaan yang ada di desa!" NJ said "farmer miss". MR said "tukang kayu sama nelayan miss". That's right. Kinds of profession in the village is farmer, carpenter, fisherman, teacher, batik painter and so on. Teacher asked them where do they work. BC said "petani kerjanya di sawah miss". Teacher said, "That's right, the farmer work in the farm". IBR said "nelayan di laut miss". ZH said "guru di sekolah miss". The teacher answered "Okay good, fisherman works in the sea, teacher works in the

school". The teacher told the topic they were going to learn and play. That's kinds of profession in the village.

To survive the students about kinds of profession in the village the teacher used pictures. Then, she explained it loudly and clearly to make sure that the students understood about kinds of profession in the village. Next, she asked the students to read and repeat after her to make sure that they had correct pronunciation. The students imitated her excitedly and enthusiastically.

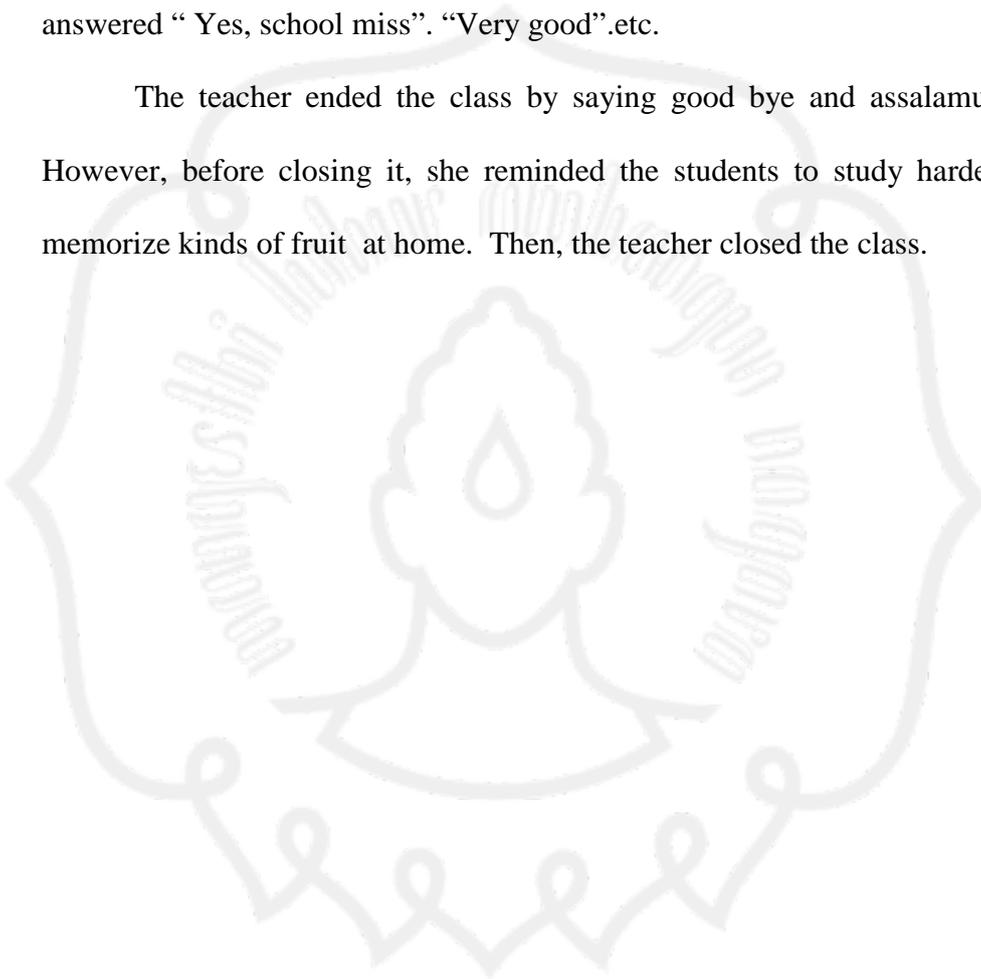
After that, she gave a chance to the students whether there were any difficulties or not. When the teacher presented the materials as the survival of the students, most of them paid much attention to her, but some of them didn't. Then, the teacher explained first about the activities in preparation corner. She explained how to apply a color picture kinds of profession, how to play puzzle of profession, and how to cut picture of profession.

The students divided into three group, they would to practice playing and learning in the preparation corner. They learned English using BCCT method. However, before doing their activities, the teacher asked them to look at the preparation corner first, she explained them how to play and learn at the art corner. All the students paid much attention. After looked at the art corner the teacher asked them to entered the classroom. For first group they applied a color picture kinds of profession, for second group they played puzzle of profession, and for the last group they cut picture of profession. After finishing, they moved in other place, for the first group moved to second group, for second group moved to third group, etc.

To check the students' result toward what had just learned, the teacher gave some question to them randomly. First, the teacher asked them to tell what they have just learned and played. Second, she asked them to mention kinds of

profession in the village, mention places where do they work randomly. Teacher gave star to those who can answer the question correctly. When the teacher gave some questions to the students randomly, they seemed to be happy. The teacher sat in the middle of students to give questions, such as “Mention kinds of profession in the village!” the teacher asked. The student (MJ) answered “farmer, fisherman”. “Good” the teacher prayed and continued to another student (NS) and asked “Do you know teacher? Where does she work?”. The student (NS) answered “Yes, school miss”. “Very good”.etc.

The teacher ended the class by saying good bye and assalamualaikum. However, before closing it, she reminded the students to study harder and to memorize kinds of fruit at home. Then, the teacher closed the class.



## Appendix 5

LESSON PLAN I  
FOR THE FIRST CYCLE

School : Fahimna Kindergarten  
 Class/Semester : TK B/II  
 Subject : English  
 Theme : Animals  
 Time : 1 x 60 minutes (3 meetings)

A. General Instructional Objective (GIO)

Classifying names of animals.

B. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention the member of pet.
- 2) mention the color of pet
- 3) mention the shape of pet.

C. Material

Theme: Animals (pet)

Member of pet: dog, cat, rabbit, cow and fish.

The color of pet: white, black, brown, yellow and orange.

The shape of pet: small and big.

Question: What is this ?

What color is it?

Is it big or small?

Answer : This is a ...

It is ...

It is ...

Song

Kinds of pet

Ikan fish

Sapi cow

Kupu-kupu butterfly

Anjing dog

Kucing cat

Kelinci rabbit.

D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities	Material	
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of pet.</li> <li>• Teacher asks students who is having a pet at home.</li> <li>• Teacher tells the topic they are going to learn and play. That's my pet.</li> </ul>	Pictures of pet
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of pet, (dog, cat, rabbit, cow and fish).</li> <li>• Teacher explain the color and shape of pet (white, black, brown, yellow, and blue), shape : small and big.</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to make a rabbit from cotton, how to make kinds of animals from paraffin, and how to color a cow.</li> </ul>	Picture of pet
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher gives students paper, glum, cotton, paraffin and color pencils.</li> <li>• For the first group students will make a rabbit from cotton.</li> <li>• For second group students will make kinds of animals from paraffin.</li> <li>• For the third group they will color a cow with color pencils.</li> <li>• After finishing they will change each other for the first group move to the second group, etc.</li> <li>• After finishing the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	Cotton, paper, paraffin, color pencils.

10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member of pet randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	Star from paper
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a change to those who don't understand kinds of pet, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of pet at home.</li> <li>• Teacher asks students to sing together.</li> <li>• Teacher says good bye.</li> </ul>	

#### F. Media

Picture of pet  
 Miniature kinds of pet  
 Paper, glum, cotton, color pencil, and paraffin.

#### G. Sources

BCCT Method, Internal Curriculum, and KBK Curriculum.

#### H. Assesments (Evaluation)

1. The student who is played in three places is better.
2. For the second activity teacher can get their scores by using the table.

NO	Students' Name	making a rabbit from cotton	making kinds of animals from paraffin	coloring a cow with color pencils	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5

4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- a. Completeness: if the students are able to mention the member of pet correctly, they will get 10 scores.
- b. Pronunciation : if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- a. For A, the students are able to mention material more than the target from indicator.
- b. For B, the students are able to mention material suitable to the target from indicator.
- c. For C, the students are able to mention a half material from the target from indicator.
- d. For D, the students are able to mention material less than a half from the target from indicator.
- e. For E, the students can't do anything.

Evaluation.

Question: What is this ?  
 What color is it?  
 Is it big or small?

Answer : This is a ...  
 It is ...  
 It is ...

Surakarta, February 17<sup>th</sup>, 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Appendix 6

LESSON PLAN 2  
FOR THE SECOND CYCLE

Level : 0/Kindergarten  
 Class/Semester : TK B/1  
 Subject : English  
 Time : 1 x 60 minutes

## A. Objectives

1. General Instructional Objective (GIO)  
 Classifying names of plants.

## B. 2. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention kinds of vegetables
- 2) mention colors of vegetables
- 3) mention taste of vegetables

## C. Material

Theme: Plants. (kinds of vegetables)

Kinds of vegetables: carrot, chili, corn, spinach, and potato.

The color of vegetables: green, yellow, red, and orange.

The taste of fruits: sweet and delicious.

Question: What is this ?  
 What color is it?  
 How is the taste?

Answer : This is a ...  
 It is ...  
 The taste is ...

## Poem

Kinds of Vegetables.

I like spinach and carrot  
 They make us grow and smart  
 The spinach is green  
 The carrot is orange  
 They are vegetables.

## D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities	Material	
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of vegetables.</li> <li>• Teacher asks students what are their color and taste .</li> <li>• Teacher tells the topic they are going to learn and play. That's kinds of vegetables.</li> </ul>	Pictures of vegetables.
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of vegetables, (carrot, chili, corn, spinach, and potato)</li> <li>• Teacher explains what is their taste, (sweet and delicious), color : green, yellow, red, and orange</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to buy and sell vegetables, how to cook spinach and corn, and how to serve them for the family.</li> </ul>	Picture of vegetables.
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is four or six.</li> <li>• Teacher asks the students to go to role play corner.</li> <li>• For the first group students will buy and sell the spinach and corns.</li> <li>• For second group students will cook them.</li> <li>• For the third group they will serve them for the family.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while singing a song.</li> </ul>	Fresh vegetables (spinach) and corn.
10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member, taste, color of vegetables, randomly.</li> <li>• Teacher gives star to those who</li> </ul>	Star from paper

		can answer the questions correctly.	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a chance to those who don't understand kinds of fruits, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of vegetables at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

#### F. Media

Pictures of vegetables.  
 Fresh vegetables (spinach and corn)  
 Plastic, tray, stove, pan, bowl.  
 Plate, spoon, table, napkin.

#### G. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### H. Assesments (Evaluation)

1. The student who is done her/his role is better.
2. For the second activity teacher can get their scores by using the table.

NO	NAME	buying and selling spinach and corns.	and the and	Cooking spinach and corn	Serving spinach and corn for the family	SCORE
1.		☆	☆	☆	☆	10
2.		☆	☆	✓	✓	8
3.		☆	✓	✓	✗	5

4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- a. Completeness: if the students are able to mention five kinds vegetables , they will get 10 scores.
- b. Pronunciation: if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- a. For A, the students are able to mention material more than the target from indicator.
- b. For B, the students are able to mention material suitable to the target from indicator.
- c. For C, the students are able to mention a half material from the target from indicator.
- d. For D, the students are able to mention the material less than a half from the target from indicator.
- e. For E, the students can't do anything.

Evaluation.

Question: What is this ?  
Is it big or small?  
How is the taste?

Answer : This is a ...  
It is ...  
The taste is ...

Surakarta, March 6<sup>th</sup>, 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Appendix 7

LESSON PLAN I  
FOR THE THIRD CYCLE

Level : 0/Kindergarten  
 Class/Semester : TK B/1  
 Subject : English  
 Time : 1 x 60 minutes

## A. Objectives

1. General Instructional Objective (GIO)  
 Classifying names of profession.

## B. 2. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention names of profession in the village
- 2) mention place for its working

## C. Material

Theme: Profession. (kinds of profession in the village)

Kinds of profession in the village: farmer, fisherman, batik painter, carpenter, and tailor.

Places for its working: farm, house, beach.

Question: Who is she/he ?

Where does he/she work?

Answer : She/he is a ...

She/he work in ...

## Story

A good farmer

One day Mr Jono goes to the farm, He plants rice plant on the farm, After three months Mr. Jono and her wife harvest their rice plant. Mr. Jono sells the rice plant in traditional market.

## D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities	Material	
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to listen a song together.</li> <li>• Teacher asks students to mention kinds of profession in the village.</li> <li>• Teacher asks students where does she/he work .</li> <li>• Teacher tells the topic they are going to learn and play. That's kinds of profession in the village.</li> </ul>	Pictures of common jobs in the village.
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of profession in the village, (farmer, fisherman, batik painter, carpenter, and tailor).</li> <li>• Teacher explains where they go to working, (farm, house, and beach ).</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to apply a color picture kinds of profession, how to play puzzle of profession, and how to cut picture of profession.</li> </ul>	Pictures of common jobs in the village .
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher asks the students to go to the art corner.</li> <li>• For the first group students will apply a color picture kinds of profession.</li> <li>• For second group students will play puzzle of profession.</li> <li>• For the third group they will cut picture of profession.</li> <li>• After finishing they will change each other for the first group move to the second group, etc.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	Puzzle, color pencils, scissors, pictures of profession.

10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention kinds of common job in the village randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	Star from paper
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a change to those who don't understand kinds of fruits, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of common job in the village at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

E. Media

Pictures of kinds of profession in the village.

Scissors, puzzle, color pencils, paper.

F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

G. Assesments (Evaluation)

1. The student who is able to play in three places is better.

2. For the second activity teacher can get their scores by using the table.

No.	Name	applying a color picture of kinds of profession	playing puzzle of profession.	cutting picture of profession.	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3

5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- a. Completeness: if the students are able to mention five kinds of profession in the village, they will get 10 scores.
- b. Pronunciation: if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- a. For A, the students are able to mention profession more than the target from indicator.
- b. For B, the students are able to mention profession suitable to the target from indicator.
- c. For C, the students are able to mention a half profession from the target from indicator.
- d. For D, the students are able to mention profession less than a half from the target from indicator.
- e. For E, the students can't do anything.

Evaluation.

Question: Who is she/he ?

Where does he/she work?

Answer : She/he is a ...

She/he work in ...

Surakarta, March 17<sup>th</sup>, 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

Appendix 8

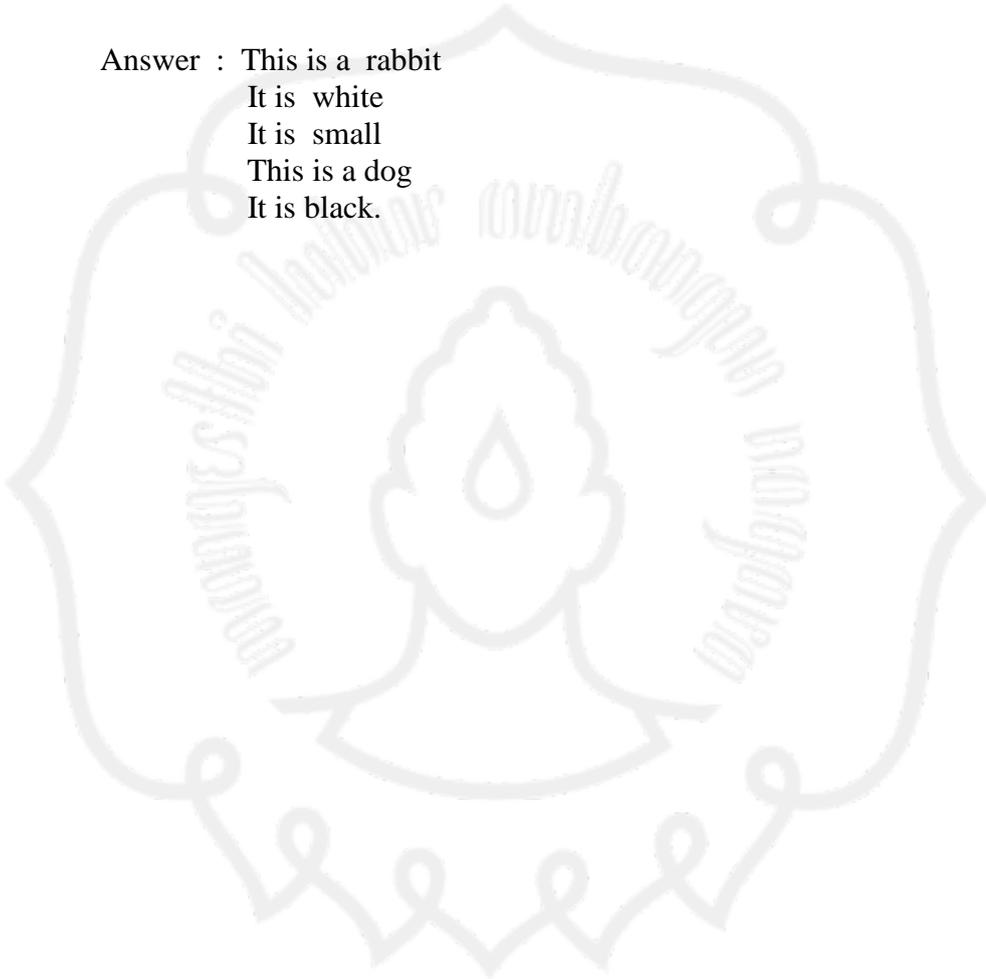
Students' quiz

For the First Cycle Meeting One

Evaluation.

Question: What is this ? (the teacher shows miniature of rabbit)  
What color is it?  
Is it big or small?  
What is this? (the teacher shows miniature of dog)  
What color is it?

Answer : This is a rabbit  
It is white  
It is small  
This is a dog  
It is black.



## Appendix 9

## Students' quiz

## For the Second Cycle Meeting two

Question: What is this ? (the teacher shows a potato)  
What color is it?  
How is the taste?  
What is this ? (the teacher shows chili)  
What color is it?

Answer : This is a potato  
It is brown  
The taste is sweet  
This is a chili  
It is red

## Students' quiz

## For the Third Cycle Meeting Three

## Evaluation.

Question: Who is he ? (the teacher shows the picture of SBY)  
Where does he work?  
What is his name?  
Who is he ? (the teacher shows the picture of JK)  
Where does he work?  
What is his name?

Answer : He is a president  
He works in country palace  
Mr. Susilo Bambang Yudhoyono.  
He is a vice president.  
He work in country palace  
Mr. Yusuf Kalla.

## Appendix 10

## Supplement Material of Cycle 1

## A. Kinds of animals

## 1. Material

Theme: Animals (pet)

Member of pet: dog, cat, rabbit, cow and fish.

The color of pet: white, black, brown, yellow and orange.

The shape of pet: small and big.

## 2. Material

Theme: Animals (wild animals)

Member of wild animals: tiger, lion, elephant, snake, and fox.

Places for living them: the zoo and forest.

The shape of wild animals: small and big.

## 3. Material

Theme: Animals (cattle)

Member of cattle: cow, goat, rabbit, horse, and buffalo.

Food for feeding them: grass and leafs.

The shape of cattle: small and big.

## Supplement Material of Cycle 2

## B. Kinds of Plants

## 1. Material

Theme: Plants. (kinds of fruits)

Kinds of fruits: water melon, avocado, banana, papaya, and apple.

The shape of plant: big and small.

The taste of fruits: sweet and sour.

## 2. Material

Theme: Plants. (kinds of vegetables)

Kinds of vegetables: carrot, chili, corn, spinach, and potato.

The color of vegetables: green, yellow, red, and orange.

The taste of fruits: sweet and delicious.

## 3. Material

Theme: Plants. (part of plants)

Part of plants: root, flower, leaf, fruit, and pole.

The shape of plant: tall and short.

The advantages of plants: its fruit for eating.

## Supplement Material of Cycle 3

## C. Kinds of Profession

## 1. Material

Theme: Profession. (kinds of profession in the village)

Kinds of profession in the village: farmer, fisherman, batik painter, carpenter, and tailor.

Places for its working: farm, house, beach.

## 2. Material

Theme: Profession. (kinds of profession in the city)

Kinds of profession in the city: teacher, doctor, driver, pilot, and nurse.

Places for its working: school, hospital, airport, and office.

## 3. Material

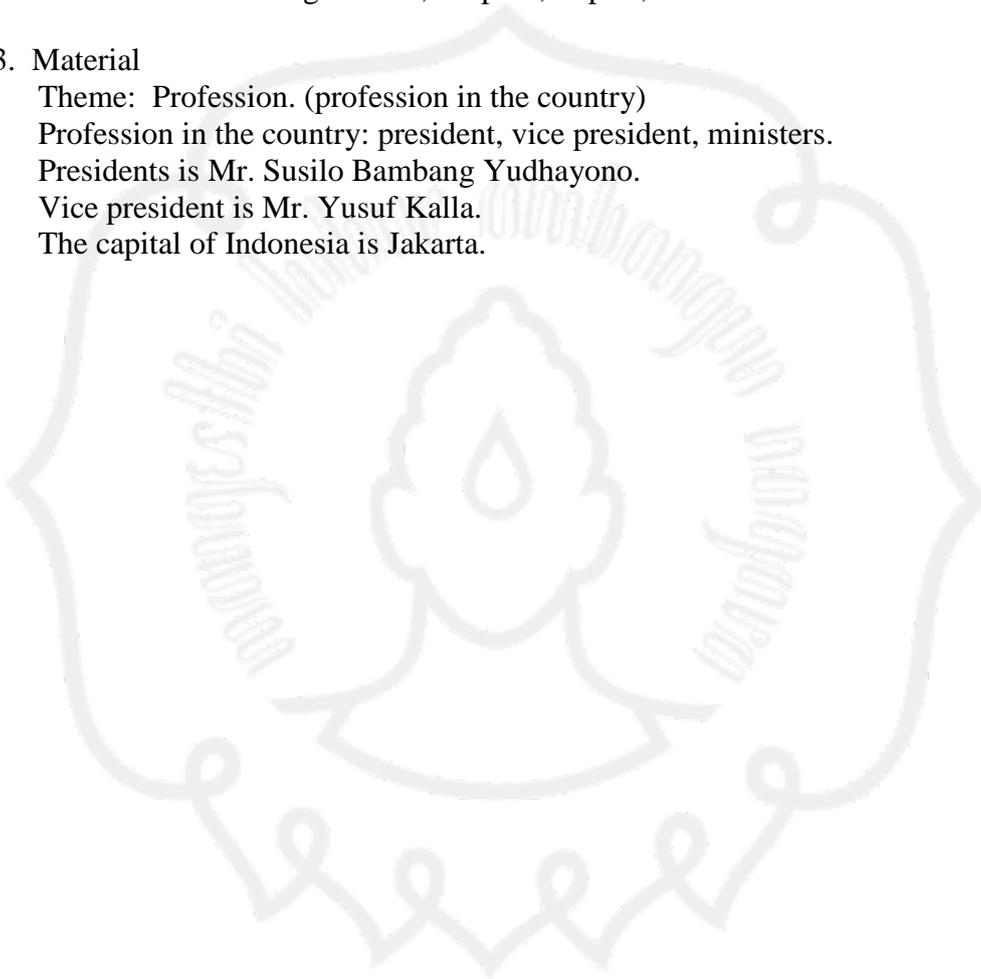
Theme: Profession. (profession in the country)

Profession in the country: president, vice president, ministers.

Presidents is Mr. Susilo Bambang Yudhoyono.

Vice president is Mr. Yusuf Kalla.

The capital of Indonesia is Jakarta.



## Appendix 11

**IMPROVING STUDENTS' VOCABULARY MASTERY USING BEYOND CENTER  
AND CIRCLE TIME METHOD**

(A Classroom Action Research in the Islam Kindergarten of Fahimna Surakarta in the  
Academic Year 2008/2009)

**Blue Print**

NO	THEME	TOPIC	COMPETENCE
1.	Nouns (30 items, from 1 to 30)	1. Pet  2. Wild animals  3. Cattle	Students are able to use English words (kinds of pet) in simple sentences.  Students are able to understand the meaning of words (kinds of wild animals) in simple sentences.  Students are able to pronounce English words (kinds of cattle) in simple sentences.
2.	Nouns (30 items, from 1 to 30)	1. Kinds of Fruits  2. Kinds of vegetables  3. Part of plant.	Students are able to use English words (kinds of fruits) in simple sentences.  Students are able to understand the meaning of words (kinds of vegetables) in simple sentences.  Students are able to pronounce English words (kinds of vegetables) in simple sentences.
3.	Nouns (30 items, from 1 to 30)	1. Kinds of profession in the village.  2. Kinds of profession in the city.  3. Kinds of profession in the country.	Students are able to use English words (kinds of profession in the village) in simple sentences.  Students are able to understand the meaning of English words (kinds of profession in the city) in simple sentences  Students are able to pronounce English words (kinds of profession in the country) in simple sentences.

## Appendix 12

## ENGLISH TEST FOR THE FIRST CYCLE

Subject : English  
 Theme : Animals  
 Number of Item : 30  
 Time : 60 minutes

Name	:		Class	:	
No.	:		Mark	:	

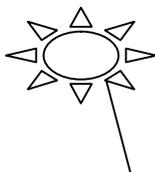
## A. Written Test

A. Cross the right answer a, or b. (the use of words)

1. A tiger eats .....  
 a. fruits  
 b. meat
2. Rabbits eat .....  
 a. carrot  
 b. meat
3. A cat eats .....  
 a. banana  
 b. mouse
4. A hen eats .....  
 a. rice  
 b. meat
5. Mention a name of pet!  
 a. snake  
 b. cat
6. Mention a name of wild animal!  
 a. tiger  
 b. cow
7. Mention a name of cattle!  
 a. goat  
 b. elephant
8. What is it?  
 a. cow  
 b. rabbit



9. What is this ?



- a. flower  
 b. leaf



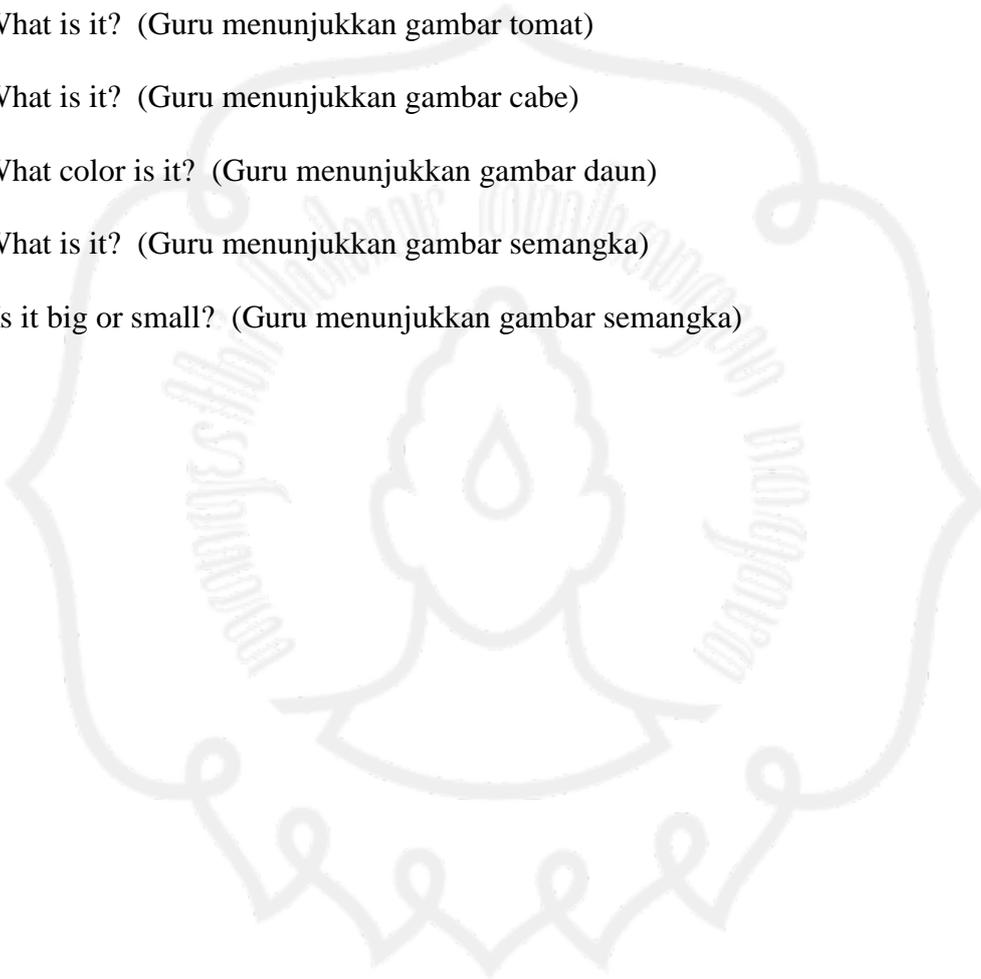




## 2. Oral test

C. Answer these questions ! (Pronunciation aspect)

1. What color is it? (Guru menunjukkan gambar bunga)
2. What is it? (Guru menunjukkan gambar daun)
3. What is it? (Guru menunjukkan gambar bayam)
4. How many apple do I have? (Guru menunjukkan dua gambar apel)
5. What is it? (Guru menunjukkan gambar jeruk)
6. What is it? (Guru menunjukkan gambar tomat)
7. What is it? (Guru menunjukkan gambar cabe)
8. What color is it? (Guru menunjukkan gambar daun)
9. What is it? (Guru menunjukkan gambar semangka)
10. Is it big or small? (Guru menunjukkan gambar semangka)



## Appendix 14

## ENGLISH POST TEST FOR THE THIRD CYCLE

Subject : English  
 Theme : Profession  
 Number of Item : 30  
 Time : 60 minutes

Name	:		Class	:	
No.	:		Mark	:	

## 1. Written Test

A. Choose the best answer! (the use of words)

1. My father is a .....

- a. doctor                      b. teacher

gambar dokter

2. My mother is a .....

- a. driver                      b. teacher

Gambar guru

3. Mr. George is a .....

- a. driver                      b. doctor

Gambar sopir

4. She is a .....

- a. seller                      b. nurse

Gambar perawat

5. My uncle is a .....

- a. pilot                      b. driver

Gambar pilot

6. Mr. Jono is a ....

- a. teacher                      c. farmer

Gambar petani

7. Mr. Suharno is a .....

- a. policeman                  b. driver

Gambar polisi

8. My grandfather is a .....

- a. farmer                      b. fisherman

Gambar nelayan

9. Mr. Harun is a teacher, he goes to .....

- a. school                      b. bank

10. Mr. Hasan is a doctor, he goes to .....

- a. bank                        b. hospital

B. Choose the best answer! (Meaning Aspect)

1. A teacher is .....

- a. guru                      b. dokter

2. A driver is .....

- a. dokter                      b. sopir

3. A nurse is .....

- a. perawat    b. pedagang

4. A pilot is .....

- a. polisi                      b. pilot

5. A doctor is .....  
a. dokter                      b. perawat
6. A farmer is .....  
a. pedagang                  b. petani
7. A sailor is .....  
a. nelayan    b. polisi
8. A policeman is .....  
a. pedagang                  b. polisi
9. A soldier is .....  
a. tentara    b. guru
10. A seller is .....  
a. perawat                      b. pedagang

## 2. Oral test

- C. Answer these questions! (pronunciation aspect)
1. Who is he? ( Guru menunjukkan gambar guru)
  2. Who is Mr. Jono? ( Guru menunjukkan gambar petani)
  3. Who is she? (Guru menunjukkan gambar perawat)
  4. Who is Mr. George? (Guru menunjukkan gambar sopir)
  5. Who is my mother? (Guru menunjukkan gambar dokter)
  6. Where does she goes? (Guru menunjukkan gambar guru yang akan berangkat)
  7. Where does he goes? (Guru menunjukkan gambar dokter yang akan berangkat)
  8. Who is she? (Guru menunjukkan gambar pedagang)
  9. Who is my father? (Guru menunjukkan gambar pilot)
  10. Who is he? (Guru Menunjukkan gambar driver)

## Appendix 15

## The Key of Written Test

## Cycle 1

A.

1. b
2. a
3. b
4. a
5. b
6. a
7. a
8. b
9. a
- 10.a

B.

1. a
2. b
3. a
4. b
5. b
6. b
7. a
8. b
9. b
- 10.a

## The Key of Oral Test

## Cycle 1

C.

1. It is a cow
2. It is a lion
3. It is black
4. a dog, a cat, a rabbit, etc.
5. a lion, a tiger, a fox, etc.
6. a cow, a horse, a rabbit, etc.
7. yes, it is big
8. yes, it is small
9. yes, it is white
10. in the zoo or forest.

## Appendix 16

## The Key of Written Test

## Cycle 2

A.

1. a
2. b
3. a
4. b
5. b
6. a
7. a
8. b
9. a
- 10.a

B.

1. a
2. b
3. a
4. b
5. a
6. b
7. a
8. a
9. a
- 10.b

## The Key of Oral Test

## Cycle 2

C.

1. It is red
2. It is leaf
3. It is a potato
4. two apples
5. It is an orange
6. It is a tomato
7. It is a chili
8. It is green
9. It is a water melon
- 10.It is big

## Appendix 17

## The Key of Written Test

## Cycle 3

A.

1. a
2. b
3. a
4. b
5. a
6. b
7. a
8. b
9. a
10. b

B.

1. a
2. b
3. a
4. b
5. a
6. b
7. a
8. b
9. a
10. b

## The Key of Oral Test

## Cycle 3

C.

1. He is a teacher
2. He is a farmer
3. She is a nurse
4. Mr. George is a driver
5. She is a doctor
6. She goes to school
7. He goes to hospital
8. She is a seller
9. He is a pilot
10. He is a driver

## Appendix 18

## The Data of Result Daily Quiz

NO	STUDENTS	Understanding Meaning	The Use of Words	Pronunciation	Mean
1.	ASK	7	6	4	5,67
2.	FH	6	5	3	4,67
3.	API	5	6	4	5,00
4.	DGB	6	5	5	5,33
5.	FI	7	6	4	5,67
6.	MOP	5	4	3	4,00
7.	AHRN	8	7	6	7,00
8.	YRB	7	5	3	5,00
9.	FA	5	4	4	4,33
10.	AFW	8	7	5	6,67
11.	RRA	6	5	5	5,33
12.	KMZ	6	5	5	5,33
13.	DYW	7	7	6	6,67
14.	DAL	6	6	5	5,67
15.	MIN	7	5	5	5,67
16.	SAJ	5	6	6	5,67
17.	ZNM	6	6	5	5,67
18.	MH	7	6	4	5,67
19.	RII	6	6	5	5,67
20.	RAI	6	5	5	5,33
		6.3	5.6	4.6	5.51

Mean :

$$X = \frac{\sum X}{n}$$

X = Mean score

 $\sum X$  = Total score

n = Total students

## Appendix 19

## THE RESULT OF THE ENGLISH TEST

## A. THE PRE-TEST RESULT OF THE FIRST CYCLE CONDUCTED ON

Monday, February 9<sup>th</sup>, 2009

NO	STUDENTS' NAME	PRONUNCIATION (ORAL TEST)	MEANING (WRITTEN TEST)	THE USE OF WORDS (WRITTEN TEST)	FINAL SCORE
1.	ASK	4	8	8	6.667
.	FH	6	7	9	7.333
3.	API	2	5	3	3.333
4.	DGB	8	9	8	8.333
5.	FI	4	7	5	5.333
6.	MOP	6	8	8	7.333
7.	AHRN	6	7	7	6.667
8.	YRB	6	8	8	7.333
9.	FA	7	7	8	7.333
10.	AFW	5	8	6	6.333
11	RRA	7	7	7	7.000
12	KMZ	6	7	8	7.000
13	DYW	2	5	3	3.333
14	DAL	5	7	7	6.333
15	MIN	6	5	4	5.000
16	SAJ	5	7	7	6.333
17	ZNM	5	7	7	6.333
18	MH	4	5	6	5.000
19	RII	3	6	5	4.667
20	RAI	5	8	6	6.333
	Total	102	138	130	123.33 3
	Mean	5.1	6.9	6.5	6.167

## Appendix 19

## THE RESULT OF THE ENGLISH TEST

## A. THE POST-TEST RESULT OF THE FIRST CYCLE CONDUCTED ON

Friday, February 20<sup>th</sup>, 2009

NO	STUDENTS' NAME	PRONUNCIATION (ORAL TEST)	MEANING (WRITTEN TEST)	THE USE OF WORDS (WRITTEN TEST)	FINAL SCORE
1.	ASK	8	6	8	7.333
2.	FH	6	7	6	6.333
3.	API	4	10	7	7.000
4.	DGB	10	8	10	9.333
5.	FI	5	6	6	5.667
6.	MOP	4	8	6	6.000
7.	AHRN	5	7	6	6.000
8.	YRB	8	8	8	8.000
9.	FA	4	8	6	6.000
10.	AFW	6	8	7	7.000
11	RRA	10	7	8	8.333
12	KMZ	6	8	6	6.667
13	DYW	6	4	6	5.333
14	DAL	5	5	6	5.333
15	MIN	6	6	5	5.667
16	SAJ	6	7	6	6.333
17	ZNM	8	8	8	8.000
18	MH	8	6	6	6.667
19	RII	6	6	5	5.667
20	RAI	6	7	7	6.667
	Total	127	140	133	133.33
	Mean	6.35	7	6.65	6.667

## Appendix 20

## THE RESULT OF THE ENGLISH TEST

## A. THE POST-TEST RESULT OF THE SECOND CYCLE CONDUCTED ON

Friday, March 6<sup>th</sup>, 2009

NO	STUDENTS' NAME	PRONUNCIATION (ORAL TEST)	MEANING (WRITTEN TEST)	THE USE OF WORDS (WRITTEN TEST)	FINAL SCORE
1.	ASK	10	10	10	10.000
2.	FH	8	9	9	8.667
3.	API	10	6	7	7.667
4.	DGB	9	10	9	9.333
5.	FI	6	7	7	6.667
6.	MOP	9	9	8	8.667
7.	AHRN	8	8	8	8.000
8.	YRB	9	8	8	8.333
9.	FA	9	10	9	9.333
10.	AFW	8	10	9	9.000
11	RRA	8	10	8	8.667
12	KMZ	9	10	8	9.000
13	DYW	7	8	7	7.333
14	DAL	9	10	8	9.000
15	MIN	8	8	7	7.667
16	SAJ	7	8	7	7.333
17	ZNM	7	9	9	8.333
18	MH	5	6	6	5.667
19	RII	6	8	7	7.000
20	RAI	9	10	7	8.667
	Total	161	174	158	164.333
	Mean	8.050	8.700	7.900	8.217

## Appendix 21

## THE RESULT OF THE ENGLISH TEST

## A. THE POST-TEST RESULT OF THE THIRD CYCLE CONDUCTED ON

Friday, March 20<sup>th</sup>, 2009

NO	STUDENTS' NAME	PRONUNCIATION (ORAL TEST)	MEANING (WRITTEN TEST)	THE USE OF WORDS (WRITTEN TEST)	FINAL SCORE
1.	ASK	9	9	10	9.333
2.	FH	8	9	9	8.667
3.	API	8	9	9	8.667
4.	DGB	9	8	10	9.000
5.	FI	8	8	10	8.667
6.	MOP	9	10	10	9.667
7.	AHRN	7	7	8	7.333
8.	YRB	9	7	10	8.667
9.	FA	10	10	8	9.333
10.	AFW	10	10	10	10.000
11	RRA	9	10	10	9.667
12	KMZ	9	10	10	9.667
13	DYW	8	9	8	8.333
14	DAL	8	10	9	9.000
15	MIN	9	5	6	6.667
16	SAJ	9	10	10	9.667
17	ZNM	9	8	8	8.333
18	MH	7	7	5	6.333
19	RII	8	10	10	9.333
20	RAI	8	10	10	9.333
	Total	171	176	180	175.667
	Mean	8.550	8.800	9.000	8.783

## Appendix 22

## THE ALL SCORE RESULT OF THE ENGLISH TEST

NUMBER		STUDENTS' NAME	PRE-TEST	CYCLE		
SEQ	INDEX			1	2	3
1	12541	ASK	6.667	7.333	10.000	9.333
2	12542	FH	7.333	6.333	8.667	8.667
3	12543	API	3.333	7.000	7.667	8.667
4	12544	DGB	8.333	9.333	9.333	9.000
5	12545	FI	5.333	5.667	6.667	8.667
6	12546	MOP	7.333	6.000	8.667	9.667
7	12547	AHRN	6.667	6.000	8.000	7.333
8	12548	YRB	7.333	8.000	8.333	8.667
9	12549	FA	7.333	6.000	9.333	9.333
10	12550	AFW	6.333	7.000	9.000	10.000
11	12551	RRA	7.000	8.333	8.667	9.667
12	12552	KMZ	7.000	6.667	9.000	9.667
13	12553	DYW	3.333	5.333	7.333	8.333
14	12554	DAL	6.333	5.333	9.000	9.000
15	12555	MIN	5.000	5.667	7.667	6.667
16	12556	SAJ	6.333	6.333	7.333	9.667
17	12557	ZNM	6.333	8.000	8.333	8.333
18	12558	MH	5.000	6.667	5.667	6.333
19	12559	RII	4.667	5.667	7.000	9.333
20	12560	RAI	6.333	6.667	9.667	9.333
		Total	123.330	133.333	165.334	175.667
		Mean	6.167	6.667	8.267	8.783

### INTERVIEW TO THE TEACHER QUESTIONS LIST

1. Interviewer :Menurut bapak mengapa bahasa Inggris perlu diajarkan di Taman Kanak-kanak?  
Teacher :*Ya untuk pengenalan, namanya juga anak-anak TK jadi materinya khan sebenarnya pembiasaan & pengenalan dasar. Sehingga dari itu semua secara otomatis mengembangkan kemampuan anak atau bakat, untuk selanjutnya khan jenjang berikutnya yang akan meneruskan.*
2. Interviewer :Apa saja yang sudah diajarkan di tingkat TK?  
Teacher : *Kosa kata, kalimat perintah sederhana, percakapan sederhana.*
3. Interviewer :Menurut bapak mengapa kosa kata bahasa Inggris anak TK perlu ditingkatkan?  
Teacher :*Menurut saya sich relatif, bila anak telah mengenal atau menguasai apa yang kita berikan ya sebaiknya ditingkankan agar lebih baik tapi jangan terlalu membebani.*
4. Interviewer :Selama ini kesulitan apa yang sering dihadapi dalam mengajar bahasa Inggris?  
Teacher :*Di sekolah kami mengenalkan empat bahasa (bahasa Indonesia, Jawa, Inggris dan Arab), nah biasanya anak-anak kadang-kadang agak rancu, kurang bisa membedakan dengan pasti. Contoh kita Tanya dengan dengan bahasa Inggris dijawab dengan bahasa lain.*
5. Interviewer :Bagaimana cara penyampaian /mengajarkan kosa kata kepada murid?  
Teacher :*Dengan cerita kemudian repetisi/pengulangan.  
Dengan menyanyi.*
6. Interviewer :Bagaimana dengan penerapan metode beyond center and circle time (BCCT) untuk meningkatkan kosa kata anak?  
Teacher :*Sangat efektif untuk mengenal & mengupas kosa kata anak, tapi yang juga perlu dilakukan adalah review agar selalu ingat.*
7. Interviewer :Bagaimana dengan pemberian skor/nilai pada anak dengan menggunakan metode BCCT tersebut?  
Teacher :*Penilaian sangat obyektif & akurat karena berdasar observasi yang tidak dibuat-buat.*
8. Interviewer :Apa kelebihan menggunakan metode BCCT dalam mengajarkan kosa kata dalam bahasa Inggris?  
Teacher :*Belum begitu nampak.*

9. Interviewer :Apa kekurangannya?  
Teacher :*Bila tidak sering digunakan dalam komunikasi, anak-anak ya sekedar menghafal & mudah lupa, berbeda bila digunakan sesering mungkin untuk percakapan.*
10. Interviewer :Berapa waktu yang dibutuhkan dalam mengajarkan bahasa Inggris dengan metode BCCT?  
Teacher :*Sekitar 15 menit, tapi terintegrasi dengan materi lain misalnya tema bentuk, warna, Aqidah, akhlaq dsb.*
11. Interviewer :Setelah selesai dalam pembelajaran bahasa Inggris dengan metode BCCT, bagaimana komenter anak-anak?  
Teacher :*Yang sering kami temui bila sudah bisa, biasanya cerita dengan orang lain “ saya tahu bahasa inggrisnya ini....ketika ada obyek atau gambar / media yang berhubungan.*
12. Interviewer :Selama ini apakah bapak sudah puas dengan hasil yang telah dicapai?  
Teacher :*Belum, karena kepuasan itu relative dan kita harus melakukan hal yang dinamis dalam hal yang lain juga.*
13. Interviewer :Metode apa saja yang pernah dipakai dalam pembelajaran bahasa Inggris dan menurut bapak metode mana yang paling berkesan? Sebutkan kelebihan dan kekurangannya.  
Teacher :*Menyanyi, cerita, permainan.  
Cerita.*
14. Interviewer :Apakah bapak sudah merasa berhasil dalam melaksanakan mengajar bahasa Inggris di TK?  
Teacher :*Keberhasilan=kepuasan, itu relative. Saya belum merasa berhasil karena ingin selalu meningkatkan dan menuju ke arah yang lebih baik.*
15. Interviewer :Kesulitan-kesulitan apa yang bapak hadapi selama mengajarkan kosa kata bahasa Inggris terhadap siswa?  
Teacher :*Bila review kurang seimbang rancu dengan bahasa lain, misalnya arab. Kurang pede karena kadang belum menguasai betul (ragu-ragu).*
16. Interviewer : Selama ini apakah kesulitan-kesulitan tersebut sudah bisa teratasi semua? Dan menurut bapak kesulitan apa yang perlu segera diatasi ?  
Teacher :*Ada yang sudah, ada yang belum.  
Menambah pengetahuan agar lebih PD karena tidak ragu-ragu, lebih OK lagi bila ada konsultan instant yang ketika kita ragu bisa langsung tanya.*

## Appendix 24

**Interview the Students**

## Interview 1 : DMR

1. Interviewer: Mas DMR suka ga belajar bahasa Inggris?  
S : Suka
2. Interviewer: Kesulitan mas DMR apa dalam belajar bahasa Inggris melafalkan atau mengartikannya dalam bahasa Indonesia?  
S : Ngomongnya susah
3. Interviewer : Kalau menurut mas DMR waktu belajar bahasa Inggris perlu ditambah tidak?  
S : Ga usah
4. Interviewer: Mas DMR sudah hafal apa saja kata-kata dalam bahasa Inggris?  
S : Banana, tomato, red, green, yellow.
5. Interviewer: Kalau mas DMR belajar sambil bermain senang tidak?  
S : Senang
6. Interviewer: Dalam belajar bahasa Inggris biasanya kegiatannya apa saja?  
S :. Mewarnai, menyanyi, menulis.
7. Interviewer: Yang paling disukai dalam belajar bahasa Inggris waktu kegiatan apa?  
S : Melukis mewarnai
8. Interviewer: Yang paling tidak disukai waktu kegiatan apa?  
S : Menyanyi
9. Interviewer: Kalau belajar bahasa Inggris yang menyenangkan yang bagaimana?  
S :. Yang ada mainannya.
10. Interviewer: Kalau mengerjakan LKS suka ga?  
S : Suka
11. Interviewer: Menurut mas DMR belajar sambil bermain suka ga?  
S : Suka
12. Interviewer: Trima kasih ya? Selamat bermain dan belajar lagi!  
S : Ya.

## Appendix 25

Sample of Photographs Showing the Implementation of BCCT Method  
in Group B Fahimna Kindergarten Surakarta

The students were listening to the teacher's explanation in the circle time. They were repeating what the teacher pronounced. It was conducted by the teacher in the first meeting of cycle one.

The students were doing their activities in the art corner. They made a miniature of rabbit from cotton. It was conducted by the teacher in the first meeting of cycle one.

The students were doing their activities in the art corner. They applied a color to a picture of cow. It was conducted by the teacher in the first meeting of cycle one.

The students were doing their activities in the art corner. They made kinds of animals (pet) from paraffin. It was conducted by the teacher in the first meeting of cycle one.

Beam wood corner.

The students were doing their activities in the beam corner. They made miniature of zoo from beam of wood. It was conducted by the teacher in the second meeting of cycle one.

The students have finished their activities in the beam corner. They made miniature of zoo from beam of wood. It was conducted by the teacher in the second meeting of cycle one.

The students were doing their activities in the nature corner. They pounded the rice in the mortar. It was conducted by the teacher in the third meeting of cycle one.

The students were doing their activities in the nature corner. They made simple experiment for things sink and afloat. It was conducted by the teacher in the third meeting of cycle one.

The students were doing their activities in the nature corner. They looked at small things using mini microscope. It was conducted by the teacher in the third meeting of cycle one.

The students were doing their activities in the preparation corner. They matched picture and its amount. It was conducted by the teacher in the first meeting of cycle two.

The students were doing their activities in the preparation corner. They punctured picture of apple. It was conducted by the teacher in the first meeting of cycle two.

The students were doing their activities in the preparation corner. They punctured picture of apple. It was conducted by the teacher in the first meeting of cycle two.

The students were doing their activities in the role play corner. They prepared some food on the table. It was conducted by the teacher in the second meeting of cycle two.

The students were listening to the teacher's explanation how to pronounce English words (kinds of profession) in the circle time. They were repeating what the teacher pronounced. It was conducted by the teacher in the second meeting of cycle three.

The students were doing their activities in the preparation corner. It was conducted by the teacher in the first meeting of cycle three.

The students were doing their activities in the art corner. It was conducted by the teacher in the third meeting of cycle three.

Some students of group B (Matahari) Fahimna Kindergarten Surakarta.

### Interview to the Students

Interview 2 : ANS

1. Interviewer: Mbak Nisa suka ga belajar bahasa Inggris?  
S :
2. Interviewer: Kesulitan mbak Nisa apa dalam belajar bahasa Inggris melafalkan atau mengartikannya dalam bahasa Indonesia?  
S :
3. Interviewer : Kalau menurut mbak Nisa waktu belajar bahasa Inggris perlu ditambah tidak?  
S :
4. Interviewer: Mbak Nisa sudah hafal apa saja kata-kata dalam bahasa Inggris?  
S :
5. Interviewer: Kalau mbak Nisa belajar sambil bermain senang tidak?  
S :
6. Interviewer: Dalam belajar bahasa Inggris biasanya kegiatannya apa saja?  
S :
7. Interviewer: Yang paling disukai dalam belajar bahasa Inggris waktu kegiatan apa?  
S :
8. Interviewer: Yang paling tidak disukai waktu kegiatan apa?  
S :
9. Interviewer: Kalau belajar bahasa Inggris yang menyenangkan yang bagaimana?  
S :
10. Interviewer: Kalau mengerjakan LKS suka ga?  
S :
11. Interviewer: Menurut mbak Nisa belajar sambil bermain suka ga?  
S :
12. Interviewer: Trima kasih ya? Selamat bermain dan belajar lagi!  
S :

## Interview to the Students

Interview 2 : SJL

1. Interviewer: Mbak Nisa suka ga belajar bahasa Inggris?  
S :
2. Interviewer: Kesulitan mbak Nisa apa dalam belajar bahasa Inggris melafalkan atau mengartikannya dalam bahasa Indonesia?  
S :
3. Interviewer : Kalau menurut mbak Nisa waktu belajar bahasa Inggris perlu ditambah tidak?  
S :
4. Interviewer: Mbak Nisa sudah hafal apa saja kata-kata dalam bahasa Inggris?  
S :
5. Interviewer: Kalau mbak Nisa belajar sambil bermain senang tidak?  
S :
6. Interviewer: Dalam belajar bahasa Inggris biasanya kegiatannya apa saja?  
S :
7. Interviewer: Yang paling disukai dalam belajar bahasa Inggris waktu kegiatan apa?  
S :
8. Interviewer: Yang paling tidak disukai waktu kegiatan apa?  
S :
9. Interviewer: Kalau belajar bahasa Inggris yang menyenangkan yang bagaimana?  
S :
10. Interviewer: Kalau mengerjakan LKS suka ga?  
S :
11. Interviewer: Menurut mbak Nisa belajar sambil bermain suka ga?  
S :
12. Interviewer: Trima kasih ya? Selamat bermain dan belajar lagi!  
S :

Appendix 29

FOTO FOTO.



### Interview to the Students

Interview 2 : Annisa

1. Interviewer: Mbak Nisa suka ga belajar bahasa Inggris?  
S :
2. Interviewer: Kesulitan mbak Nisa apa dalam belajar bahasa Inggris melafalkan atau mengartikannya dalam bahasa Indonesia?  
S :
3. Interviewer : Kalau menurut mbak Nisa waktu belajar bahasa Inggris perlu ditambah tidak?  
S :
4. Interviewer: Mbak Nisa sudah hafal apa saja kata-kata dalam bahasa Inggris?  
S :
5. Interviewer: Kalau mbak Nisa belajar sambil bermain senang tidak?  
S :
6. Interviewer: Dalam belajar bahasa Inggris biasanya kegiatannya apa saja?  
S :
7. Interviewer: Yang paling disukai dalam belajar bahasa Inggris waktu kegiatan apa?  
S :
8. Interviewer: Yang paling tidak disukai waktu kegiatan apa?  
S :
9. Interviewer: Kalau belajar bahasa Inggris yang menyenangkan yang bagaimana?  
S :
10. Interviewer: Kalau mengerjakan LKS suka ga?  
S :
11. Interviewer: Menurut mbak Nisa belajar sambil bermain suka ga?  
S :
12. Interviewer: Trima kasih ya? Selamat bermain dan belajar lagi!  
S :

**DAFTAR MURID KELOMPOK B (MATAHARI)**  
**TK FAHIMNA SURAKARTA**  
**Jl. Merapi No. 12 Manahan Surakarta. Phone (0271) 714 633**

NO	NAMA ANAK	NAMA ORANG TUA	TEMPAT/ TGL LAHIR	ALAMAT
1.	Annisa Shafa Kamila	Sugeng Suprpto Siti Rohmatin	Surakarta, 12 Juli 2003	Tanggulsari RT 2/18 No. 58. Telp. 58119174
2.	Farid Hamman	Murtidjono Nur Haniyati	Surakarta, 8 Maret 2003	Danukusuman RT 2/3 Surakarta. Telp. (0271)643 260
3.	Adam Prasetyo Indranata	Sakkino Ehmiyati	Surakarta, 22 Januari 2003	Skip,RT.3/8 Kadapiro, Banjarsari, Surakarta. Telp 085842085303
4.	Dammar Graha Buana	Joko Hartoyo Titik Sulastri	Surakarta, 18 Maret 2003	Jl. Pajajaran Utara 4 No.42 Sumber Telp. (0271)732285
5.	Faizaladha Ibrahim	Dwianti Nikmmah	Karanganyar, 12 Desember 2003	Kedung lumbu RT 3/6 Telp. (0217) 639784
6.	Muhammad Octa Pratama	Hendro Setiawan Niswahtul M	Semarang, 15 Oktober 2003	Sasono Mulyo Rt 1/2 Baluwarti Surakarta Telp. (0271)666874
7.	Albie Husnie Riziq Nugroho	Mamat Sutisno Sri Lestari	Surakarta, 28 April 2003	Cinet, Gondangrejo, Karanganyar.
8.	Yudistira Rafazaki Bandono	Bandono Bayu R Eni Maryani	Kudus, 20 November 2003	Jl. Argopuro No.4 Manahan Surakarta 08122819026
9.	Fatimah Azzahra	M. Ali Fahrurozi Siti Arofah	Surakarta, 14 Agustus 2003	Gedangan Permai Sector Blok E19B Telp. 7042880
10.	Anisa' Fijriati Wibisono	Siswantu Suyatmi	Suarakarta, 22 Mei 2003	Sukorejo Rt 8/16, Kadapiro, Surakarta, Telp. 7011312
11	Ridho Rizqi Amelia	Slamet Sugiharjo Eny Purwanti	Sukoharjo, 2 Maret 2003	Perum Banyuanyar Indah Blok A7 Rt. 3/12 Surakarta. 081329996565
12	Kharinna Maritza Zulfa	Yusa K Dwi Liana	Suarakarta, 9 September 2003	Jl. Aster No.9 Tumenggungan Telp. (0271) 71297113
13	Dzaky Yuliasaputra Wahyu Pratama	Pangarso Y Patriani W	Surakarta, 1 Juli 2003	Perum Tohudan Indah No. 17 Colomadu
14	Dzxaky A Tha Legawa	Hari Purwanto Nur Faizah	Surakarta, 23 September 2003	Jl. Jaya Wijaya No. 133B Busukan,

				Mojosongo. Telp. (0271) 702776
15	M. Iqbal Nuraviananda	Abdul Nuryadin Aritamulat	Surakarta, 19 Mei 2003	Permata hijau HH6, Blulukan, Colomadu Hp. 088867779853
16	Sang Akar Jagat	Wibomo Tri J Endah Yuli R	Surakarta, 6 Oktober 2003	Grogolan Rt. 3 / 4 Ketelan, Banjarsari, Surakarta. Telp. (0271)645058
17	Zahid Nur Muhammad	Muhammad Aziz Rini Utami	Surakarta, 9 April 2003	Jl. Bone Timur II No. 42 Banyuanyar Surakarta.
18	Muhammad Husain	Sumarno Sri Warji	Surakarta, 14 April 2003	Sumber Rt. 1 / 12 Surakarta. Telp. (0271) 735967
19	Rona Izul Islami	Rusdan Aziz Sri Rahayu	Surakarta, 28 Oktober 2003	Skip Rt. 6/8 Kadipiro, Banjarsari, Surakarta. Telp. (0271) 854956
20	Rivai Arva Irianto			

**DAFTAR NILAI PRE TEST MURID KELOMPOK B (MATAHARI)  
TK FAHIMNA SURAKARTA  
Jl. Merapi No. 12 Manahan Surakarta. Phone (0271) 714 633**

NO	NAMA ANAK	PRONUNCIATION	MEANING	THE USE OF WORDS	NILAI RATA-RATA
1.	Annisa Shafa Kamila	4	9	8	7
2.	Farid Hamman	6	10	9	8.33
3.	Adam Prasetyo Indranata	1	5	3	3
4.	Dammar Graha Buana	8	10	8	8.67
5.	Faizaladha Ibrahim	4	10	4	6
6.	Muhammad Octa Pratama	6	9	9	8
7.	Albie Husnie Riziq Nugroho	6	10	7	7.67
8.	Yudistira Rafazaki Bandono	6	10	8	8
9.	Fatimah Azzahra	7	9	8	8
10.	Annsa' Fijriati Wibisono	5	8	6	6.34
11	Ridho Rizqi Amelia	7	10	7	8
12	Kharinna Maritza Zulfa	6	10	8	8
13	Dzaky Yuliasaputra Wahyu Pratama	1	5	3	3
14	Dzxaky A Tha Legawa	5	7	7	6.34
15	M. Iqbal Nuraviananda	6	5	4	5
16	Sang Akar Jagat	5	7	7	6.34
17	Zahid Nur Muhammad	5	7	7	6.34
18	Muhammad Husain	4	5	6	5
19	Rona Izul Islami	3	6	5	4.67
20	Rivai Arva Irianto	5	8	6	6.34
	Rata-rata kelas				6.50

## Lesson Plan I of Cycle One

School	: Fahimna Kindergarten
Class/Semester	: TK B/II
Subject	: English
Theme	: Animals
Time	: 1 x 60 minutes (3 meetings)

### A. General Instructional Objective (GIO)

Classifying names of animals, plants and profession.

### B. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention the member of pet.
- 2) mention the color of pet
- 3) mention the shape of pet.

### C. Material

Theme: Animals (pet)

Member of pet: dog, cat, rabbit, cow and fish.

The color of pet: white, black, brown, yellow and orange.

The shape of pet: small and big.

Question: What is this ?

What color is it?

Is it big or small?

Answer : This is a ...

It is ...

It is ...

Song

Kinds of pet

Ikan fish

Sapi cow

Kupu-kupu butterfly

Anjing dog

Kucing cat

Kelinci rabbit.

### D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities		Material
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of pet.</li> <li>• Teacher asks students who is having a pet at home.</li> <li>• Teacher tells the topic they are going to learn and play. That's my pet.</li> </ul>	Pictures of pet
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of pet, (dog, cat, rabbit, cow and fish).</li> <li>• Teacher explain the color and shape of pet (white, black, brown, yellow, and blue), shape : small and big.</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to make a rabbit from cotton, how to make kinds of animals from paraffin, and how to color a cow.</li> </ul>	Picture of pet
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher gives students paper, glum, cotton, paraffin and color pencils.</li> <li>• For the first group students will make a rabbit from cotton.</li> <li>• For second group students will make kinds of animals from paraffin.</li> <li>• For the third group they will color a cow with color pencils.</li> <li>• After finishing they will change each other for the first group move to the second group, etc.</li> <li>• After finishing the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	

10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member of pet randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a change to those who don't understand kinds of pet, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of pet at home.</li> <li>• Teacher asks students to sing together.</li> <li>• Teacher says good bye.</li> </ul>	

### G. Media

Picture of pet  
 Miniature kinds of pet  
 Paper, glum, cotton, color pencil, and paraffin.

### G. Sources

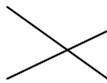
BCCT Method, Internal Curriculum, and KBK Curriculum.

### I. Assesments (Evaluation)

1. The student who is played in three places is better.

2. . For the second activity teacher can get their scores by using the table.

NO	Students' Name	making a rabbit from cotton	making kinds of animals from paraffin	coloring a cow with color pencils	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3

5.					2
6.					0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- Completeness → if the students are able to mention the member of pet correctly, they will get 10 scores.
- Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- For A, the students are able to mention material more than the target from indicator.
- For B, the students are able to mention material suitable to the target from indicator.
- For C, the students are able to mention a half material from the target from indicator.
- For D, the students are able to mention material less than a half from the target from indicator.
- For E, the students can't do anything.

Evaluation.

Question: What is this ?  
What color is it?  
Is it big or small?

Answer : This is a ...  
It is ...  
It is ...

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Lesson Plan II of Cycle One

School	: Fahimna Kindergarten
Class/Semester	: TK B/II
Subject	: English
Theme	: Animals
Time	: 1 x 60 minutes

### A. General Instructional Objective (GIO)

Classifying names of animals, plants and profession.

### B. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention the member of wild animals
- 2) mention places for living them.
- 3) mention the shape of them.

### C. Material

Theme: Animals (wild animals)

Member of wild animals: tiger, lion, elephant, snake, and fox.

Places for living them: the zoo and forest.

The shape of wild animals: small and big.

Question: What is this ?

Where do they live?

Is it big or small?

Answer : This is a ...

It is ...

They live in ...

Song

Kinds of wild animals

Ular snake

Srigala fox

Si singa lion

Anjing dog

Macan tiger

Gajah elephant.

### D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities	Material	
10''	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of wild animals.</li> <li>• Teacher asks students where do they live .</li> <li>• Teacher tells the topic they are going to learn and play. That's wild animals.</li> </ul>	Pictures of wild animals.
10''	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of wild animals, (tiger, lion, fox, snake, and elephant).</li> <li>• Teacher explain where they live, (zoo and forest), shape : small and big.</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to make the zoo and how to make the forest.</li> </ul>	Picture of wild animals.
25''	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher asks the students to go to block corner.</li> <li>• For the first group students will make a zoo from beam wood.</li> <li>• For second group students will make a forest from beam wood.</li> <li>• For the third group they will make the zoo from beam wood.</li> <li>• After finishing they will tell to the friends about their work .</li> <li>• After finishing the teacher asks students to save the beam wood on the right place, while sing a song.</li> </ul>	
10''	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member of wild animals randomly.</li> </ul>	

		<ul style="list-style-type: none"> <li>Teacher gives star to those who can answer the questions correctly.</li> </ul>	
5"	Closure	<ul style="list-style-type: none"> <li>Teacher gives a chance to those who don't understand kinds of wild animals, to ask a question.</li> <li>Teacher remind the students to memorize kinds of wild animals at home.</li> <li>Teacher asks students to sing a song together.</li> <li>Teacher says good bye.</li> </ul>	

#### F. Media

Picture of wild animals

Miniature kinds of animals and plants

Beam wood. (coloring and natural).

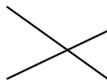
#### G. Sources

BCCT Method, Internal Curriculum and Curriculum KBK.

#### H. Assesments (Evaluation)

1. First, the student who is able to finish the task is better.
2. For the second activity teacher can get their scores by using the table.

NO	Students' Name	Making the zoo from beam wood	Making the forest from beam wood	Making the zoo from beam wood	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3

5.					2
6.					0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- Completeness → if the students are able to mention the member of wild animals correctly, they will get 10 scores.
- Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- For A, the students are able to mention material more than the target from indicator.
- For B, the students are able to mention material suitable to the target from indicator.
- For C, the students are able to mention a half material from the target from indicator.
- For D, the students are able to mention material less than a half from the target from indicator.
- For E, the students can't do anything.

Evaluation.

Question: What is this ?

Is it big or small?

Where do they live?

Answer : This is a ...

It is ...

They live in ...

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

### Lesson Plan III of Cycle One

School : Fahimna Kindergarten  
 Class/Semester : TK B/II  
 Subject : English  
 Theme : Animals  
 Time : 1 x 60 minutes

#### A. General Instructional Objective (GIO)

Classifying names of animals, plants and profession.

#### B. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention the member of cattle.
- 2) mention food for feeding them.
- 3) mention the shape of them.

#### C. Material

Theme: Animals (cattle)

Member of cattle: cow, goat, rabbit, horse, and buffalo.

Food for feeding them: grass and leafs.

The shape of cattle: small and big.

Question: What is this ?

Is it big or small?

What is their food?

Answer : This is a ...

It is ...

They eat ...

Song

Kinds of cattle

Kuda horse

Sapi cow

Kerbau-kerbau buffalos

Kambing goat

Ikan fish

Kelinci rabbit.

#### D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

#### E. Teaching Learning Process

Procedure		
Time	Activities	Material

10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of cattle.</li> <li>• Teacher asks students what is their food .</li> <li>• Teacher tells the topic they are going to learn and play. That's cattle.</li> </ul>	Pictures of cattle.
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of cattle, (cow, goat, horse, rabbit and buffalo).</li> <li>• Teacher explains what they eat, (grass and leaf), shape : small and big.</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to look at a small cattle using mini microscope, how to pound rice and how things will sink and afloat.</li> </ul>	Picture of cattle.
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher asks the students to go to the yard in nature corner.</li> <li>• For the first group students will pound the rice in the mortar.</li> <li>• For second group students will make simple experiment for things sink and afloat.</li> <li>• For the third group they will look at the small things using mini microscope.</li> <li>• After finishing they will change each other for the first group move to the second group, etc.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	
10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member of cattle randomly.</li> <li>• Teacher gives star to those who</li> </ul>	

		can answer the questions correctly.	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a chance to those who don't understand kinds of cattle, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of cattle at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

#### F. Media

Pictures of cattle

Miniature kinds of cattle

Mini microscope, small mortar, small plates.

Paper, plastic, iron, cork, wood, big bottle of water.

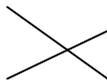
#### F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### H. Assessments (Evaluation)

1. First, the student who is able to finish the task is better.
2. For the second activity teacher can get their scores by using the table.

NO	Students' Name	pounding the hulled rice in the small mortar.	making simple experiment for things sink and afloat.	looking at the small things using mini microscope	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3

5.					2
6.					0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- Completeness → if the students are able to mention the member of wild animals correctly, they will get 10 scores.
- Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- For A, the students are able to mention material more than the target from indicator.
- For B, the students are able to mention material suitable to the target from indicator.
- For C, the students are able to mention a half material from the target from indicator.
- For D, the students are able to mention material less than a half from the target from indicator.
- For E, the students can't do anything.

Evaluation.

Question: What is this ?  
Is it big or small?  
What do they eat?

Answer : This is a ...  
It is ...  
They eat ...

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Lesson Plan I of Cycle Two

Level	: 0/Kindergarten
Class/Semester	: TK B/1
Subject	: English
Time	: 1 x 60 minutes

### A. Objectives

1. General Instructional Objective (GIO)  
Classifying member of animals, plants, and profession.
2. Specific Instructional Objectives (SIO)  
At the end of the lesson, the students are able to:
  - 1) mention names of fruits
  - 2) mention shape of fruits
  - 3) mention taste of fruits

### B. Material

Theme: Plants. (kinds of fruits)  
Kinds of fruits: water melon, avocado, banana, papaya, and apple.  
The shape of plant: big and small.  
The taste of fruits: sweet and sour

Question: What is this ?  
Is it big or small?  
How is the taste?

Answer : This is a ...  
It is ...  
The taste is ...

Song  
Kinds of Fruits

Water melon,  
Avocado  
Banana 2x  
Papaya, tomato 2x  
Fruit salak 2x

### D. Method

Beyond Center and Circle Time Method.  
Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities	Material	
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of fruits.</li> <li>• Teacher asks students what is their shape and taste .</li> <li>• Teacher tells the topic they are going to learn and play. That's kinds of fruits.</li> </ul>	Pictures of fruits.
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of fruits, (water melon, avocado, banana, papaya, and apple)</li> <li>• Teacher explains what is their taste, (sweet and sour ), shape : small and big.</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to take picture with number or alphabet, how to weigh fruits using fruits scale, how to puncture picture of apple and how to make a tassel from geometry shape.</li> </ul>	Picture of fruits.
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into four groups, the member of each group is four or six.</li> <li>• Teacher asks the students to go to the preparation corner.</li> <li>• For the first group students will take picture suitable to its number or alphabet.</li> <li>• For second group students will weigh fruits using fruits scale.</li> <li>• For the third group they will puncture picture of apple.</li> <li>• For the last group they will make a tassel from geometry shape.</li> <li>• After finishing they will change each other for the first group move to the second group, etc.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	

10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member, taste, shape of fruits, randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a change to those who don't understand kinds of fruits, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of fruits at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

#### F. Media

Pictures of fruits.

Miniature kinds of fruits from plastic.

Mini fruit scale, small nail, shapes of geometry, big thread.

Paper, glum, fresh fruits, small board.

#### F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### D. Assesments (Evaluation)

1. The student who is played in three places is better.

2. For the second activity teacher can get their scores by using the table.

NO	NAME	taking picture suitable to its number or alphabet.	weighing fruits using fruits scale	puncturing picture of apple.	SCORE
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5

4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- Completeness → if the students are able to mention five kinds fruits , they will get 10 scores.
- Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- For A, the students are able to mention material more than the target from indicator.
- For B, the students are able to mention material suitable to the target from indicator.
- For C, the students are able to mention a half material from the target from indicator.
- For D, the students are able to mention the material less than a half from the target from indicator.
- For E, the students can't do anything.

Evaluation.

Question: What is this ?

Is it big or small?

How is the taste?

Answer : This is a ...

It is ...

The taste is ...

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Lesson Plan II of Cycle Two

Level : 0/Kindergarten  
Class/Semester : TK B/1  
Subject : English  
Time : 1 x 60 minutes

### A. Objectives

1. General Instructional Objective (GIO)  
Classifying member of animals, plants, and profession.
2. Specific Instructional Objectives (SIO)  
At the end of the lesson, the students are able to:
  - 1) mention kinds of vegetables
  - 2) mention colors of vegetables
  - 3) mention taste of vegetables

### B. Material

Theme: Plants. (kinds of vegetables)  
Kinds of vegetables: carrot, chili, corn, spinach, and potato.  
The color of vegetables: green, yellow, red, and orange.  
The taste of fruits: sweet and delicious.

Question: What is this ?  
What color is it?  
How is the taste?

Answer : This is a ...  
It is ...  
The taste is ...

### Poem

Kinds of Vegetables.

I like spinach and carrot  
They make us grow and smart  
The spinach is green  
The carrot is orange  
They are vegetables.

### D. Method

Beyond Center and Circle Time Method.  
Asking and answering, playing games, singing, speech, telling story, and learning by doing.

## E. Teaching Learning Process

Procedure			
Time	Activities	Material	
10''	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention kinds of vegetables.</li> <li>• Teacher asks students what are their color and taste .</li> <li>• Teacher tells the topic they are going to learn and play. That's kinds of vegetables.</li> </ul>	Pictures of vegetables.
10''	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of vegetables, (carrot, chili, corn, spinach, and potato)</li> <li>• Teacher explains what is their taste, (sweet and delicious), color : green, yellow, red, and orange</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to buy and sell vegetables, how to cook spinach and corn, and how to serve them for the family.</li> </ul>	Picture of vegetables.
25''	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is four or six.</li> <li>• Teacher asks the students to go to role play corner.</li> <li>• For the first group students will buy and sell the spinach and corns.</li> <li>• For second group students will cook them.</li> <li>• For the third group they will serve them for the family.</li> <li>• For the last group they will be guests for the family.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	

10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention member, taste, color of vegetables, randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a change to those who don't understand kinds of fruits, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of vegetables at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

#### F. Media

Pictures of vegetables.

Fresh vegetables (spinach and corn)

Plastic, nampan, kompor, panic, tempat sayur.

Piring, sendok, meja makan, serbet.

#### F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### D. Assesments (Evaluation)

1. The student who is played in three places is better.
2. For the second activity teacher can get their scores by using the table.

NO	NAME	buying and selling the spinach and corns.	Cooking spinach and corn	Serving spinach and corn for the family	SCORE
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5

4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- a. Completeness → if the students are able to mention five kinds vegetables , they will get 10 scores.
- b. Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- a. For A, the students are able to mention material more than the target from indicator.
- b. For B, the students are able to mention material suitable to the target from indicator.
- c. For C, the students are able to mention a half material from the target from indicator.
- d. For D, the students are able to mention the material less than a half from the target from indicator.
- e. For E, the students can't do anything.

Evaluation.

Question: What is this ?  
 What color is it?  
 How is the taste?

Answer : This is a ...  
 It is ...  
 The taste is ...

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

### Lesson Plan III of Cycle Two

Level : 0/Kindergarten  
 Class/Semester : TK B/1  
 Subject : English  
 Time : 1 x 60 minutes

**A. General Instructional Objective (GIO)**

Classifying names of animals, plants and profession.

**B. Specific Instructional Objectives (SIO)**

At the end of the lesson, the students are able to:

- 1) mention the part of plants
- 2) mention the shape of plants
- 3) mention the advantages of plants

**C. Material**

Theme: Plants. (part of plants)

Part of plants: root, flower, leaf, fruit, and pole.

The shape of plant: tall and short.

The advantages of plants: its fruit for eating.

Question: What is this ?

Is it tall or short?

What is the advantage of plants?

Answer : This is a ...

It is ...

Its fruit for ...

Claps for plants

Tepuk pohon claps 3x

Di bawah claps 3x ada akar root

Di atas claps 3x ada bunga flower.

Samping kiri claps 3x ada daun leaf.

Samping kanan claps 3x ada buah fruit.

Di tengah claps 3x ada batang pole.

**D. Method**

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

**E. Teaching Learning Process**

Procedure		
Time	Activities	Material

10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher asks students to mention the part of plant.</li> <li>• Teacher asks students what are their shape.</li> <li>• Teacher tells the topic they are going to learn and play. That's part of plant.</li> </ul>	Pictures of plant.
10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains the part of plant. (root, flower, leaf, fruit, and pole)</li> <li>• Teacher explains what is the advantage of plant (its fruit for eating) shape : small and big.</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to make some buildings and park from bean wood.</li> </ul>	Picture of plant.
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher asks the students to go to the yard in nature corner.</li> <li>• For the first group students will make some building and park from bean wood.</li> <li>• For second group students will make some buildings and park from bean wood.</li> <li>• For the third group they will make some buildings and park from bean wood.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	
10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention part of plants randomly.</li> <li>• Teacher gives star to those who can answer the questions</li> </ul>	

		correctly.	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a chance to those who don't understand parts of plant, to ask a question.</li> <li>• Teacher remind the students to memorize part of plant at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

#### F. Media

Picture part of plant.  
 Miniature kinds of plants  
 Miniature kinds of car  
 Tripleks as alas for playing bean wood  
 Bean wood (coloring and natural)

#### F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### D. Assesments (Evaluation)

1. The student who is able to make garden and park and give presentation is better.
2. For the second activity teacher can get their scores by using the table.

NO	Name	Making building and park from bean wood	Making building and park from bean wood	Presentation	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3

5.					2
6.					0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- Completeness → if the students are able to mention part of plant correctly, they will get 10 scores.
- Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- For A, the students are able to arrange building and park and give good presentation more than the target from indicator.
- For B, the students are able to arrange building and park or garden and give good presentation suitable to the target from indicator.
- For C, the students are able to arrange building and park or garden and give little presentation.
- For D, the students are able to arrange building and park or garden and give little presentation less than a half from the target from indicator.
- For E, the students can't do anything.

Evaluation.

Question: What is this ?

Is it tall or short?

What is the advantage of plants?

Answer : This is a ...

It is ...

Its fruit for ...

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

### Lesson Plan I of Cycle Three

Level : 0/Kindergarten  
 Class/Semester : TK B/1  
 Subject : English  
 Time : 1 x 60 minutes

#### A. Objectives

1. General Instructional Objective (GIO)  
Classifying member of animals, plants, and profession.
2. Specific Instructional Objectives (SIO)  
At the end of the lesson, the students are able to:
  - 1) mention names of profession in the village
  - 2) mention place for its working

#### B. Material

Theme: Profession. (kinds of profession in the village)  
 Kinds of profession in the village: farmer, fisherman, batik painter, carpenter, and tailor.  
 Places for its working: farm, house, beach.

Question: Who is she/he ?  
 Where does he/she work?

Answer : She/he is a ...  
 She/he work in ...

Story  
 A good farmer

Dibuat cerita pendek tentang kehidupan seorang petani.

#### D. Method

Beyond Center and Circle Time Method.  
 Asking and answering, playing games, singing, speech, telling story, and learning by doing.

#### E. Teaching Learning Process

Procedure		
Time	Activities	Material

10''	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to listen a song together.</li> <li>• Teacher asks students to mention kinds of profession in the village.</li> <li>• Teacher asks students where does she/he work .</li> <li>• Teacher tells the topic they are going to learn and play. That's kinds of profession in the village.</li> </ul>	Pictures of common jobs in the village.
10''	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of profession in the village, (farmer, fisherman, batik painter, carpenter, and tailor).</li> <li>• Teacher explains where they go to working, (farm, house, and beach ).</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to apply a color picture kinds of profession, how to play puzzle of profession, and how to cut picture of profession.</li> </ul>	Pictures of common jobs in the village .
25''	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher asks the students to go to the art corner.</li> <li>• For the first group students will apply a color picture kinds of profession.</li> <li>• For second group students will play puzzle of profession.</li> <li>• For the third group they will cut picture of profession.</li> <li>• After finishing they will change each other for the first group move to the second group, etc.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	

10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention kinds of common job in the village randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	
5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a change to those who don't understand kinds of fruits, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of common job in the village at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	

#### E. Media

Pictures of kinds of profession in the village.  
Scissors, puzzle, color pencils, paper.

#### F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### D. Assesments (Evaluation)

1. The student who is played in three places is better.
2. For the second activity teacher can get their scores by using the table.

No.	Name	applying a color picture kinds of profession	playing puzzle of profession.	cutting picture of profession.	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5

4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- a. Completeness → if the students are able to mention five kinds of profession in the village, they will get 10 scores.
- b. Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- a. For A, the students are able to mention profession more than the target from indicator.
- b. For B, the students are able to mention profession suitable to the target from indicator.
- c. For C, the students are able to mention a half profession from the target from indicator.
- d. For D, the students are able to mention profession less than a half from the target from indicator.
- e. For E, the students can't do anything.

Evaluation.

Question: Who is she/he ?  
Where does he/she work?

Answer : She/he is a ...  
She/he work in ...

Surakarta, March 17<sup>th</sup>, 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Lesson Plan II of Cycle Three

Level : 0/Kindergarten  
 Class/Semester : TK B/1  
 Subject : English  
 Time : 1 x 60 minutes

### A. Objectives

1. General Instructional Objective (GIO)  
 Classifying member of animals, plants, and profession.
2. Specific Instructional Objectives (SIO)  
 At the end of the lesson, the students are able to:
  - 1) mention kinds of profession in the city
  - 2) mention place for its working

### B. Material

Theme: Profession. (kinds of profession in the city)  
 Kinds of profession in the city: teacher, doctor, driver, pilot, and nurse.  
 Places for its working: school, hospital, airport, and office.

Question: Who is he/she ?  
 Where does he/she work?

Answer : He/she is a ...  
 He /she works in ....

Games. (centranya main peran di rumah sakit)  
 Situation in the hospital (dibuat permainan)

### D. Method

Beyond Center and Circle Time Method.  
 Asking and answering, playing games, singing, speech, telling story, and learning by doing.

### E. Teaching Learning Process

Procedure		
Time	Activities	Material
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to play games together.</li> <li>• Teacher asks students to mention kinds of profession in the city.</li> <li>• Teacher asks students where does she/he work .</li> <li>• Teacher tells the topic they are going to learn and play. That's kinds of professions in the city.</li> </ul>

10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains kinds of profession in the city, (teacher, doctor, driver, pilot, and nurse)</li> <li>• Teacher explains where does she/he work, (school, hospital, airport, and office).</li> <li>• Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to be a doctor, patients, nurse in the hospital).</li> </ul>	Picture of profession in the city.
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is four or six.</li> <li>• Teacher asks the students to go to role play corner.</li> <li>• For the first group students will be doctors.</li> <li>• For second group students will be patients.</li> <li>• For the third group they will be nurses.</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	Uniform of doctor, nurse, and patients.
10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention kinds of profession in the city and places for its working randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	

5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a chance to those who don't understand kinds of profession in the city, to ask a question.</li> <li>• Teacher remind the students to memorize kinds of profession in the city at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	
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#### F. Media

Pictures of kinds of profession in the city..

Uniform for doctors and nurses.

Miniature facilities in the hospital.

#### F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

#### G. Assesments (Evaluation)

1. The student who is able to practice her/his role is better.
2. For the second activity teacher can get their scores by using the table.

No	Name	Being doctors.	Being nurses	Being patients	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- a. Completeness → if the students are able to mention five kinds of profession in the city, they will get 10 scores.
- b. Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.

The range can be:

- a. For A, the students are able to mention profession more than the target from indicator.
- b. For B, the students are able to mention profession suitable to the target from indicator.
- c. For C, the students are able to mention a half profession from the target from indicator.
- d. For D, the students are able to mention profession less than a half from the target from indicator.
- e. For E, the students can't do anything.

E. Evaluation.

Question: Who is he/she?  
Where does he/she work?

Answer : He/she is a ...  
He /she works in ....

Surakarta, March 20<sup>th</sup>, 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

### Lesson Plan III of Cycle Three

Level : 0/Kindergarten  
 Class/Semester : TK B/1  
 Subject : English  
 Time : 1 x 60 minutes

#### A. General Instructional Objective (GIO)

Classifying names of animals, plants and profession.

#### B. Specific Instructional Objectives (SIO)

At the end of the lesson, the students are able to:

- 1) mention kinds of profession in the country.
- 2) mention name of president and vice presidents.

#### C. Material

Theme: Profession. (profession in the country)

Profession in the country: president, vice president, ministers.

Presidents is Mr. Susilo Bambang Yudhayono.

Vice president is Mr. Yusuf Kalla.

Question: Mention kinds of profession in the country?

Who is our president?

Who is our vice president?

Answer : President and his/her vice and minister.

Mr. SBY.

Mr. Yusuf Kalla.

Games (dibuat game sederhana untuk ini bisa zip zap zoom).

#### D. Method

Beyond Center and Circle Time Method.

Asking and answering, playing games, singing, speech, telling story, and learning by doing.

#### E. Teaching Learning Process

Procedure		
Time	Activities	Material
10"	Opening the class (warming up)	<ul style="list-style-type: none"> <li>• Teacher greets the students.</li> <li>• Teacher checks students' attendance.</li> <li>• Teacher asks students to play a game together.</li> <li>• Teacher asks students to mention name of president and his vice.</li> <li>• Teacher asks students who is helped them.</li> <li>• Teacher tells the topic they are going to learn and play. That's profession in the country.</li> </ul>

10"	Presentation (surviving the material)	<ul style="list-style-type: none"> <li>• Teacher explains the name of president and his vice. (Mr. SBY and Mr. Yusuf Kalla).</li> <li>• Teacher explains who is helped them (ministers). Teacher leads to read them and asks students to repeat after her.</li> <li>• Teacher explains how to make some buildings and park from bean wood.</li> </ul>	Picture of president and vice president.
25"	Practice (students Main Activities)	<ul style="list-style-type: none"> <li>• Teacher divides students into three groups, the member of each group is six or seven.</li> <li>• Teacher asks the students to go to preparation corner.</li> <li>• For the first group students will match between flag and country..</li> <li>• For second group students will match number and account of things.</li> <li>• For the third group they will menjahit the picture of monas</li> <li>• After finishing their activities the teacher asks students to save the media on the right place, while sing a song.</li> </ul>	
10"	Production	<ul style="list-style-type: none"> <li>• Teacher gives some questions to some students randomly to tell what they have just learned and played.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> <li>• Teacher changes to another student if he/she can't answer the question correctly.</li> <li>• Teacher ask the students to mention kinds of profession in the country randomly.</li> <li>• Teacher gives star to those who can answer the questions correctly.</li> </ul>	

5"	Closure	<ul style="list-style-type: none"> <li>• Teacher gives a chance to those who don't understand profession in the country, to ask a question.</li> <li>• Teacher remind the students to memorize profession in the country at home.</li> <li>• Teacher asks students to sing a song together.</li> <li>• Teacher says good bye.</li> </ul>	
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F. Media

Picture of president and vice president.

Picture of minister.

F. Sources

BCCT Method, Internal Curriculum and KBK Curriculum .

D. Assesments (Evaluation)

1. The student who is able to make garden and park and give presentation is better.

2. For the second activity teacher can get their scores by using the table.

NO	Name	matching between flag and its country	match number and account of things.	menjahit the of picture monas	Score
1.		☆	☆	☆	10
2.		☆	☆	✓	8
3.		☆	✓	✗	5
4.		✓	✓	✗	3
5.		✓	✗	✗	2
6.		✗	✗	✗	0

3. For the third activities the teacher can get their score by using this range.

The range can be:

- Completeness → if the students are able to mention kinds of profession in the country correctly, they will get 10 scores.
- Pronunciation → if the students are able to pronounce them well, they will get 10 scores.

4. For the fourth activities the teacher can get their score by using this range.  
The range can be:
- For A, the students are able to mention kinds of profession in the country and give good presentation more than the target from indicator.
  - For B, the students are able to mention kinds of profession in the country and give good presentation suitable to the target from indicator.
  - For C, the students are able to mention kinds of profession in the country and give little presentation.
  - For D, the students are able to mention kinds of profession in the country and give little presentation less than a half from the target from indicator.
  - For E, the students can't do anything.

Evaluation.

Question: Mention kinds of profession in the country?  
Who is our president?  
Who is our vice president?

Answer : President and his/her vice and minister.  
Mr. SBY.  
Mr. Yusuf Kalla.

Surakarta, February 2009

Classroom teacher

Researcher

Subur Supranoto, S.Pd

Tuminah

Head of Fahimna Kindergarten

Rini Utami Aziz, S. Pd.

## Blue Print

No.	BCCT	Meaning	Vocabulary Aspects (Penny Ur)	Pronunciation
	Part of speech		The use of words	
1.	Art corner Block corner Role play corner (Noun)		1,2,3,4,5, 6,7,8,9,10,	
2.	Nature corner Block corner Role play corner (Noun)	11,12,13,14, 15, 16,17,18,19, 20.		
3.	Preparation corner Role play corner Art corner (Noun)			21,22,23, 24,25 26,27,28, 29,30.

**The key of pre test**

## A. The use of words aspect.

1. b
2. a
3. b
4. a.
5. b
6. a
7. a
8. b
9. b
- 10.b

## B. Meaning aspect

1. a crocodile
2. a tiger
3. a rabbit
4. a cow
5. a duck
6. a rarrot
7. spinach
8. papaya
9. grapes
- 10.pineapple

## C. Pronunciation aspect

1. It is a cow.
2. It is a tiger.
3. It is white.
4. It is red.
5. It is leaf.
6. Spinach.
7. Two apples.
8. It is orange.
9. It is banana
- 10.It is tomato.

Hari /tanggal : Februari 2009  
 Waktu : 10.00 - 11.00 (60 menit)  
 Prog / Smt. : TK B / I  
 Guru / Obseever : .....

### Rekaman Fakta

#### Kegiatan guru

Pengelolaan KBM	
Penjelasan	
Strategi bertanya dan penunjukan giliran	
Cara guru memberikan model	
Cara guru menjawab pertanyaan	

#### Kegiatan Siswa

Cara siswa mengajukan pertanyaan	
Cara siswa menjawab pertanyaan	
Penguasaan materi	
Cara siswa merespon penjelasan KBM	
Kemajuan siswa	

#### Lain-lain

Temuan lain yang selain disebutkan diatas

#### Makna Fakta :

Suggestions for improving teaching-learning process for the next meeting (the material, the teacher, activity, etc.)