



**THE IMPLEMENTATION OF ANIMATIONS
AND TOTAL PHYSICAL RESPONSE METHOD
IN TEACHING *CLASSROOM INSTRUCTIONS*
(The Case of the Fifth Grade Students of SDN Sumurpule, Rembang
in the Academic Year of 2010/2011)**

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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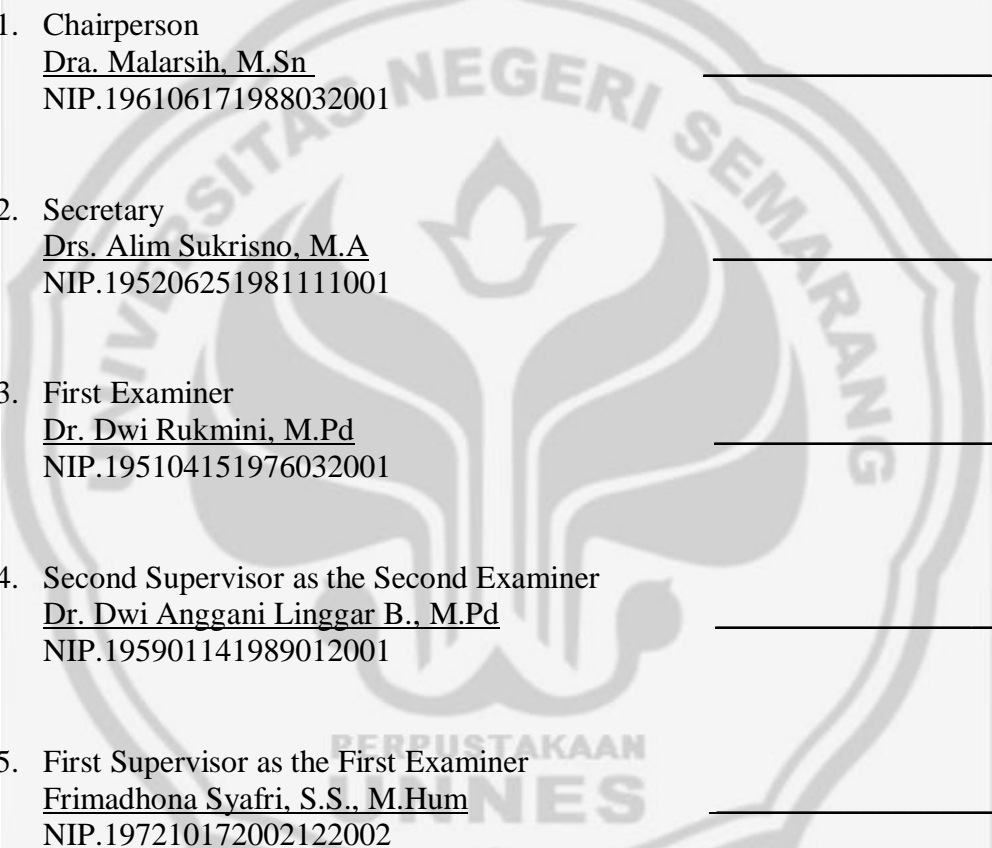
**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2011

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“THE IMPLEMENTATION OF ANIMATIONS AND TOTAL PHYSICAL RESPONSE METHOD IN TEACHING *CLASSROOM INSTRUCTIONS*”

(The Case of the Fifth Grade Students of SDN Sumurpule, Rembang in the Academic Year of 2010/2011)

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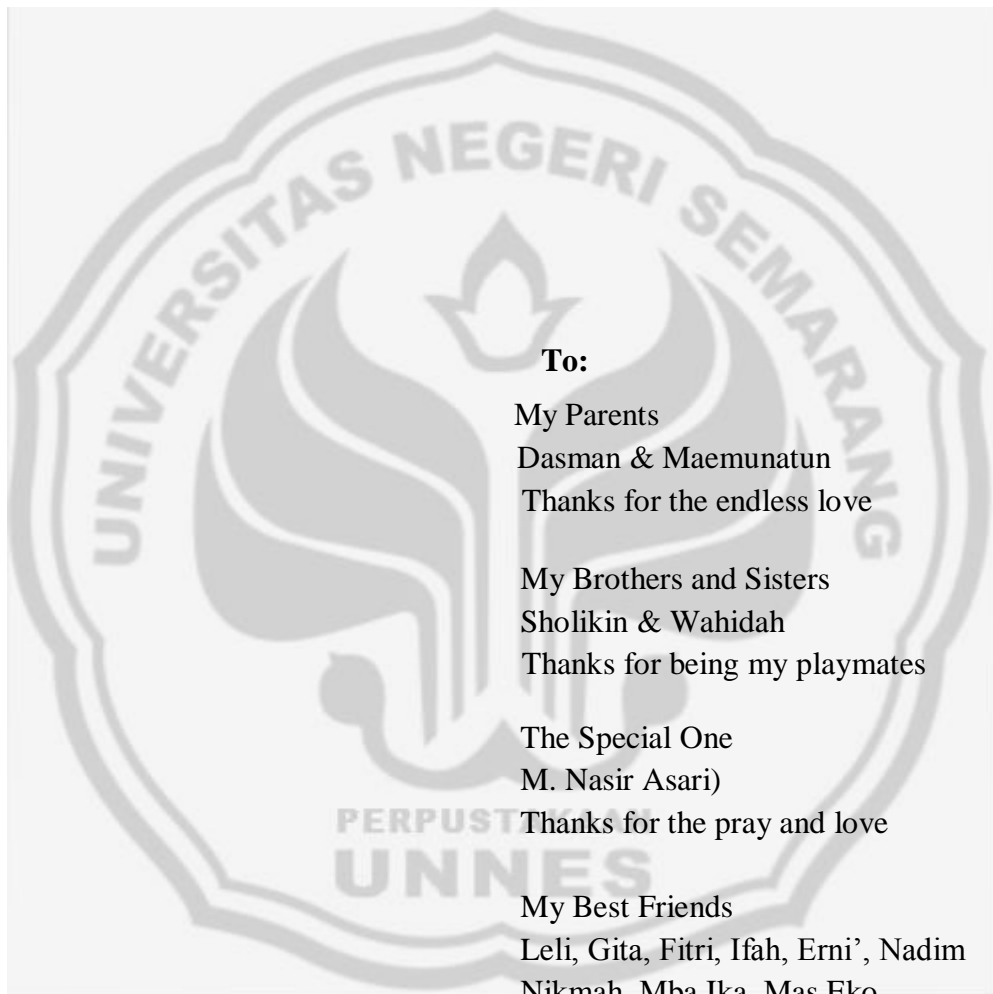
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MOTTO AND DEDICATION

Motto

A Small Step is better than Never



To:

My Parents

Dasman & Maemunatun

Thanks for the endless love

My Brothers and Sisters

Sholikin & Wahidah

Thanks for being my playmates

The Special One

M. Nasir Asari)

Thanks for the pray and love

My Best Friends

Leli, Gita, Fitri, Ifah, Erni', Nadim

Nikmah, Mba Ika, Mas Eko

Thanks for always supporting me

Alliwa Members

Mb Nels, Mb Teti, Jumaroh, Yuli,

Ainun, Lilis, Mb Nur, Mb Atul

Thanks for the warm family

ACKNOWLEDGEMENT

First of all, I would like to praise Allah the Almighty for His blessing and mercy given to me during my study and in completing this final project.

I would like to thank to everyone who had contributed their help and support. I would like to express my sincere gratitude to Frimadhona Syafri, S.S, M.Hum as my first advisor for the very helpful guidance to finish this final project. I would like to extend my sincere thanks to Dr. Dwi Anggani Linggar B., M. Pd. as my second advisor for her patience in improving my final project for its finalization. My thanks also go to Jaswadi, S.Pd, the Headmaster of SDN Sumurpule, the teacher of the fifth graders, Aminah, S.Pd, and Khotimah, S.Pd, all the teachers and the fifth grade students of SDN Sumurpule Rembang for allowing me to carry out the research in their school and for giving the contribution while I was conducting the research there.

I would like to dedicate my deepest gratitude to my family who has supported the finance, spirit and prayers for my success and all my friends for their support and help. I do realize that there is nothing perfect. Therefore, I would be grateful for the objective corrections and comment for the improvement of this thesis.

Semarang, April 2011

The writer

ABSTRACT

Munajah, Daimatul. 2011. *The Implementation of Animations and Total Physical Response Method in Teaching Classroom Instructions (The Case of the Fifth Grade Students of SDN Sumurpule, Rembang in the Academic Year of 2010/2011)*; Final Project. English Department; Faculty of Languages and Arts; Semarang State University. First Advisor: Frimadhona Syafri, S.S, M.Hum; Second Advisor: Dr. Dwi Anggani Linggar B., M.Pd.

Key words: Animations, Total Physical Response, Classroom Instructions

This final project is about the implementation of animations and Total Physical Response method in teaching *classroom instructions* for the fifth graders of SDN Sumurpule, Rembang in the academic year of 2010/2011. The number of the subjects was 28 students. The objectives of the study were to explain the implementation of animations and Total Physical Response method in teaching *classroom instructions* for the fifth grade students and how they can improve students' ability in responding and giving simple classroom instructions.

In teaching classroom instructions for young learners, teacher needs media and method which can facilitate them to be active in joining the classroom activities. One of the solutions is using animations and Total Physical Response (TPR) method because they contain two important parts. First is the activity of TPR method which mostly contains physical activities and movements. The second part is animation which contains expressions of classroom instructions and their physical responses.

In collecting the data, I used an achievement test, observation checklists and questionnaires. In order to achieve the goal of the study, I designed a classroom action research which consisted of four steps; planning, acting, observing and reflecting. There were two cycles accomplished in this study. Each of the cycle was mainly consisted of the treatment and the test in the end of the cycle. Besides, I also conducted an achievement test in the end of the treatment in order to measure students' mastery in the given material and the questionnaire to know the students' opinion toward the teaching and learning process.

The result of the study showed that there were significant improvement of the students' achievements and participations in the classroom after they are involved in the research. The percentage mean of students score in responding classroom instructions in the first cycle was 81.33% while the result of the second cycle was 89.01%. While the percentage mean of the students score in giving classroom instructions in the first cycle was 85.60% and they got 89.20% in the second cycle.

In line with the result, finally, I do hope that the implementation of animations and Total Physical Response will be used as the alternative in teaching *classroom instructions* for elementary school students in order to help the students in achieving the goal of the study and create an interesting English learning process.

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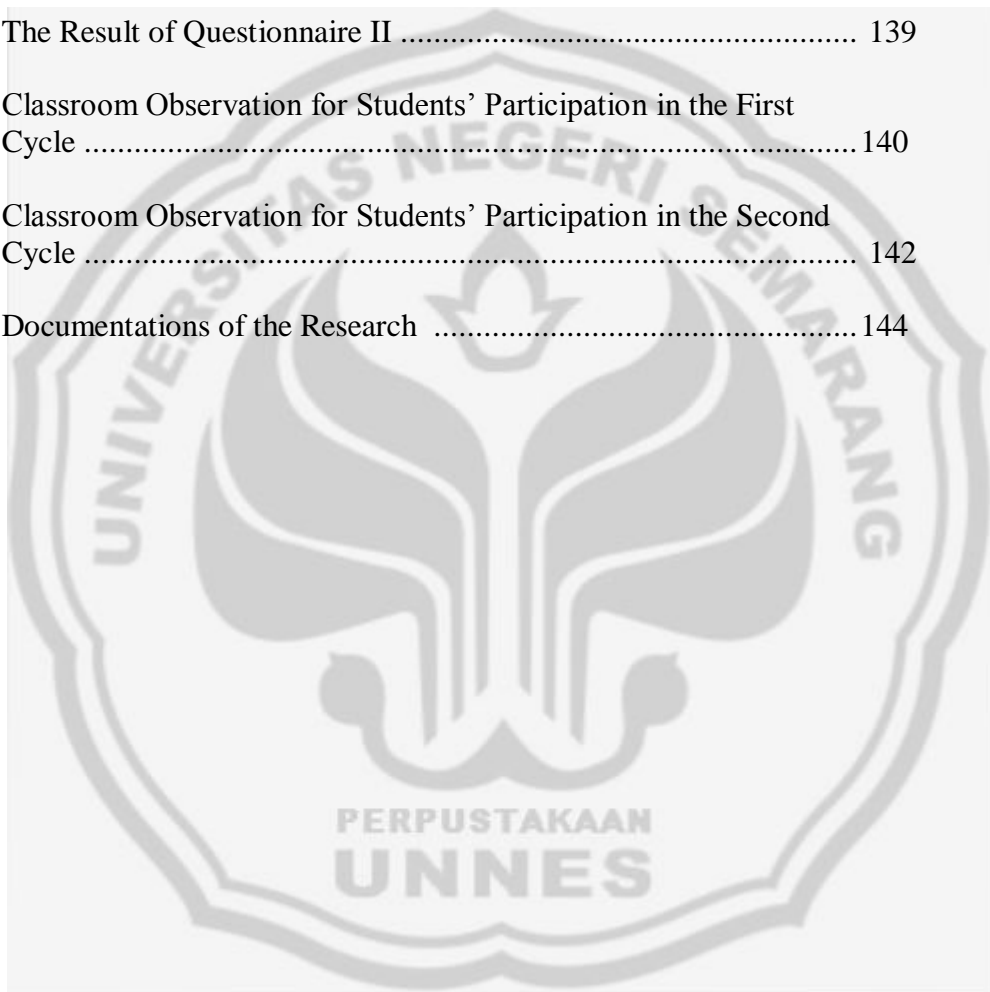
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CHAPTER I

INTRODUCTION

In this chapter, I would like to discuss the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significances of the study both theoretical and practical and the last is the outline of the report.

1.1 Background of the Study

English becomes an international language which is mostly used to communicate in this world. In this era, English is often called a world language, the *lingua franca* of the modern era because it is widely used in any aspects of people lives such as education, politics, trading, and business field. In communication context, people merely use it as a tool to communicate with foreigners.

In Indonesia, English becomes the first foreign language to be taught in formal education and it has been included in Educational System Curriculum. (Ramelan 1992:2). Formally, teaching English as a foreign language in Indonesia begins at secondary level of educations. However, seeing the importance of English and considering the critical period hypothesis which states that young children can learn a second language quite effectively before puberty, the government decided to start teaching English earlier that is at the level of elementary school as one of the local content subjects (*muatan lokal*) especially in four up to six graders. Even in some school, they start to introduce English

from the first until sixth grade. The main goal of English teaching in elementary schools is to motivate and facilitate students in learning English at their higher level of education.

In fact, it is not easy to teach English for young learners. Besides the status of English as a foreign language, children's characteristics are also very different from adult learners. Young learners have very short concentration span. During the learning process, they like to play, move and they need more exercises and body movements in understanding the lesson. They also learn more effectively by using their hands, ears and eyes. In other words, they need media and method which can be touched, heard, seen and allow them to be active in the classroom activities. (Scott and Ytreberg 1996:22)

Moreover, elementary school students who learn English may face many difficulties in understanding the materials because they still have simple concept of thinking. Generally, they can understand the language by following and responding simple instructions in the form of clause or sentences which are usually used repeatedly as it happens in their process of acquiring their native language from their environments. Therefore, the curriculum of English at the elementary school level contains material which talks about instructions in the classroom and school context as one of the main subjects. Seeing this fact, an English teacher has a duty to provide simple and understandable English instructions to help students in learning English.

Linse (2006:2) states that teachers have to provide developmentally appropriate instructions for young learners. The instructions should be appropriate

to the children's basic physical and psychological needs and the developmental stages of children.

Another important issue in teaching instructions is the adjustment of children characteristics with the teaching method and media used in teaching and learning process. Generally there are many language teaching method and media which can be used in teaching classroom instructions for elementary school students. Basically, methods suggested in teaching elementary school students should contain the principle of learning by playing and always based on the developmental appropriate practice. It means the learning process should be based on the students' developmental stages and they should not force them physically and mentally in order to promote students' motivation and better attitude toward learning. The teacher should also provide maximum physical activities for the students to respond some given instructions. It also assumes that with physical or body movement, the students can memorize and interpret the meaning of the words by themselves.

Considering above statements, one of the English teaching methods that promote those criteria is Total Physical Response (TPR), a language method introduced by James Asher, a professor of psychology of San Jose State University, California. This method has many specialties. It is built around the coordination of speech and actions. It means the teacher introduces language in the form of instructions and the students are supposed to respond them by using physical responses. Therefore, this method will allow the students to be active

during the teaching and learning process. It also can create good learning atmosphere and reduce students' stress.

Besides, the choice of media also becomes the other important issue in teaching classroom instructions for the elementary school students. The teacher is supposed to provide interesting media which can be touched, heard, and seen by the students. It also should give real illustration about the given materials. Therefore, in this study, I also use animations as the media in teaching classroom instructions. Animation is an audio-visual media that contains some moving objects and pictures. It also can be added with sound and writings. As a teaching media, animation has some benefits. It provides clear and interesting pictures which can help the students understand the material, keep students for losing attention and motivation, and it is easy to be modified based on the teachers and students needs.

In implementing this method and media, I will display the material of classroom instructions in the form of 2D animations. The material covers some expressions of giving classroom instructions and their physical responses. They also give guidance on how the students should pronounce and write the expressions appropriately.

By applying this method and media, I believe that they can facilitate students in achieving the objectives of the lessons since they can create many advantages. They can make students become more independent and active in the classroom, get students' attention towards the lesson, build good atmosphere and

students' happy feelings during the lesson, and the most important one is helping them to have ability in responding and giving classroom instructions.

1.2 Reason for Choosing the Topic

The topic of this final project primarily deals with the implementation of animations and Total Physical Response as media and method in teaching simple classroom instructions for the fifth grade students of elementary school by focusing on listening and speaking skill. There are some reasons for choosing this topic. They are:

- a. Classroom instructions are one of the primary subjects taught at the elementary school level in Indonesia because at this level, the main objectives of the lesson is students are able to respond some expressions of instructions in the classroom context. In studying this lesson, students do not only have to understand the expressions but also have ability in responding and giving the instructions appropriately.
- b. Students at the elementary school level have special characteristics. They love to play and move. They also have short concentration span while learning certain subject. Consequently, English teachers of elementary school should provide method and also design activities which allow them to be active and enjoy the lesson. One of the recommended methods that can be used is Total Physical Response method since this method requires the students to be active in the classroom.
- c. The massive usage of technology in order to create interesting teaching media for facilitating students in learning the materials. One of them is the

use of animations because it is believed that they provide some benefits such as providing more interesting and clear illustrations of the given materials.

Based on the reasons above, I use animations and Total Physical Response as the media and method in teaching simple classroom instructions for young learners because animation is an interesting media for elementary school students and help them to give more attention to the lesson. Furthermore, TPR is believed as a suitable method for the elementary students since it allow students to be active and can decrease their fear and stress during the lesson.

1.3 Statements of the Problem

The problems that will be discussed in this study are:

- a. How are animations and Total Physical Response implemented in teaching classroom instructions for the fifth grade students of elementary school?
- b. How can the implementation of animations and Total Physical Response improve the students' ability in responding and giving classroom instructions?

1.4 Objectives of the Study

The objectives of the study are:

- a. To explain the implementation of animations and Total Physical Response as a media and method in teaching classroom instructions for the fifth graders of elementary school.

- b. To explain how the implementation of animations and Total Physical Response improves the students ability in responding and giving classroom instructions.

1.5 Significance of the Study

I do expect that the results of this study will give information related to teaching classroom instructions for the elementary school students by making use of animation and Total Physical Response method. In general, the significances of this research are divided into two parts.

- a. Theoretical

The result of this study can describe the implementation of animations and Total Physical Response in teaching classroom instructions for young learners.

- b. Practical

Hopefully, the findings of the study would be very useful for English teachers in elementary schools as a reference in providing the students with interesting and effective media and method especially when they explain about English Classroom instructions in order to facilitate students' learning and help them achieve the objectives of the lesson.

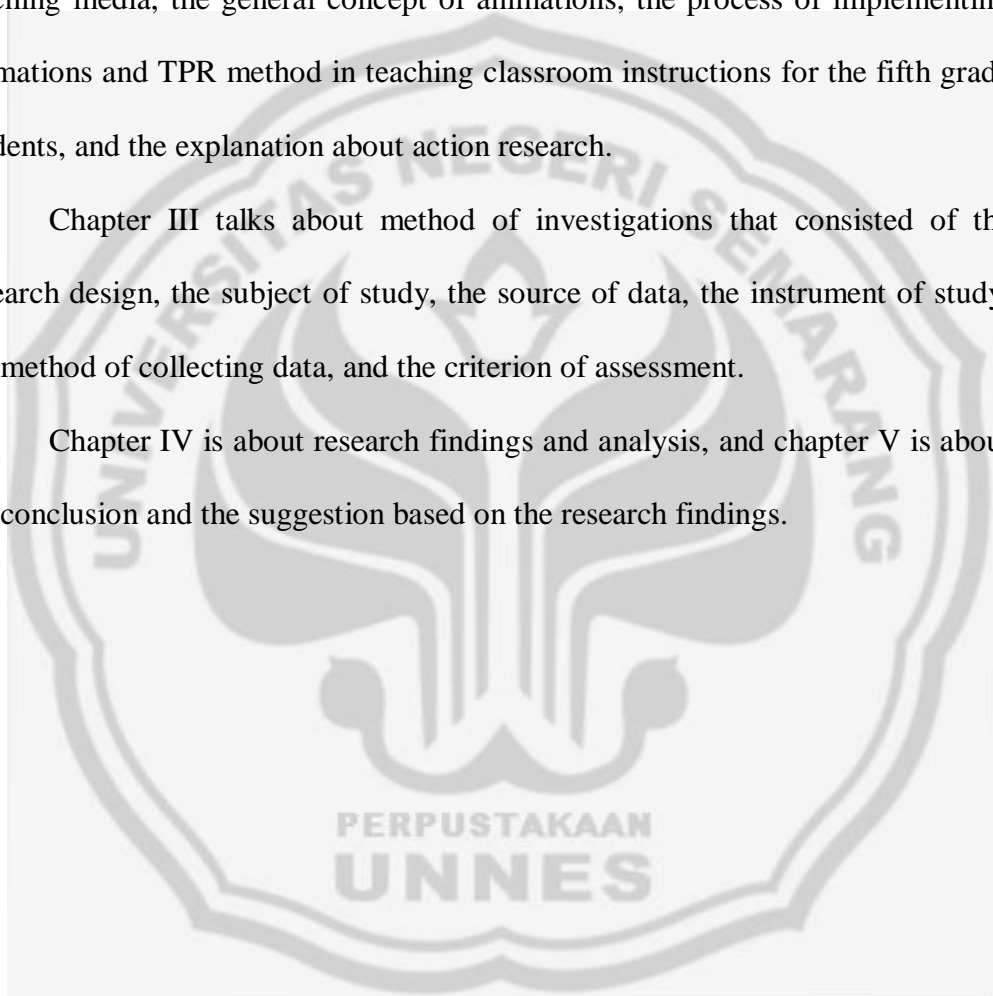
1.6 Outline of the Report

This final project is developed into five chapters. Chapter I covers the background of the study, the reason for choosing the topic, the statement of the problem, the objectives of the study, the significance of the study and the outline of the report.

Chapter II contains the review of related to literature. It consists of eight sections. They are about Total Physical Response, the explanations about teaching and learning English in the elementary school level, the characteristics of elementary school students, the definitions of instructions, the general concept of teaching media, the general concept of animations, the process of implementing animations and TPR method in teaching classroom instructions for the fifth grade students, and the explanation about action research.

Chapter III talks about method of investigations that consisted of the research design, the subject of study, the source of data, the instrument of study, the method of collecting data, and the criterion of assessment.

Chapter IV is about research findings and analysis, and chapter V is about the conclusion and the suggestion based on the research findings.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with basic theories related to the study which consists of eight sections. First is about the Total Physical Response method, second is about the teaching and learning English in the elementary school level, third is about the characteristics of elementary school students, fourth is the definitions of instructions, fifth is the general concept of teaching media, sixth is the general concept of animations, seventh is the process of implementing animations and TPR method in teaching classroom instructions for the fifth grade students, and the last is about action research.

2.1 Total Physical Response (TPR)

The discussions about Total Physical Response method are divided into three parts. They are general concept, principles, and objectives of Total Physical Response method.

2.1.1 General Concept of Total Physical Response

Sugandi (2007) defines that education method deals with the ways teachers transfer materials of a lesson in order to make students understand the material well. The use of appropriate methods becomes important consideration to create good atmosphere during the teaching and learning process.

In the case of English language teaching, one of the recommended methods used is Total Physical Response (TPR). TPR is a language teaching

method developed by James Asher, a professor of psychology at San Jose University California. This method suggests introducing foreign language through commands or imperative sentences and has students to respond them by using physical responses.

Asher as quoted by Richards and Rodgers (1986:87) sees successful of adult second language learning as a parallel process to child first language acquisition. He claimed that speech directed to young children consist primarily of commands which children response physically before they begin to produce verbal response. In teaching foreign language by applying this method, teachers can make some modifications of the media and classroom activities, such as providing the students with games, songs, short story, and visualizations.

From the explanation above, I can conclude that Total physical Response is a language teaching method that coordinates words and actions. The activities in the classroom are mainly consisted two parts. They are teacher gives some list of commands or instructions and the students respond them by physical responses. By seeing these responses, teacher can understand whether the students have understood the meaning of introduced words or not. Since this method requires active participation from the students, I believe that this method can be successfully applied in teaching elementary school students who basically love to move and play during the teaching and learning process. Furthermore, the materials are introduced in the form of imperative sentences so that this method can be implemented in teaching classroom instructions.

2.1.2 Principles of Total Physical Response Method

The success of teaching and learning process is extremely influenced by methods or techniques used by teacher. Therefore, before applying the Total Physical Response method for teaching English, teacher should understand its principles well in order to get maximum results.

Larsen and Freeman (2000:111-115) explain several principles of Total Physical Response Method. The principles are:

- a. Meaning in the target language can often be conveyed through learner's responses. It means that students are considered understand the meaning of introduced words or sentences if they can respond the instructions correctly.
- b. The target language should be presented in chunks, not just word by word. It is related to the students' first language acquisition which their environment introduce their first language mainly in the form of sentences or clauses.
- c. The students understanding of the target language should be developed before speaking. After that, students can learn through some observing actions as well as by performing the action themselves. So, the students only speak when they are ready to speak.
- d. Language learning is more effective when it is fun. It is because one of the objectives of Total Physical Response usage is to reduce the students' stress when they learn a foreign language. Making noise is permissible as long as they still pay attention to the lesson.

According to the principles above, I draw to conclusions that Total Physical Response method has some principles which are mainly agreed with the development of children in acquiring languages. It also help students in reducing stress, nervous, and uncomfortable feeling during foreign language learning since it allows students to understand the meaning of introduced words easily by using their body movements.

2.1.3 Objectives of Total Physical Response

Every teaching methods and media are developed by the purpose to get betterment for education fields. Teachers who use Total Physical Response method believe in importance of having their students enjoy their experience in learning foreign language. Therefore, most of them use this method because they believe that it can reduce stress students feel when they study foreign languages and encourage students to persist in their study beyond a beginning level of proficiency. (Larsen-Freeman 2000:113)

Meanwhile, Richard and Rodger give their opinion about the objectives of this method usage.

“The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.”

From the statement above, I believe that the main objective of Total Physical Response is increasing students' motivation and desire in foreign language learning. Moreover it is supposed to teach oral proficiency at a

beginning level by using action-based drills in the imperative forms. Based on its objectives, I believe that this method can be successfully implemented in teaching instructions for elementary students which instructions are mostly introduced in the form of imperative sentences.

2.2 Teaching and Learning English in the Elementary School

The second part of the review of related literature discusses about the teaching and learning English in the elementary school which consists of two parts: the status of English in elementary school and teaching English for the fifth graders of elementary school.

2.2.1 The Status of English in Elementary School

English is an international language which plays very significant role in acquiring and developing science, technology, art, culture, and developing international relationship among people around the world.

Educators and government see the importance of starting foreign language at early age because this level becomes the starting point of their language education before they continue it in the higher level of education. Consequently, the government had decided to make a policy that is teaching English in the early level of formal education or it is commonly known at elementary school level. According to The Education Unit Level Curriculum (KTSP) of elementary school, English subject in elementary school has been seen as an additional to the normal curriculum of school system or it is well known as the local content subject which is taught to pupils of four until six grades, even in some schools, it is taught to the

first to sixth graders. The English teaching and learning process in this period is intended to develop the language ability which is used for language accompanying action. English is used to interact and has the characteristics of "here and now"

The objectives of English subject at elementary school level in Indonesia are as follows:

- a. Students are expected to have skills of basic listening, speaking, reading and writing with the concern is in the mastery of speaking skills for communication using selected topics and context related to the environmental needs.
- b. Students are expected to have competence in using vocabulary, grammar or structure and in pronouncing English vocabulary appropriately. (Depdiknas 2006)

While the functions of learning English in primary schools are:

- a. Developing the communicative competence in spoken English by accompanying action at school.
- b. Students have highly consciousness about the importance of English to improve nation competence in global society. (Depdiknas 2006)

From the objectives above, English subject in the elementary school becomes one of the local content subjects taught which includes the ability of limited or very simple verbal communication by accompanying action in the school context. It also comprises four major skills of language: listening, speaking, reading and writing. However, speaking and listening skills are seen as

the verbal communication that is emphasized in this level of education since they are the first two skills to be mastered by the students.

2.2.2 Teaching English for the Fifth Graders of Elementary School

Teaching and learning English for the fifth graders of elementary school are expected to help students master some standard competencies and basic competences in listening, speaking, reading, and writing. The students are considered successful in accomplishing listening skill when they can understand and respond very simple instructions through appropriate actions in the classroom and school context.

In speaking aspect, the students are expected to express demonstrated instructions and information in the school context such as expressing how to do something, give commands, and directions to their classmates.

In reading aspect, they should be able to read aloud very simple words, phrases, and sentences with appropriate pronunciation, stress, and intonations and understand written messages and pictorial descriptive text correctly.

In the writing aspect, the students are expected to have the standard competence to spell and copy very simple English sentences in the school context with appropriate punctuation.

These four skills are used to respond or create a discourse in society. Because of this, English is used to improve those skills in order to make students able to communicate in certain English literacy. Teaching and learning English in elementary school, the students are expected to be able to reach the required level as their preparation for higher level of education.

2.3 The Characteristics of Elementary School Students

Successful teachers take into account student differences in developmental levels and individual characteristics. Teachers have to differentiate the treatments for their students in different level of education. They also have to know the strengths and weakness of students in order to maximize them for achieving the goal of teaching and learning process.

In Indonesia, elementary school age is considered as the late of childhood that normally happens from the age of six until twelve years old. Generally, there are big differences between students at elementary school and students of junior and senior high schools and also students from higher education level.

The main characteristics of elementary school students are they tend to show their individual differences in many aspects such as their intelligence, cognitive and language skills, and personal as well as physical development. Moreover they often lose their confidence and interest in learning. Consequently, the teacher should create classroom environment which promotes motivation such as providing them with variations of interesting and effective media.

Haryadi (2003: 102) gives some characteristics of elementary school students.

They are:

- a. The elementary school students are the children at age between six to twelve years old
- b. They are in the golden age which means they can learn everything easily and show what they know from school and environment.
- c. There is strong correlation in physical condition and school achievement

- d. They intend to praise themselves
- e. At the end of this phase, they begin to have an interest in special subject.

Scott and Ytreberg (1990:1-3) divide the children of the age of elementary schools level into two main categories. They are the five to seven years old and the eight to ten years old. According to them, the main characteristics of the five to seven years old are:

- a. They can talk about what they are doing.
- b. They can tell about what they have done or heard.
- c. They can use their vivid imaginations
- d. Their own understanding comes through hands, eyes and ears. The physical world is dominant at all times.
- e. They have short attention and concentration span.
- f. Young children love to play and learn best when they are enjoying themselves.
- g. Young children are enthusiastic and positive about learning.

Furthermore, they also state that children of ten years old are relatively mature children with an adult side and a childish side. Many of the general characteristics of the eight to ten years old are:

- a. Their basic concepts are formed.
- b. They ask questions all the time to increase their knowledge
- c. They rely on spoken word as well as physical world to convey and understand meaning. Therefore, the effective way in teaching foreign language is learning through accompanied actions.

- d. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- e. They are able to work with others and learn from others.

(Scott and Ytreberg 1990:3-4)

Nasution (1992) stated that the students of elementary school have special characteristics. They have high interest in concrete and authentic life. They are very realistic and have high interest to know and learn new things. They also have interest in certain subjects. Besides, they like to play with children at the same age but they still enjoy themselves.

While Harmer (2001:38) says that young learners have some special characteristics which should take into account by the teacher. First, they respond to meaning even if they do not understand individual words. Second, they often learn directly and indirectly. Third, their understanding comes not just from the explanation, but also from what they see and hear and crucially have a chance to touch and interact with. Fourth, they have a need for individual attention and approval from their teacher. Fifth, they have a need for individual attention and approval from their teacher and the last is they are keen on talking about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom.

In general, elementary schools students are not same as adult learners. They have very special characteristics which need special treatment. They are also very enthusiastic and positive about learning especially in learning new subject, and they love to play. Related to their ability in foreign language learning, basically children have a reputation for being natural language learners. The way children

learn a foreign language depends on their development stage. Therefore, they have an amazing ability to absorb language role play and other activities which they find enjoyable. Consequently, English teachers have to consider not only the pedagogical principle in language teaching but also the characteristics of young learners by promoting interesting teaching technique and media that allow the students to interact with, enjoy the classroom activities, and keep their concentration in order to increase their motivation in learning English.

2.4 Definition of Classroom Instructions

According to Oxford Advance Learners dictionary (1995:619) instruction is defined as the purposeful direction of the learning process.

Vallete (1989:17) states that classroom instructions are instructions which are used in classroom when teaching and learning process occurred in order to support teacher and students activities.

In the curriculum of elementary school level, instructions are English lesson which talk about directions or simple instructions which is primarily taught to the students of fourth grade up to sixth grades in the form of very simple imperative sentences related to the classroom and school context by accompanying actions. Teachers design instruction to build fluency in oral and silent reading.

Generally, the goals of introducing this material are to make the students have good understanding in expressing the instructions orally and responding them by physical responses, and for some extent, to use these expressions for their communication in the classroom context.

Generally, there are three kinds of instructions. They are:

- a. Direct instruction. It is also called teacher-centered instruction technique. The teacher provides the students with much of the information they need, often through lectures, explanations, examples, and problem solving. Most direct instruction techniques only allow for minimal students-teacher interaction, and need to be supplemented by review, practice, and group discussions. The main strength of direct instruction is it is efficient, especially in quickly providing information to the students. However, direct instruction is not an effective way to teach higher level thinking, analysis, or evaluation.
- b. Indirect instruction. In this case, the indirect approach to teaching present students with instructional stimuli in the form of materials, objects, events, and requires students to go beyond the basic information that they are given to make their own conclusions and generalizations. Indirect instruction allows teachers to engage their students in activities which require the students to learn independently. Students take an active role in their own conclusions and discussing their result.
- c. Self-directed instruction. Here, the students are supposed to take learning into their own hand, apply their knowledge to real-world problem, monitor their own achievement, and go beyond the material that is presented to them. Predicting, questioning, summarizing, and clarifying are four important activities that shift the responsibility of the learning to the students.

From the explanation above, I can conclude that the instructions taught in the elementary school is direct instructions where the teacher providing more

information that the students need and give the models directly or by using certain media while the students respond the instructions by physical responses. In the teaching and learning process, teachers always give very simple instructions in the classroom to be understood and responded by the students, such as:

“Knock the door”

“Greet the teacher”

“Sit down on your chair”

“Stand up”

“Clean the blackboard”

“Open your book”

“Listen and repeat”

Those instructions are called classroom instructions which are mostly used during the lesson in order to facilitate students in learning English.

2.5 General Concept of Teaching Media

Media are tools which have function to transmit messages. The use of teaching media is now widely used in teaching and learning process in order to give variations and create good atmosphere in classroom activities (Bovee, 1997).

Locatis and Atkinson (1984: 3) define media as the means (usually audiovisual or electronic) for transmitting or delivering message. Media include such as print, graphics, photography, audio communications, television, simulations, and games and computers.

Another definition of media is given by Gerlach and Ely (1980: 241). According to them, media is any persons, materials, or events that establish

conditions, which enable learners to acquire knowledge, skills, and attitudes. Thus, media are any instructional aides that are used as communication media in the purpose of increasing the effectiveness of teaching and learning process.

Heinich and Molenda (2005) give six kinds of teaching media. They are:

a. Text

Text is the primary element for transmitting information which has many kinds of form. It tries to attach the readers for getting information.

b. Audio

This media helps to give massages impressively. It also supports more interesting facts about given massages. The examples of this media are background sound, music, audio tape, audio disc, radio and other recordings.

c. Visual aids

This media can give visual stimuli such as pictures, diagrams, graphics, cartoons, and posters.

d. Audio motion visuals.

Including this aids is film, video cassettes (CD, VCD, or DVD), and television programs.

e. Miniature

These aids are usually in the form of three dimensions which can be seen and touched by students directly. This media are made to overcome the limitations of real objects so the learning and teaching process can run well.

f. Human resources (people)

Included in these media are teachers, students, and professionals in certain fields of study.

Anderson as quoted by Rumampuk (1988: 23) also gives classifications of media. They are stated as follows:

- a. Audio (sound only) such as audio tape, audio disc, radio etc.
- b. Printed material such as programmed texts, job aids, and guidance books.
- c. Audio Print (combination of audio and printed materials) such as audio tape or disc, film, and diagrams.
- d. Projected still visual such as slide, film strips that is supported by verbal recording.
- e. Audio projected still visual such as film strips with sounds, and slides with sounds.
- f. Motion-visual such as some films without voice.
- g. Audio motion visual such as motion pictures, motion film, and video.
- h. Physical objects such as actual objects, mocks-up or models of real things.
- i. Human and situational resources such as the teachers, and the school environment
- j. Computers such as CAI-CMI (Computer Assisted Instruction), Computers and various terminal display equipments.

Murcia (2001:461) also assists that media help teachers to motivate students by bringing real life into classroom and presenting language in its more complete communicative context. Media can also inform and help students to

process information and free the teacher from excessive explanation, they can provide contextualization and a solid point of departure for classroom activities.

Selecting the most appropriate media becomes a crucial issue in the teaching and learning process. Basically the teacher can use all kinds of teaching media but they must pay attention to their significance and effectiveness for teaching and learning process. Furthermore, the most important thing to be considered is any kinds of visual aids teachers use should make the students feel comfortable and they can facilitate students to easily understand the lesson.

2.6 General Concept of Animation

Technology usage in education field becomes a worldwide phenomenon due to the international expansion and the rapid change of technology especially in information and communication one. It is followed by the general commitment of worldwide countries to apply some technologies in any aspects of life including education field.

One of the popular products of technology used is animation. According to Fernandez (2000) animation is the process of recording and playing back a sequence of scenes to achieve the illusion of continuous motion.

Rosch (2003) stated that animation is the combination of computer and video while Animia (2010) said that animation is a technique to show a series of pictures in order to give virtual motions of the pictures such as the change of colors, expressions, picture movements and other special effects.

Istanto (2001:61) said that the basic concept of animation is the existence of movements to make the display become more dynamic. The use of animation can also create special impressions for the viewer.

In general, computer animation is divided into two parts:

- a. Two dimension (2D) animations. This animation uses two sides or point of view which represents the width of left-right sides and height top-down sides.
- b. Three dimension (3D). It is a 2D animation that is modified so it looks like realer because it contains some special effects such as shadows of the body.

To create an animation, an animator needs certain computer software. One of them is *Macromedia flash MX*. It is usually used to create animations for the purpose of educations, business, movie, or advertising. Besides there are some others applications provided by macromedia, they are *Fireworks*, *Dreamweaver* and *Freehand*.

From the previous explanation, I conclude that animation is an interactive audio-visual media. In the case of media usage in teaching English for elementary students, animation can be used to attract and get the students' attention because it contains clear and interesting pictures. Therefore, it will help teachers to get students' attention and motivation. Besides, the animations can move and also can be accompanied by sounds and writings. The last, the animations or materials can be created and modified based on the curriculum, students and teacher needs, and also the creativity of the teachers.

2.7 The Process of Implementing Animations and TPR Method in Teaching Classroom Instructions for the Fifth Grade Students

In this study, I will make some modifications of the TPR method that is by using visualization in the form of animations. These animations will be used to explain the expressions of classroom instructions and give the real example of their physical responses. In order to maximize the usage of the time allotment and keep the attention of the students, I have arranged the schedules for teaching and learning process. I will take six meeting to accomplish the research and it took seventy minutes for each meeting to teach English instructions to the fifth graders of Elementary School. The process is classified by three steps. They are:

a. Preparation

For achieving maximum result, I prepare some instruments and tools needed in conducting the research. The preparations cover preparation for students and teachers. They are:

1. Determining the schedule for the program
2. Selecting and arranging the materials for each meeting based on the curriculum of elementary school. The material is mainly about the expressions classroom instructions for the fifth graders.
3. Preparing the animations which are used as the media in teaching classroom instructions for the fifth graders of elementary school. These animations contain thirty (30) individual activities that are usually performed in the classroom or during the teaching and learning process.

They are then used to give and respond to some classroom instructions in school context.

4. Preparing tools and equipments used in teaching and learning process. In this activity, I will use a laptop, camera, lists of classroom instructions, song, and token.
5. Preparing some instruments of evaluation to know the development of the students. The instruments used are questionnaires, interview, observation sheets and an achievement test.

b. Activities

In this step, I will act as the classroom English teacher. The activities included pre-activities, main activities, and post activities.

1. Pre-activity

The teacher tried to find out students motivation, understanding of English lesson, and the condition of teaching and learning process in the classroom by giving some oral questions in the form of informal interview and questionnaire.

2. Main activities

In the main activities, students and teacher passed some sequence of activities. They are:

- a) Teacher will play a series of 2D animations which contained thirty physical activities in the classroom context and daily lives. The animations also contain sounds and writing in English in order to help students to understand the words and its pronunciations.

b) To get clearer understanding, the teacher will play the animations one by one, drill the students how to read the sentences, and then discuss the meaning of the English words and introduce simple grammar for the students. In this step, the students are supposed to actively participate in the learning process.

c) To check the students understanding, teacher will invite some students and provide them with some instructions based on the given material. The task of the students is responding them by using physical responses while the other students become the observer and evaluator of their friends' responses and the teacher become the director to make sure the flow of teaching and learning process as it is happen in TPR classroom.

d) The teacher then allows students to give simulations independently. Here, the students work in pairs. One of them gives the instructions while the other responded them.

e) In the next step, the teacher asks the students to respond and give instructions for their classmates. It will become evaluation for the students.

f) During the lesson, the teacher also observes the students' participations in the classroom to measure their motivations and interests by seeing their attendance, attentions, responses, readiness, ability, involvements, and interests.

3. Post-activity

After passing a series of main activities, the teacher then provides the students with the achievement test and questionnaire about their opinion towards the teaching and learning process. Furthermore, the teacher gives verbal and non-verbal reinforcement and introduced nursery rhymes for keeping students motivation in learning English.

2.8 Action Research

This discussion contains four main sections. They are general concept of action research, types of action research, goals of action research, and steps in doing action research.

2.8.1 General Concept of Action Research

Action research was first introduced by Kurt Lewin, a social psychologist and educator who works on action research was developed throughout the 1940s in the United States. Lewin used the term “action research” to describe work that did not separate the investigation from the action needed to solve the problem. (McFarland & Stansell, 1993:14)

Many expertises give definitions of action research. Ferrance (2000) states that action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. Typically, this research is undertaken in a school setting and conducted by a classroom teacher individually or often, action research is a collaborative activity among colleagues.

Watts (1985:118) as it is quoted by Ferrance stated that Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions that:

- a. Teachers and principals work best on problems they have identified for themselves
- b. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- c. Teachers and principals help each other by working collaboratively
- d. Working with colleagues helps teachers and principals in their professional development.

Wallace (1998:4) states that action research is a process which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what her future practice should be.

While Hopkins (1985:32) defines that action research is a kind of critical research. It views that knowledge is both subjective and problematic. So this research points out the aspects of reflective thinking about other factors that may influence the quality of the research itself.

Elliot as it is sated by Hartoyo (2009:38-39) gives three characteristics of action research. Firstly, action research focuses on practical issues about teaching and learning problems in the classroom. Secondly, findings in implications derived from action research are often regarded as new practical invention

strategies to some teaching problem. Thirdly, action research entails identifying teaching strategies to solve certain practical teaching and learning problems.

Action research is a systematic activities conducted by a classroom teacher to solve some problem occur in the teaching and learning process or to develop the quality of students as well as educators. In this study, I uses this method in order to solve the problems occurs in the fifth grade of SDN Sumurpule. The problems are the low ability of students' English skill especially in listening and speaking, the difficulty of students in understanding English including classroom instructions and also their low motivation in learning English.

2.8.2 Types of Action Research

Ferrance (2000:3-5), provides four types of action research based on the number of researcher. They are:

a. Individual teacher research

This research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. The research collects data or may involve looking at student participation. The findings may not be shared with others

b. Collaborative action research

It may include at least two teachers or a group of several teachers and others interested in addressing a classroom or department issue. It may involve one classroom or a common problem shared by many classrooms. These teachers

may be supported by individuals outside of the school, such as a university or community partner.

c. School-wide research

It usually focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. In this research, teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance.

d. District-wide research

It is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. Collecting data from all participants needs a commitment from staff to do their fair share and agreements deadlines for assignments.

In this research, I will conduct individual teacher research in order to solve some problems dealing with teaching and learning process in the fifth grade of elementary school.

2.8.3 Goals of Action Research

The development of a teachers' professional is very essential for the time being. Although many teachers are in broad agreement with the general aims, some give their thoughts about the exact aims of the actions research are and the impact of this research method upon their performance and output in their teaching and learning process.

Elliot (1991:18) states that the fundamental aim of action research is to improve practice rather than to produce knowledge.

Ferrance (2000:2) states that the goal of action research is searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

Borg (1965:313) believes that action research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education.

Furthermore, Hopkins (1985:41) writes about the aim of conducting action research.

'...is give the teachers an introduction to the variety of methods available to them as a mean of extending their repertoire of professional behaviours and of encouraging flexibility in personal development. These are methods and approaches that teachers can put into use, which empower them, and make them increasingly competent and autonomous in professional judgement'

Kemmis and Mc Taggart as quoted by Nunan (1992: 18) state that action research is a group of activity and a piece of descriptive research carried out by a

teacher in his or her own classroom, without changing the phenomenon under investigation.

While Harmer (2001: 344) argues that action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and or appropriateness of certain activities and procedures.

Based on the definition above, I can conclude that Action research is one is a series of procedures, a group of activity and a piece of descriptive method and strategies which is used to search and solve learning problems which may be faced in class, improve teacher's development, and increase the students achievements. They can be achieved by doing such action research circles or steps systematically.

2.8.4 Steps in Doing Action Research

Hartoyo (2009:37) stated that action research process is characterized by spiral cycles of planning, action or implementation, observation, and reflection or evaluation. Likewise, being different from the theory-based academic research, school-based action research emphasizes teacher's immediate feedback and improvement on learning and teaching.

According to Hartoyo (2009:37) the four cyclical basic processes in implementing action research are as follows:

a. Planning

After making sure about the problem of the research, the researcher needs to make a preparation before doing an action research. The kinds of preparations include:

1. The steps and activities during the research
2. Preparation for teaching facilities
3. Preparation for data analysis during the research process
4. Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Action or implementation

Doing action is the main cycle of the action research. It becomes the realization of the planned actions. It is then followed by observation, and reflection activities. In conducting a research, a researcher has to follow the procedures or action planning.

c. Observation

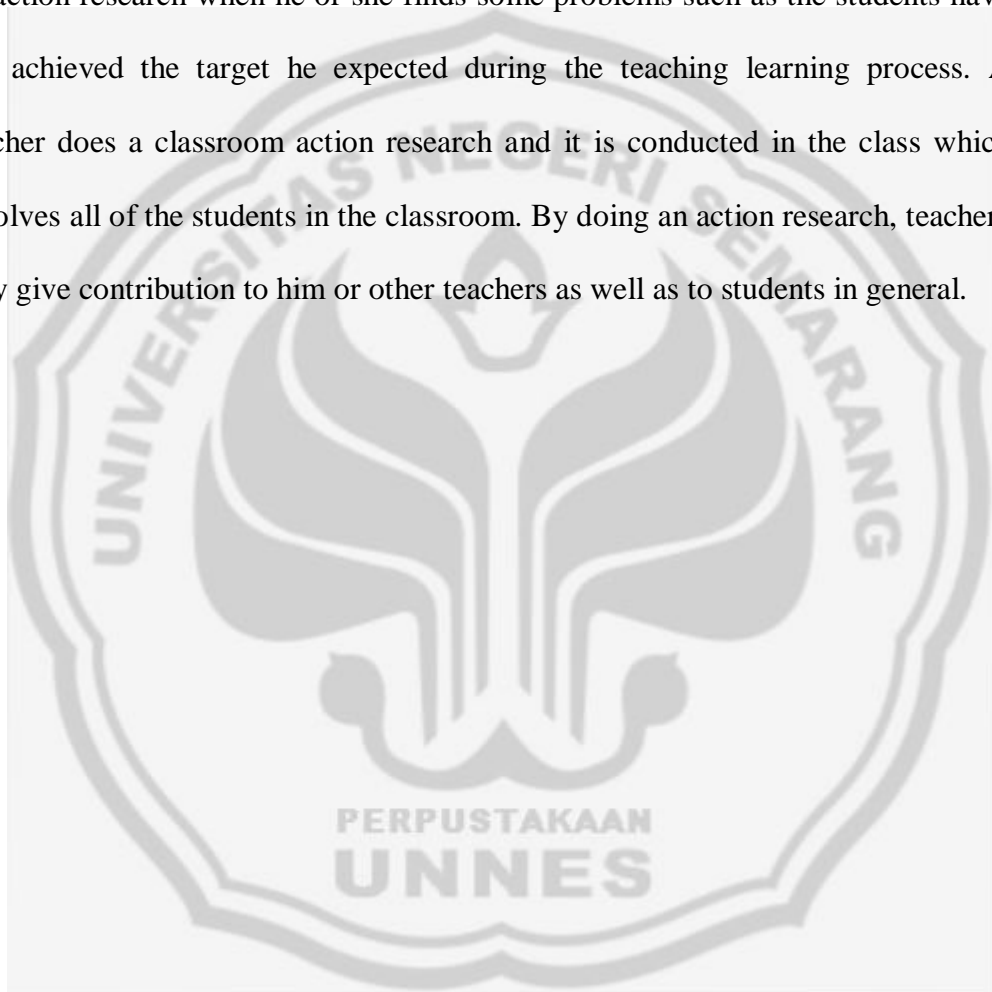
After doing the action, a researcher has to make observations for all events or activities during the research. The observation may be in the form of teachers talk, pupils' talk, and silence or confusion. Observation is a usual step when a researcher is observing or assessing the decision of research during teaching and learning process as the result of learning interaction among the learners

d. Reflection

After conducting and observing the implementation steps, the next step is reflection or evaluation. A reflection is an effect to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The reflection is a fact-finding about the result of the action. The result of reflection is used to establish the next steps of the research. In other words, a reflection is the

inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research (Hopkins, 1993: 48)

After knowing the aims in conducting an action research, the teacher uses an action research when he or she finds some problems such as the students have not achieved the target he expected during the teaching learning process. A teacher does a classroom action research and it is conducted in the class which involves all of the students in the classroom. By doing an action research, teachers may give contribution to him or other teachers as well as to students in general.



CHAPTER III

METHOD OF INVESTIGATION

This chapter primarily deals with the method of investigations used in this study. This method is very important as a guideline to gain the objectives of the study. In order to get the representative data, I will apply these following methodologies which are divided into six parts: the research design of the study, the source of the data, the subjects of the study, the instrument of the study, the procedure of collecting the data, and the criterion of assessment.

3.1 Research Design

The research design is to seek and answer the first question of this study, which is how animation and Total Physical Response are implemented in teaching classroom instructions for the fifth grade students of elementary school.

In this study, I will implement the use of animation and Total Physical Response method in teaching classroom instructions for the fifth graders of elementary school by applying classroom action research. This research method is started by finding the problems in the classroom teaching and followed by a spiracle cycles which contain four steps: planning, acting, observing and reflecting. The goal is to solve instructional problems in the classroom for the betterment in the classroom teaching. Here, the teacher should observe and gather evidence of student learning systematically, make professional reflection and plan the strategies of improvement (Elliot 1991).

The procedure of conducting the classroom action research in this study can be explained in the diagram below:

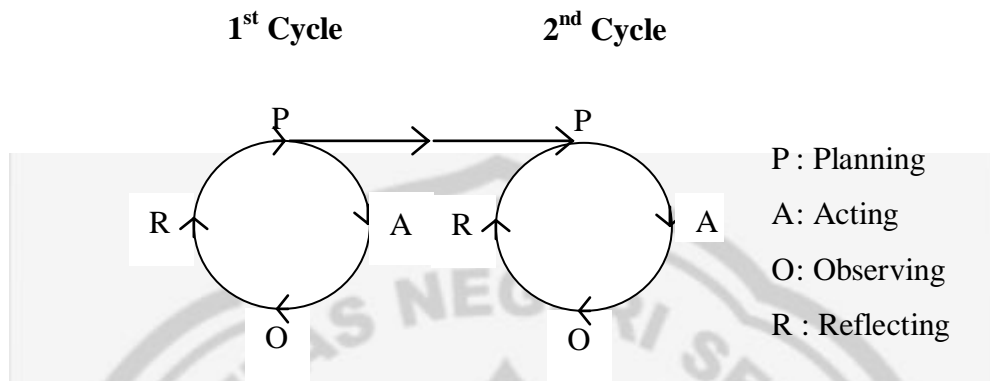


Figure 3.1
The Steps in Conducting Action Research

a. Problem identification

Based on the result of the initial observations, there are some problems that have to be solved when I conduct the action research at the fifth graders of SD N Sumurpule. They are:

1. The teacher has not used any media such as pictures or game and have not provided a teaching method that contains activities in order to facilitate students in learning English more fun and easier and promote students-students interactions.
2. Students find some difficulties in understanding and responding classroom instructions. It is because the teacher never explains about this material and rarely pronounces the expressions of classroom instructions in English although these expressions are very important to facilitate teaching and learning process for elementary school students.

3. The motivation of the students in learning English is still low and some of them think that English is a difficult language to be learnt.
4. Learners' environments do not give significant contribution to the students for learning English since they prefer using their native language to English.

b. Steps

There are some steps in conducting action research. According to Kemmis (1990) cited in Mill (2000:35), the steps in conducting action research are: planning, acting, observing, and reflecting the result of observation. These steps are in the form of cyclic steps which can be done in many cycles until the goals of the study are achieved.

3.1.1 First Cycle

The objective of first cycle is to know how far is the students' mastery in understanding, responding and giving English classroom instructions by making use of materials in the form of 2D animations and applying Total Physical Response method. The steps consist of planning, acting, observing and reflecting.

a. Planning

In this activity, I plan some preparations before conducting the main activities in this research. They are:

1. Planning the implementation of animations and TPR method in teaching classroom instructions for the fifth graders of elementary school.

2. Preparing the materials of teaching. In the first cycle, the materials contain fifteen classroom instructions and their physical responses which are displayed in the form of 2D animations.
3. Designing a lesson plan for each meeting, including the assessment form for evaluating the students' progress (an achievement test, questionnaires, observation checklists, and interview) and the students' numbers. These numbers will help the teacher to observe the students' participations and progress during the lesson.

b. Action

The actions' goal is to solve the problems faced by the students. Before conducting the treatment, I will give the first questionnaire in order to know the students' opinion towards English teaching and learning process before the treatment. Besides I will also conduct an informal interview with the English teacher in order to know the students motivation in learning English, the method and media used by the teacher and to know whether he/she has explained or introduced the expressions of English classroom instructions or not. Below are the sequences of activities that will be conducted in the first cycle.

1. I will distribute the numbers of the students. The students have to bring the number until the end of the treatment or the cycles.
2. In the warm up activity, I will orally give some familiar classroom instructions for the students, such as "clean the blackboard" and "close the door".

3. I will play a series of 2D animations which contain fifteen physical activities in the classroom context. The animations are equipped with sounds and writing in English so that the students can know the writing of the sentences and how to pronounce them.
4. To get clearer understanding, I will play the animations one by one, drill the students how to pronounce the sentences, and then ask them to discuss the meaning of the English words. In this step, the students are supposed to actively participate in telling the meaning of the introduced words.
5. To check the students understanding, I will call some students and provide them with some instructions based on the given material. The task of the students is responding them by using physical responses while the others become the observer and evaluator of their friends' responses.
6. I then allow students to give simulations independently. Here, the students will work in pairs. One of them gives the instructions while the other responds it.
7. The next step, I will ask ten students to respond the instructions and other ten students give instructions for their classmates. It also becomes the test for the first cycle.
8. During this activity the students who do not get the turn will become the evaluators for their friends' performance. Therefore, I can know their understanding about the instructions given.
9. During the lesson I will observe the students' participations in the classroom to measure their motivations and interests by seeing how well

their attendance, attentions, responses, readiness, ability, involvements, and interests are.

10. I will give reinforcement for the students who do their job well. The reinforcement given will be in the form of verbal reinforcement and token.

11. I will introduce a nursery rhyme entitled “If you are happy” for keeping the students’ motivation.

c. Observation

During the teaching and learning process, I observe the students’ learning motivation and participations, their response, and their ability in responding and giving instructions. Observation is the activities of collecting data to supervise to what extent the result of acting reach the objectives. The results of this observation will be used to recognize how far I have achieved the goal and planned what I should do in the next cycle.

d. Reflection

Reflection is the activity of evaluating critically about the treatment given in the first cycle whether the students show the significant improvement after the treatment given or not. In this step, the researcher can decide whether it is necessary to revise the actions or not in order to achieve the maximum result. If I still find some weaknesses, I will conduct the second cycle by doing some modifications in order to make some improvement towards the activities in the classroom.

3.1.2 Second Cycle

Basically the activities provided in the second cycle will be the same as the ones given in the first cycle but I will make some necessary improvement and correction about the weaknesses which may be found in the first cycle in order to provide better and more effective activities in the classroom.

The series of activities which will be conducted in the second cycle are explained as follows:

a. Planning

In the second cycle, I make some preparation according to the result of the activities conducting in the first cycle. They are:

1. Preparing the materials which consist of new fifteen classroom instructions in the form of 2D animations.
2. Revising the lesson plan for the second cycle, the achievement test and the second questionnaire
3. Making the observation checklist to measure the students' improvement in the second cycle.

b. Action

In this step, I will provide the students with some activities which have been prepared before. The activities are:

1. In the warm up activity, I will give some instructions related to the material in the previous activities.
2. I will Review all of the materials in the previous meeting.

3. I will play a series of 2D animations which contain new fifteen expressions of classroom instructions. The animations are equipped with sounds and writing in English so that the students can know the writing of the sentences and how to pronounce them.
4. To get clearer understanding, I will play the animations one by one, drill the students how to pronounce the sentences, and then ask them to discuss the meaning of the English words. In this step, the students are supposed to actively participate in telling the meaning of words.
5. I then allow students to give simulations independently. Here, the students will work in pairs. One of them gives the instructions while the other responds it.
6. The next step, I will ask ten students to respond the instructions and the other ten students give instructions for their classmates. As it happened in the first cycle, this activity will become the test for the end of the second cycle.
7. During this activity the students who do not get the turn will become the evaluators for their friends' performance.
8. During the lesson, I will also observe the students' participations in the classroom to measure their motivations and interests by referring seven indicators; students' attendance, attentions, responses, readiness, ability, involvements, and interests.
9. I will give reinforcement for the students who did their job well.

10. I will introduce a song entitled “Hokey Pokey” for keeping students’ motivation.

11. In the end of the meeting, the students will do an achievement test. This test is used to know the students’ understanding of all materials given. The students also have to answer the second questionnaire in order to know their opinion about the process of teaching classroom instructions by making use of animations and TPR method.

c. Observation

The next step is observation about the teaching and learning process in the second cycle. In this part, I will observe the students improvement in participating in the activities and their understanding about the expressions of classroom instructions. The observation aspects will be same as the ones used in the first cycle with the concern of the aspects that the students have not achieved yet.

d. Reflection

Reflection is the activity of evaluating critically about the treatment given and the result of observation during the activities in the classroom to know whether the students show any progress or change after the treatment given. In this step, the researcher can decide whether it is necessary to revise and conducting next cycle actions or not.

Below is the schedule of the activities that will be conducted during the research.

Table 3.1
The Schedule of Activities during the Research

Meeting	Activities
1	<ul style="list-style-type: none"> • Observing teaching and learning process in the classroom
2	<ul style="list-style-type: none"> • Giving first questionnaire • Having an interview with the English teacher
3	<ul style="list-style-type: none"> • Conducting the first cycle
4	<ul style="list-style-type: none"> • Conducting the test of the first cycle
5	<ul style="list-style-type: none"> • Conducting the second cycle
6	<ul style="list-style-type: none"> • Conducting the test of the second cycle
7	<ul style="list-style-type: none"> • Conducting the achievement test • Giving the second questionnaire

3.2 Subject of the study

The subject of the study explains about the population and the sample of this study.

3.2.1 Population

Arikunto (2006:130) says that population is the total number of the subjects of an investigation.

Determining the population and sample are the crucial stages in a research in order to achieve the effectiveness and objectiveness of the result. The population of this study is the fifth grade students of SDN Sumurpule in the academic year of 2010/2011 that consists of 28 students, 17 boys and 11 girls.

3.2.2 Sample and Sampling Technique

After determining the population, the next step that the researcher do is selecting the sample of the study.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. The individuals selected are called a sample. Sample is supposed to be the representative of the population. (Gay, 1987:101)

Arikunto (2002: 109) stated that a sample is a part of population that will be examined. It means that researcher may take the whole of the population or just some of them as the subjects of the research. It depends on the researcher's needs.

In this study, I will take all the population of the study as the sample which means the sample of this study is 28 students from the fifth graders of SDN Sumurpule in the academic year of 2010/2011.

3.3 The Source of the Data

Source of the data would be based on two kinds of data. They are primary and secondary data. According to Mark Kelly (2007) in his article, Primary data is the data from the internal source that is the result of the research conducting by the researcher. Primary data is a data that could be relied on because I know about where the data come from. While, secondary data is a data which is collected from external sources such as relevant books, articles, research reports, and internet.

Christensen (2001:323) states that to identify the source of data, the researcher needs to determine how many participants should be used. In this

research, I will conduct the classroom actions research in SDN Sumurpule Rembang. Therefore, the primary data will be got from the result of conducting the treatment in this classroom.

3.4 Instruments of the Study

Instrument refers to some shorthand devices for observing and recording events or for gathering data (Miles, 1994:35 as cited by Saleh, 2001:17).

In fact, there are many methods or instruments used to collect data. There are questionnaire, interview, observation, test, etc (Arikunto, 1998:137). In this research, I will use four kinds of instruments, namely an achievement test, questionnaires, observation checklists and interview to identify whether animations and Total Physical Response method are effective to teach classroom instructions for elementary school students.

3.4.1 Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

Arikunto (1998:140) states that questionnaire is a number of written questions which is used to gain information. A question can be distinguished into three. They are:

- a. From the way to answer question, there are two types of questions:
 1. Opened questionnaire, the respondents can answer question using their own sentences

2. Closed questionnaire, the respondents can directly choose the appropriate answer provided
- b. From the given answer
1. Direct questionnaire, the respondents answer about themselves
 2. Indirect questionnaire, the respondents answer the question about other things
- c. From the form of questionnaire
1. Multiple choices, the respondent choose the answer by choosing the right answer among other answer provided.
 2. An essay, the respondent give the answer in the form of essay or short as well as long explanation
 3. Checklist questionnaire
 4. Rating scale, the statements are followed by rating column

In this research, I will give two questionnaires for the students in the form of closed questionnaire multiple choices. The first questionnaire will be given before the treatment and the other is given after the treatment. The objective of these questionnaires is to know students' opinion towards the English teaching and learning process before and after the treatment. Each question has two options. The score for each of them will be classified into two categories, a=1 and b=0.

3.4.2 Observation Checklist

Observation is one of the research instruments to give spoken or written remarks or comment based on something that someone has been seen heard or

watch such as observations about human behaviour (Oxford Learner's Dictionary, 1995).

Observation checklist is one of the forms of observation which is in the form of close observations. It means, the researcher or evaluator has already mentioned the aspect that will be assessed in the observation sheet. Therefore, they only need to give check or score based on the prepared scoring guidelines.

This research instrument is primarily designed to know the students behaviour during the teaching and learning process. It is also usually use to know how a teacher carried out the material, the students' responses and development during the teaching and learning process.

In this study I use two kinds of observation checklists. The first observation checklist mainly measures the students' participations in classroom activities which cover students' attendance, attentions, responses, readiness, ability, involvements, and interests. This observation will be conducted every meeting to see the progress of the students. The score of this observation is classified into five categories, they are: 5= Very good, 4= Good, 3 = Fair, 2 = Poor, 1 = Very poor.

The second observation checklist will be used to measure the students' ability in giving oral classroom instructions and respond the instructions by using physical responses. The scoring guidelines are divided into two, the scoring for students' ability in responding classroom instructions by using physical responses and giving verbal classroom instructions. This test will be conducted in the end of each cycle as the test of the cycle.

The scoring guideline for assessing the students' mastery in responding classroom instructions is presented in the following table.

Table 3.2
The Scoring Guideline for the Students' Ability in Responding Classroom Instructions

Points	Explanation
5	The student perform the instruction correctly after hearing the instruction for the first time
4	The student perform the instruction correctly after hearing the instruction twice
3	The students perform the instruction incorrectly after hearing the instruction for the first time
2	The students perform the instruction incorrectly after hearing the instruction twice
1	The students cannot respond any instructions

While the scoring guideline for assessing the students' mastery in giving oral classroom instructions is presented as follow.

Table 3.3
The Scoring Guideline for the Students' Ability in Giving Classroom Instructions

Points	Explanation
5	The student gives appropriate instructions clearly and very well pronounced
4	The student gives appropriate instructions clearly and well pronounced
3	The student gives appropriate instructions clearly but not well pronounced
2	The student gives appropriate instructions unclearly and not well pronounced
1	The students cannot give any instructions

3.4.3 Test

Test is a tool or technique to measure students' expression of knowledge, skills and/or abilities. Classroom tests play three important roles in the second language program: they define course objectives, stimulate student progress, and evaluate class achievement. Test has more questions of greater difficulty and requires more time for completion than a quiz.

In this study, I will provide an achievement test. It contained 25 items in the form of multiple choice test based on the given materials. It is given as evaluation in the end of the treatment. The result then will be interpreted and also used as the data. The level of students' achievement that is stated by Harris (1969:134) is interpreted as follows:

Table 3.4
The Level of Students' Achievement

Percentage	Criterion
91 – 100	Excellence
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 - 60	Poor
≤ 50	Very Poor

3.4.4 Interview

I will also conduct an informal interview with the English teacher of SDN Sumurpule in order to discover some important information related to the material, media and method used during the lesson, and the students' motivations

in learning English. By conducting this, I will know what suitable treatment that I can give for the students.

3.5 Method of Collecting Data

Collecting data is one step used in a research, since the data is absolutely needed to verify the hypothesis. Data are very important in every research because research finding comes from the interpretation of the data collected.

To collect the data, I use the method which is adjusted to the need of this study. I will conduct the treatment, record all of the events during the research such as the students' motivation, participation and results of the test in every cycle into the observation checklists and the last I will give an achievement test to assess the students' mastery about the given material. Furthermore, I also give two questionnaires to know the students' opinion towards the teaching and learning process before and after the treatment. The process of collecting data can be summarized into two steps.

a. Presenting the Material

To present the materials, I use 2D animations which contain thirty expressions of classroom instructions and their physical responses. The sequences of classroom activities have been explained in the explanations about the flow of the activities in the first and second cycle above.

b. Assessing the Students

I will assess the student's mastery, participation, and their opinion about the method and media used in the classroom by using observation checklists,

questionnaires and the achievement test. The observation checklists are used to know whether the students have met the criteria of evaluation or not. The achievement test is given to measure the students' mastery in the material given. In presenting the result of the treatment, I consider the mean of the score to measure the improvement. The result of the mean can be calculated by using this formula:

$$(M) \text{ Mean} = \frac{\text{sum of the score}}{\text{number of students}} = \frac{\sum S}{n}$$

3.6 Criterion of Assessment

The students' success and failure in doing the activities planned above will be assessed by referring to the criterion issued by the Department of National Education. The criterion says that a student can be successful if he/she achieves 65% of the material and a class is considered to be successful in mastering learning if they can achieve 85% of the material presented. In this action research, I will use that indicator to determine whether a cycle will be continued to the next cycle or should be repeated by applying the arranged plan. The students are considered succeeded if they get 65 for their end cycle tests and achievement test and the average of all students score is 85. For calculating the percentage, I will use this following formula:

$$P = \frac{R}{N} \times 100 \%$$

P = Percentages

R = Achieved score

N = Total number of score

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

This chapter deals with the data got from the research that has been analyzed and interpreted. It provides the process of implementing 2D animations and Total Physical Response method in teaching classroom instructions for the fifth grade students of elementary school, the improvement of students' achievement and participations during the treatment and the result of the questionnaires given before and after the treatment.

4.1 The Process of Implementing Animations and Total Physical Response Method in Teaching Classroom Instructions

In this part, I analyzed the activities conducted in the first and second cycle and their results. It consisted of the result of classroom observation, interview, the treatment conducted in the first cycle and the second cycle including the students' opinion, achievement and participations during the lesson.

4.1.1 Classroom Observation

The classroom observation was conducted on Friday, February 18th, 2011. The classroom observation was conducted in order to know the real condition of the English teaching and learning process in the classroom.

Basically, the condition of English lesson before this research was good enough. The English teacher explained the material and the students paid attention

to the material carefully. The teacher also provided the activities in the classroom. But, there were some weaknesses in this classroom. First, the teacher only provided individual classroom activity so that the interaction between the students was very limited. Second, the teacher did not use any media in explaining the materials to facilitate learning. Third, the teacher did not give opportunity for students to practice the productive skill such as providing an activity which can improve the students' ability in speaking English although this skill should become primary skill to be mastered by young learners of English. Therefore, I do hope that this study would give significant role for the betterment of the English teaching and learning process in this class and help the students to understand English easily.

4.1.2 Interview

I conducted an informal interview with the English teacher of the fifth graders after I conducted the classroom observation in order to get the extended information related to the teaching and learning process in this classroom. In my interview, I asked some questions related to the method, media and teaching techniques used by the teacher. I also asked whether she had already explained about expressions of classroom instructions or not. Besides, I also asked the teacher opinion towards the students' motivation in learning English and the students' weaknesses during the lesson.

Based on the result of the interview, I could draw some conclusion. Basically the teacher used language method in teaching English. She used

Grammar Translation Method and ever used TPR method. But she rarely used media of teaching such as pictures, songs, animations, or games. She also only focused on introducing vocabularies and grammar. She did not provide the activities which can increase the students' ability in the productive skill that were speaking and listening. Moreover, they had not explained about classroom instructions yet although based on the curriculum of English for elementary school students, classroom instructions should be introduced at this level of education. The material and activities provided in the classroom only given based on the demand of the evaluation or summative test, not based on the demand of the curriculum.

Considering the result of this interview and observation, I concluded that the implementation of animations and TPR method in teaching classroom instructions in this class was much needed. This was based on some reasons. Firstly, classroom instructions are English expressions which are frequently used during the lesson at the elementary school level. This study also focused on productive English skill, which were listening and speaking in order to facilitate students to increase their productive skill. Besides, this method and media could help the students in understanding classroom instructions well, increase the students' motivation, create good atmosphere during the teaching and learning process and gave more opportunity for the students in participating in the classroom activities and having more interactions with their teacher as well as classmates.

4.1.3 The First Cycle

The first cycle was accomplished in two meetings. In the first meeting, I gave the first material by using animations and TPR method and the second meeting was used to conduct the test of the first cycle.

The first meeting was conducted on 19th February 2011. The objective of first cycle was to know how far the students' mastery in understanding, responding and giving some English classroom instructions by making use of materials in the form of 2D animations and applying Total Physical Response method was. Before conducting the treatment, I gave the first questionnaire, conducted classroom observations and interview with the English teacher. The first questionnaire was used to know the students opinion toward the English teaching and learning process before the treatment given while the result of classroom observations was used to know the real condition about the teaching and learning in the classroom and interview was used to know the extended information about method, media, technique used in the classroom and to know the students opinion towards English subject. Below were the sequences of activities conducted in the first cycle.

a. **Planning**

In this activity, I planned some preparation before conducting the main activities in this research. They were:

1. Planning the process of implementation of the animations and TPR method in teaching classroom instructions for the fifth graders of elementary school.

2. Preparing the material of teaching. In the first cycle, the material contained fifteen classroom instructions and their physical responses which were shown in the form of 2D animations.
3. Designing a lesson plan for each meeting, including the assessment form for evaluating the students' progress (an achievement test, questionnaires, and observation checklists) and the students' numbers. These numbers would help me to observe the students' participations and progress during the lesson.

b. Action

The actions' goal was to solve the problems faced by the students. In this case, I gave some treatments for the students. The action was conducted as follows:

1. The Treatment

Before I conducted the treatment, I distributed numbers of the students. The students had to bring the number until the end of the treatment. In the warm up activity, I orally gave some simple classroom instructions for the students, such as "clean the blackboard" and "close the door". Here, the students seemed difficult to give their physical response because they never learnt the expressions before. Then I repeated my instructions while wrote them down on the blackboard. Here, I introduced them the expressions of classroom instructions which would be discussed in this meeting.

First of all, I distributed a list of fifteen classroom instructions to guide the students in deciding the meaning of the words while they watch the animations.. After that, I played a series of 2D animations which contained fifteen physical activities in the classroom context and their physical responses. The animations were equipped with sounds and writing in English so that the students could know the writing of the sentences and how to pronounce them. During this activity, I asked the students to think about the meaning of the words by paying attention to the animations displayed. In order to get clearer understanding, the teacher played the animations one by one and drilled the students how to pronounce the sentences. In this step, I focused on helping them in pronouncing the words since they rarely got speaking activities. Besides, the students were also supposed to actively participate in telling the meaning of the words by their selves. Here, I could see that the students were very active in telling the meaning of the words. Moreover, they could tell the correct meaning of the expressions and pronounce them appropriately. Therefore, I could conclude that these animations could help the students to understand the meaning of the expressions and guide them in pronouncing these expressions appropriately.

In order to check the students understanding, I called some students and then provided them with some instructions based on the given material. The task of the students was responding them by using physical responses while the others became the observers and evaluators of their friends' responses. This activity used to give clearer example of using these expressions in classroom context. In this activity, I could see that the students were very enthusiastic in joining the activity.

After I gave the example of using these expressions in the classroom context, I then allowed students to give simulations independently. Here, the students worked in pairs. One of them gave the instructions while the other responded it. This activity was used to give opportunity for the students to interact with their friends. Besides, it was also used to measure the students' ability in responding and giving classroom instructions before they had the test in the end of the cycle. During this activity the students who did not get the turn became the evaluators for deciding whether their friends' responses were correct or not. Therefore, I could know their understanding about the instructions given.

In this treatment, I also evaluated the students' participations by following seven indicators. They are students' attendance, attentions, responses, readiness, ability, involvements, and interests. Here, I asked my friend's help to fill in the observation checklist and observe the students activities during the lesson. Before ending the lesson, I gave reinforcement for the students who did their job well. The reinforcement given was in the form of verbal reinforcement and token. I also provided a song entitled "If you're happy" for keeping the students' motivation and interest in joining the lesson.

2. The First Cycle Test

After conducting the treatment, in the second meeting, I conducted a test to measure the students' mastery in responding and giving the classroom instructions. The test was held on Monday, 21st February 2011. The test was presented in the form of performance test. Here, I randomly chose 20 students who worked in pairs, 10 students gave all fifteen instructions and 10 students

responded them. The students who had not the turn yet showed their participation by becoming the juries. Their job was deciding whether their friends performed and pronounced the instructions correctly or not. I gave score for the students' performances based on the prepared scoring guidelines. The result of the test in responding classroom instructions was shown in the following table

Table 4.1
The Result of Responding Classroom Instructions Test in the 1st Cycle

NO	Students' Code	Score Achieved (max = 75)	Percentage (%)
1	S-3	61	81.33
2	S-4	69	92.00
3	S-7	62	82.67
4	S-9	68	90.67
5	S-13	54	72.00
6	S-16	56	74.67
7	S-19	59	78.67
8	S-22	60	80.00
9	S-25	56	74.67
10	S-28	63	84.00
	Total	$\Sigma=608$	$\Sigma\%= 810.68$
	Mean	60.8	81.07

From the table 4.1 above, it could be seen that the average of the students' score in responding English classroom instructions in the first cycle was 60.8 or they had mastered 81.07% of all classroom instructions. It meant every student got point 4 for each instructions or each of them could respond the instructions correctly after they heard the instructions twice.

While the result of the test in giving classroom instructions was presented in the table 4.2 below.

Table 4.2
The Result of Giving Classroom Instructions Test in the 1st Cycle

NO	Students' Code	Score Achieved (max = 75)	Percentage (%)
1	S-5	65	86.67
2	S-8	52	69.33
3	S-11	63	84.00
4	S-12	63	84.00
5	S-14	70	93.33
6	S-17	65	86.67
7	S-18	68	90.67
8	S-20	65	86.67
9	S-23	65	86.67
10	S-27	66	88.00
	Total	$\Sigma = 642$	$\Sigma \% = 856.01$
	Mean	64.20	85.60

From the information shown in table 4.2 above, it could be seen that the average of the students' score in giving English classroom instructions was 64.20 or they had mastered 85.60% of all classroom instructions which meant every students got point 4 for each instructions. In other words they could give the instructions correctly after they heard them twice.

c. Observation

Observation was the activities of collecting data to supervise to what extent the result of acting reached the objectives. The results of this observation

were used to recognize how far I had achieved the goal and planned what I should do in the next cycle.

During the teaching and learning process, I observed the students' learning motivation and participations, by seeing how well their attendance, attentions, responses, readiness, ability, involvements, and interests are.

The following table showed the criterion of the mean used to measure the students' participations in the classroom.

Table 4.3
The Criterion of Mean

Mean	Criterion
4.10 – 5.00	Very High
3.10 – 4.00	High
2.10 – 3.00	Fair
1.10 – 2.00	Poor
0.00 – 1.00	Very poor

Generally, from the first time of the treatment most of the students showed that they were interested in the lesson especially about the animations. They were also very active and cooperative in following the activities in the classroom. But, there were some students still needed more attention in order to improve their participation during the lesson. Therefore, in the second cycle, I would give more attention to these students.

Here was the table which contained the information about the students' participations in the first cycle.

Table 4.4
The Students Participation during the 1st Cycle

Indicators	First Cycle	
	First Meeting	Second Meeting
Students' attendance	5.00	5.00
Student's attention	4.07	4.36
Student's response	4.04	4.32
Student's readiness	3.89	4.32
Student's ability	3.93	4.11
Student's involvement	3.81	4.28
Students' Interest	4.43	4.46

d. Reflection

Reflection was the activity of evaluating critically about treatment whether the students progress or change after the treatment given. In this step, I could decide whether it was necessary to revise the actions or not in order to achieve the maximum result.

Based on the result of the observation of the first cycle, I still found some weaknesses. Based on the result of the first cycle test, I found that the students were successful in giving instructions since the average score was 85.60. But they still needed improvement in responding classroom instructions because their average score was only 81.07. However, according to the criterion of the department of Education and Culture which stated that a class is considered to be successful in mastering learning if they can achieve 85% of the material presented. Besides, the students still had some difficulties in responding and pronouncing some instructions (see appendix 15-16). Moreover, based on the information contained in

appendix 23, I could see that although most of the students showed their good participation during the lesson, but there were some students who needed more attention in order to get them to be more active during the lesson. Therefore, in the second cycle I would like to give more opportunity for these students. Besides, I would also like to give more opportunity for the students to interact with more and the teacher. Based on those reasons, I decided to conduct the second cycle in order to solve the problem by making some correction with the activities given in the second cycle.

4.2.4 The Second Cycle

Before conducting the second cycle, I made some improvement and correction about the first cycle in order to provide better and more effective activities in the classroom. Here, I concerned to increase the students ability in responding and pronouncing certain instructions which were considered difficult for the students. Besides, I also modified the group activities in order to broaden the interactions between the students and increase their motivation in joining the lesson that was by providing the students with a game and gave more attentions and opportunity for the students who had not showed their active participation in the previous cycle by inviting them to be more active.

The series of activities conducted in the second cycle were explained as follows:

a. **Planning**

In the second cycle, I made some preparation according to the result of the activities conducting in the first cycle. They were:

1. Preparing the material based on the curriculum. The materials consist of new fifteen classroom instructions in order to enrich the students' knowledge about the expressions of classroom instructions.
2. Revising the lesson plan and designing the second questionnaires
3. Making observation sheet to measure the students' improvement in the second cycle.

b. Action

Generally, the activities done in the second cycle were more or less the same as the first cycle. But, I gave modification for students' activities. I provided the students with a game, reviewed the instructions which were considered difficult for the students and gave more opportunity for the students who showed low interest and motivation in joining the activities. The activities were divided into two parts, the treatment and the test of the end of the cycle.

1. The Treatment

In the warm up activity, I gave some instructions related to the material in the previous activities which were considered difficult for the students by inviting some volunteers to give their physical responses towards the instructions. I also drilled the students to pronounce the instructions discussed in the first cycle which were considered difficult for the students. Here, I found that the students could give correct response towards the instructions and they also could pronounce the instructions better. After that, I reviewed of the last material

In giving the material in the second cycle, I still used animations but it contained new expressions of classroom instructions and their physical responses.

The number of the instructions was also fifteen. In the beginning of introducing the expressions, I distributed the material. I then played a series of 2D animations which contained new fifteen expressions of classroom instructions. The animations were equipped with sounds and writing in English so that the students could know the writing of the sentences and how to pronounce them. To get clearer understanding, I played the animations one by one, drilled the students how to pronounce the sentences, and then asked the students to discuss the meaning of the English words. In this step, the students were supposed to actively participate in telling the meaning of words by letting them to give the answer. Here, I asked some students especially those who had low motivation in the previous cycle, to respond and give some single classroom instructions by using physical responses while the others became the evaluators. As it happened in the first cycle, the students were also very active in telling the meaning of the words. Besides, I also found that the students had better understanding and ability in responding as well as pronouncing classroom instructions.

In the next activity, I then allowed students to give simulations independently. Here, I did not use the activity in the first cycle rather I provided a game in order to give the students opportunity to interact with more students. In this game, the class was divided into seven groups which consisted of four members in each group. Each of them wrote down four classroom instructions on a piece of paper. Every group had to respond or give the instructions based on the instructions written down on the chosen paper. In this part, I invited the students who still had low participation in the first cycle to be more active in this activity

by responding or giving the instructions. During this classroom activity the students who did not get the turn became the evaluators for their friends' performance.

In this treatment, I also evaluated the students' participations by following seven indicators. They were attendance, attentions, responses, readiness, ability, involvements, and interests. Here, I asked my friend's help to fill in the observation checklist and observe the students activities during the lesson. Before I ended the lesson, I gave reinforcement for the students who did their job well. I also provided song entitled "Hokey Pokey" for keeping students' motivation and interest in learning English. I also informed them about the performance test in the following meeting.

2. The Second Cycle Test

In order to check the students' understanding and ability toward the material, I conducted a test in the second meeting. The test was held on Thursday, 24th February 2011. The rules of the test were the same as the one conducted in the first cycle but here I told the students that it was a competition between two groups, the responding group (group A) and the giving group (group B). This strategy was used to get better motivation, interest and willingness of the students in joining this activity. In order to get the valid data, I chose the same 20 students who had the role in giving and responding the instructions in the first cycle, but they had to perform the new instructions discussed in the second cycle. The students who had not the turn yet showed their participation by becoming the juries. Their job was deciding whether their friends performance were right or not.

By using this technique, I could know whether they had understood the material or not although they did not directly perform them. I gave scores for the students' performance based on the same scoring guidelines. This following table showed the result of the responding instructions test in the second cycle.

Table 4.5
The Result of Responding Classroom Instructions Test in the 2nd Cycle

NO	Students' Code	Score Achieved (max = 75)	Percentage (%)
1	S-3	72	96.00
2	S-4	64	85.33
3	S-7	66	88.00
4	S-9	65	86.67
5	S-13	54	72.00
6	S-16	67	89.33
7	S-19	69	92.00
8	S-22	71	94.67
9	S-25	73	97.33
10	S-28	67	89.33
	Total	$\Sigma = 668$	$\Sigma\% = 890.66$
	Mean	66.80	89.06

Based on the information above, it could be seen that the average of the students' score in responding English classroom instructions in the second cycle was 66.80 or they had mastered 89.06% of all instructions which meant every students got point 4 and 5 for responding each instructions. In other words, each of them could respond the instructions correctly after they heard the instructions for the first time and twice. This result was better than the one in the first cycle.

The result of giving classroom instructions in the second cycle was shown in the following table.

Table 4.6
The Result of Giving Classroom Instructions Test in the 2nd Cycle

NO	Students' Code	Score Achieved (max = 75)	Percentage (%)
1	S-5	62	82.67
2	S-8	63	84.00
3	S-11	70	93.33
4	S-12	71	94.67
5	S-14	72	96.00
6	S-17	66	88.00
7	S-18	67	89.33
8	S-20	65	86.67
9	S-23	67	89.33
10	S-27	66	88.00
	Total	$\Sigma = 669$	$\Sigma \% = 892.00$
	Mean	66.90	89.20

From the information shown in table 4.4 above, it could be concluded that the average of the students' score in giving English classroom instructions in the second cycle was 66.90 or they had mastered 89.20% of all instructions which meant every students got point 4 or 5 for each instructions or they could give each instructions correctly after they heard them for the first time and twice. This result was better than the one in the first cycle.

3. The Achievement Test

In the end of the treatment, I gave an achievement test which contained 25 multiple choices items in order to know how far the students' understanding towards the given materials. The result of the test was as follow.

Table 4.7
The Result of the Achievement Test

Students' Code	Score Achieved	Percentage (%)
S-1	72	72
S-2	76	76
S-3	88	88
S-4	80	80
S-5	72	72
S-6	76	76
S-7	76	76
S-8	80	80
S-9	84	84
S-10	76	76
S-11	84	84
S-12	72	72
S-13	76	76
S-14	84	84
S-15	80	80
S-16	76	76
S-17	76	76
S-18	80	80
S-19	76	76
S-20	72	72
S-21	72	72
S-22	76	76
S-23	72	72
S-24	72	72

S-25	84	84
S-26	80	80
S-27	76	76
S-28	88	88
Total	2176	% = 2176
Mean	77.71	77.71%

Based on the table above, it could be concluded that the minimum score achieved by the students was 72 and the maximum score was 84 while the average score for the whole class was 77.71. Considering the criterion made by the curriculum used in SDN Sumurpule which is 55 for the minimum standard of individual score (KKM) and the criterion of the Department of Education and Culture which was 65 for individual score, it could be concluded that the students had successfully reached the minimum standard of the scores (KKM) which should be achieved by the students.

c. Observation

The next session was observation the teaching and learning process in the second cycle. I tried to observe the students improvement in participating in the activities and their understanding about classroom instructions. The observation aspects were same as the one used in the first cycle.

Based on the result of the observation, in this cycle, I could conclude that they showed their interest better than the one in the first cycle. They were also very active and cooperative in following the activities in the classroom. Besides, I saw that the students had low motivation and interest had better participation in joining the activities.

Here was the table which contained the information about the students' participations in the second cycle.

Table 4.8
The Students Participation during the 2nd Cycle

d. Reflection

Indicators	Second Cycle	
	First Meeting	Second Meeting
Students' attendance	5.00	5.00
Student's attention	4.64	4.71
Student's response	4.50	4.68
Student's readiness	4.64	4.82
Student's ability	4.18	4.50
Student's involvement	4.46	4.71
Students' Interest	4.54	4.75

Reflection is the activity of evaluating critically about treatment whether the students progress or change after the treatment given. In this step, I could decide whether it was necessary to revise and conducting next cycle actions or not. Reflection was done after evaluating the process of teaching and learning process including the result of the evaluations.

Based on the result of the students' score in responding and giving classroom instructions and the score of the achievement test I could see significant improvement of the students' achievement in this research. Here was the average of the students' score in responding the instruction was 89.06, the result of giving instructions was 89.20 and for the achievement test was 77.71. These scores were higher than the minimum score (KKM) from the Department of Curriculum and

Culture which is 65 and SDN Sumurpule that is 55. Besides, all of the students also gave better participations in joining the classroom activities. Therefore I decided not to conduct the third cycle because the students had achieved the goals of the study.

4.2 The Students' Improvement during the Research

In this part, I would like to show the significant improvement of the students after joining this research. Firstly was the improvement of the students' score in giving and responding the expressions of classroom instructions in the first and the second cycle. Based on the table 4.1, 4.2, 4.5 and 4.6 above, I could conclude that of the improvement of the result in responding the instructions was 7.99% and for the result of giving instructions was 3.60%. According to the criterion of the department of Education and Culture, the students were successful in responding as well as giving classroom instructions.

The information about the improvement of the scores was shown in the following table:

Table 4.9
The Improvement of Students' Score in Learning Classroom Instructions

Students' Code	Responding Instructions		Students' Code	Giving Instructions	
	First Cycle	Second Cycle		First Cycle	Second Cycle
S-3	81.33	96.00	S-5	86.67	82.67
S-4	92.00	85.33	S-8	69.33	84.00
S-7	82.67	88.00	S-11	84.00	93.33
S-9	90.67	86.67	S-12	84.00	94.67
S-13	72.00	72.00	S-14	93.33	96.00
S-16	74.67	89.33	S-17	86.67	88.00

S-19	78.67	92.00	S-18	90.67	89.33
S-22	80.00	94.67	S-20	86.67	86.67
S-25	74.67	97.33	S-23	86.67	89.33
S-28	84.00	89.33	S-27	88.00	88.00
Total	$\Sigma\%= 810.68$	$\Sigma\%= 890.66$	Total	$\Sigma\%= 856.01$	$\Sigma\%=892.00$
Mean	81.07	89.06	Mean	85.60	89.20

The significant improvements of students' score were represented in the diagram below.

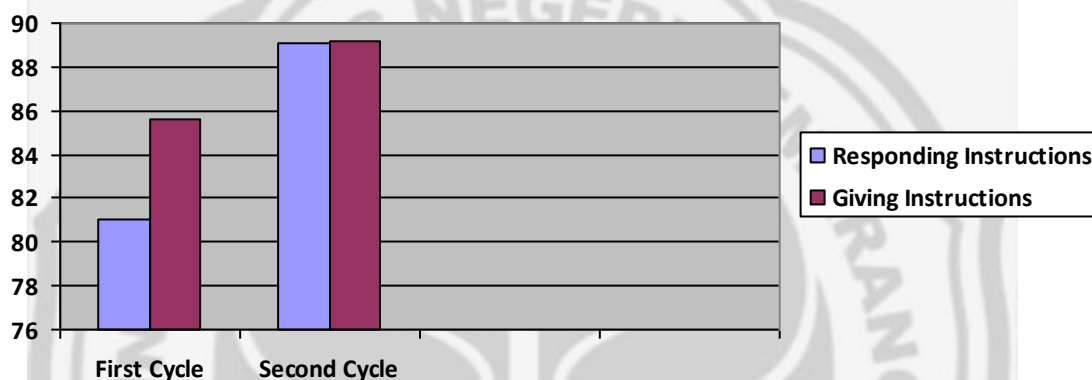


Figure 4.1
The Improvement of Students Score during the Lesson

Based on the diagram above, I could conclude that in the first cycle, the students' score in responding classroom instructions was less than the score of giving instructions. It was because when I conducted the test in the end of the cycle, I found that the students sometimes forgot the meaning of certain expressions so that they could not give the correct response towards the given instructions. Besides, they also still got difficulties in pronouncing some instructions. Therefore, in the beginning of the second cycle, I reviewed those difficult instructions in order to help the students in having more understanding and ability in responding as well as giving instructions. Moreover, I modified some activities which could help them having better understanding and ability in

responding and giving instructions. Therefore, in the second cycle, the students' scores both responding and giving instructions were almost same.

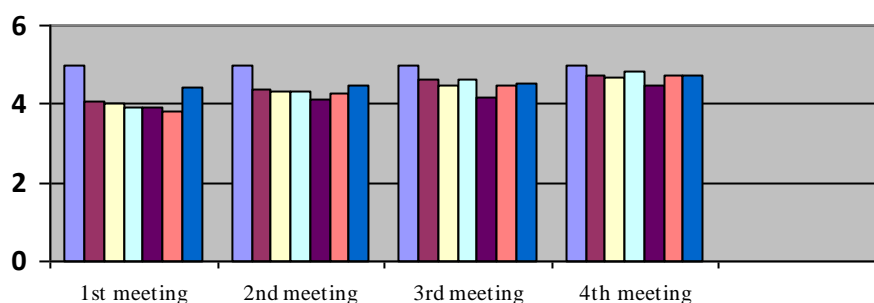
After conducting the second cycle, I concluded that the students also showed the improvement in their participations toward the lesson. Therefore, I concluded that the use of animations and TPR method could increase students' participations in the classroom. Here was the table which contained the complete information about the improvement of students participations in the classroom based on the given indicators.

Table 4.10
The Improvement of Students' Participation during the Lesson

The improvement of students' participations during the lesson was show in

Indicators	First Cycle		Second Cycle	
	First Meeting	Second Meeting	First Meeting	Second Meeting
Students' attendance	5.00	5.00	5.00	5.00
Student's attention	4.07	4.36	4.64	4.71
Student's response	4.04	4.32	4.50	4.68
Student's readiness	3.89	4.32	4.64	4.82
Student's ability	3.93	4.11	4.18	4.50
Student's involvement	3.81	4.28	4.46	4.7 ⁷⁸
Students' Interest	4.43	4.46	4.54	4.75

the following diagram.



Legend: ■ Students' attendance, ■ Students' attention, ■ Students' response

Figure 4.2
The Improvement of Students Participation during the Lesson

Based on the information provided in appendix 24 and the diagram above, I could draw some conclusions. In the first meeting, all of the students got good score for their attendance because all of them attended the class. But they got various score for their readiness, interest, attention, ability, response, and involvement. It was because some students showed their active participations while the others were less active during the lesson. Therefore, in the following meeting, I gave more attention for the students who were not active in joining the class.

In the second until the fourth meeting, the scores increased from time to time because in every meeting I always asked the students to give more participation and focused on the students who had not showed their active participations in the classroom until I gave all of them to get the same opportunity in joining the lesson.

4.3 The Result of the Questionnaire

In this research, I gave two questionnaires. The first one was distributed before the treatment while the second one was distributed after the treatment. To help the students understand the questions, the questions and the answers was written in Indonesian and they were presented in very simple sentences so that the students would understand easily (see appendix 9-10)

4.3.1 The Result of the First Questionnaire

This questionnaire was given on Wednesday, 16th February 2011. It was used to know about the students' opinion towards English lesson at school.

It consisted of 10 questions. The first question was to know whether they enjoy all of the activities provided by their teacher in the classroom. The results of the questionnaire were as follows.

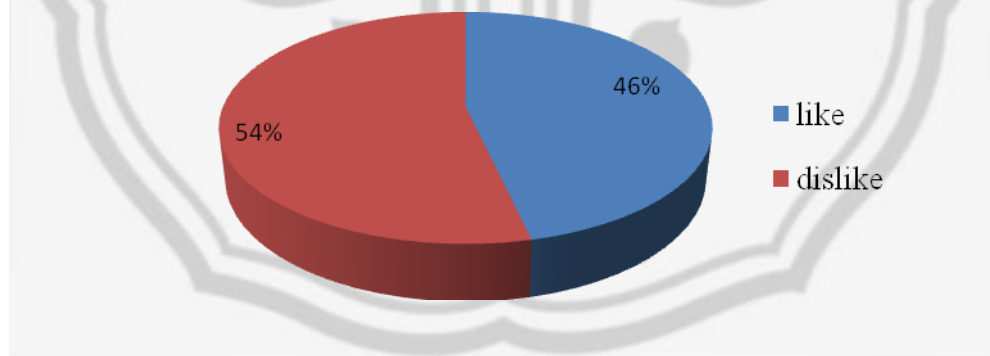


Figure 4.3
The Answer for the Questionnaire Number 1

From the diagram above, it could be concluded that basically the students liked the activities given during English lesson (13 students). But, some of them (15 students) still disliked them. (See appendix 21)

The second question was asked whether their English teacher used any media such as song, animations, pictures or games in her teaching. Their answers were displayed in this diagram.

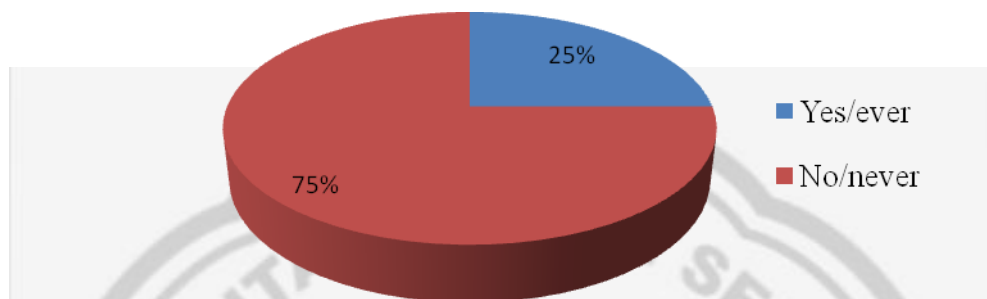


Figure 4.4
The Answer for the Questionnaire Number 2

Based on the information above, it could be seen that most of the students (21 students) said that the teacher never used any media to facilitate students in learning the material while 7 students said that the teacher ever used media during the lesson. But, based on the observation and interview, I could see that the teacher ever introduced a nursery rhyme in the classroom but she almost never used those mentioned media in teaching English. However, in teaching young learners, a teacher should provide any visual aids to help the students understand the lesson. So, I believed that the use of interesting media which was animation in teaching young learners could help the students understanding the material well.

The third question was asked whether their media which were used by their English teacher were interesting or not. Here the results of the students' answer.

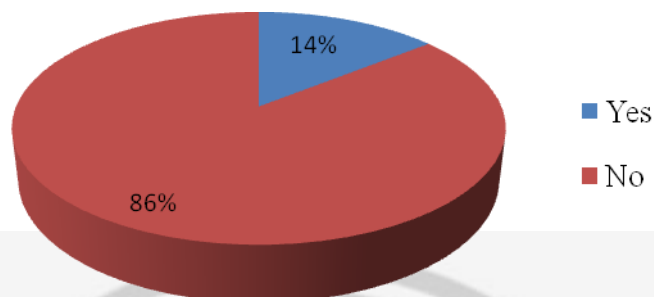


Figure 4.5
The Answer for the Questionnaire Number 3

According to the students' answer for the third question, most of them agreed that the media used by the English was not interesting for them. However, the effective and interesting media had important role in facilitating students' learning. Therefore, in this research, I used animations which were considered as an interesting media. Besides, I also introduced nursery rhymes to increase the students' interest in joining the lesson.

The fourth question was asked whether all of the classroom activities help them in increasing their willingness to learn English. The following diagram explained the students' answer for the questions.

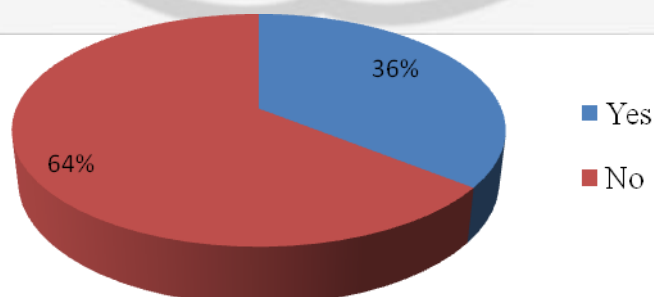


Figure 4.6
The Answer for the Questionnaire Number 4

The above diagram gave information that most of the students needed other classroom activities which could help them in increasing their willingness to learn English.

The fifth question was asked whether their English teacher always give them opportunity in answering and being active in joining the lesson or not.

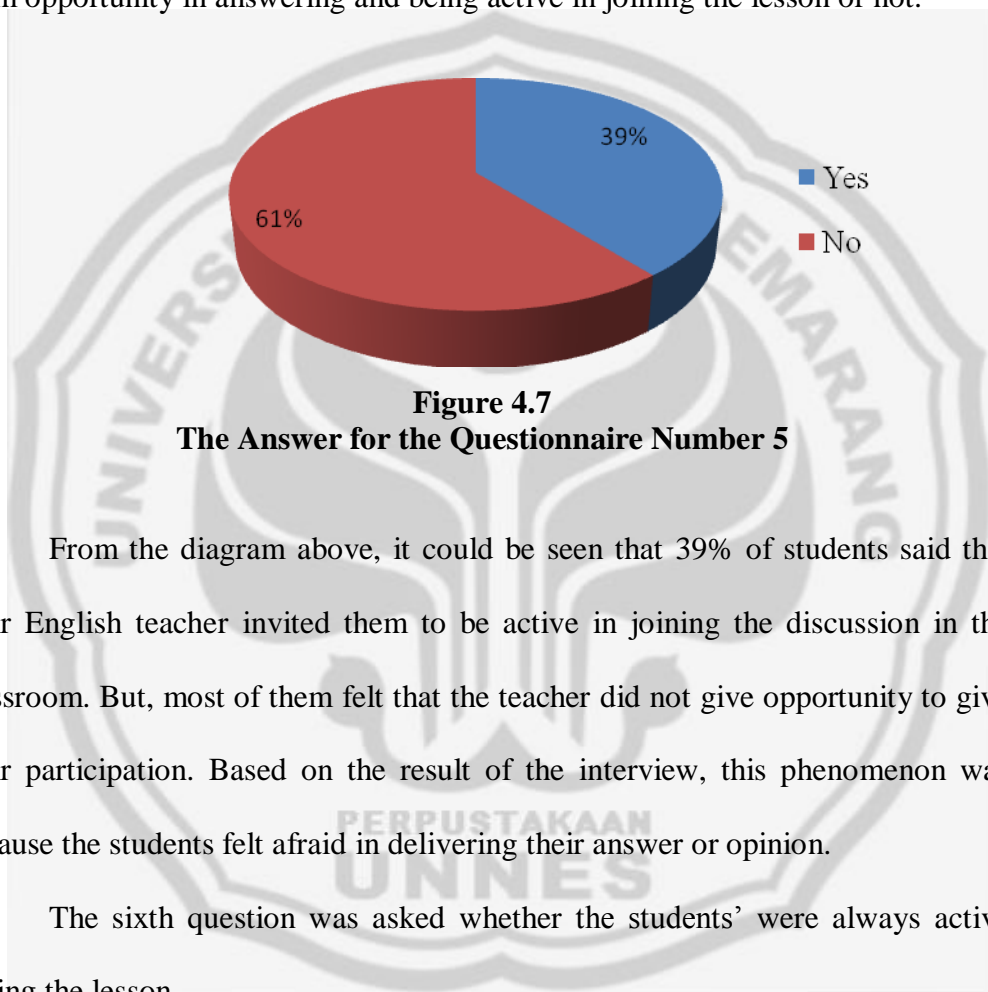


Figure 4.7
The Answer for the Questionnaire Number 5

From the diagram above, it could be seen that 39% of students said that their English teacher invited them to be active in joining the discussion in the classroom. But, most of them felt that the teacher did not give opportunity to give their participation. Based on the result of the interview, this phenomenon was because the students felt afraid in delivering their answer or opinion.

The sixth question was asked whether the students' were always active during the lesson.

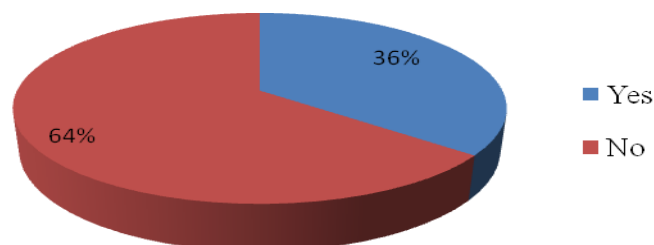


Figure 4.8
The Answer for the Questionnaire Number 6

Based on the diagram above, 36% of the students said that they always gave their answer for the teacher questions. But, some of them still felt afraid in delivering their answer or opinion. Therefore, in this research I encouraged the students to be active in the classroom.

The next question was used to know whether the expressions of classroom instructions such as “knock the door”, “close the door” and “open your book” were often used during the lesson or not. Here the students’ answers for the seventh question.

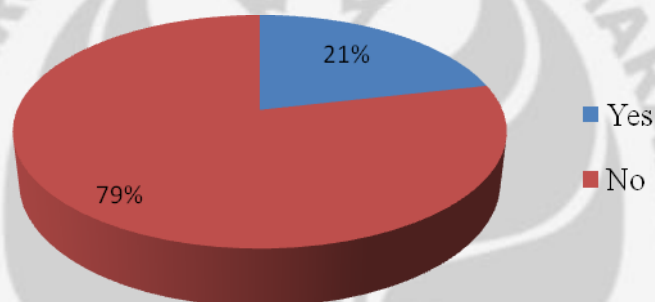


Figure 4.9
The Answer for the Questionnaire Number 7

For the seventh questions, most of the students (79%) believed that those expressions were never used during the lesson. It was because the teacher never explained about these expressions although based on the curriculum of English for elementary school, they should be introduced at this level of education.

The questionnaire number eight was used to know whether the students knew the meaning of those words or not. The students’ answers were concluded in this following diagram.

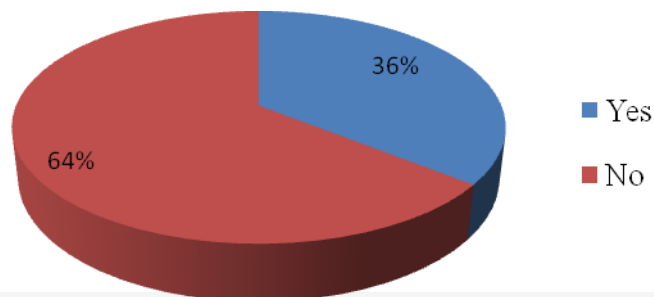


Figure 4.10
The Answer for the Questionnaire Number 8

According to the diagram above, most of the students (64%) did not know the meaning of the words since the teacher never introduced these words during the lesson.

The next question was asked whether the students ever asked the students to have group work activities in the classroom or not. Here the answers of the students toward the ninth question.

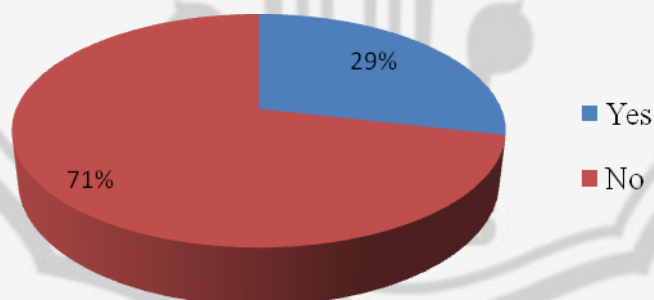


Figure 4.11
The Answer for the Questionnaire Number 9

From the information above, 71% of the students said that the teacher never asked them to work in group while the other said that she ever asked. But, considering the result of the classroom observation, I could conclude that the

teacher did ask the students to work within a group. So, in this research I designed activities which could give more opportunity for the students to interact with their classmates.

The last question in the first questionnaire was to seek whether they could enjoy all of the activities given in the classroom or not. The following diagram showed the students responses.

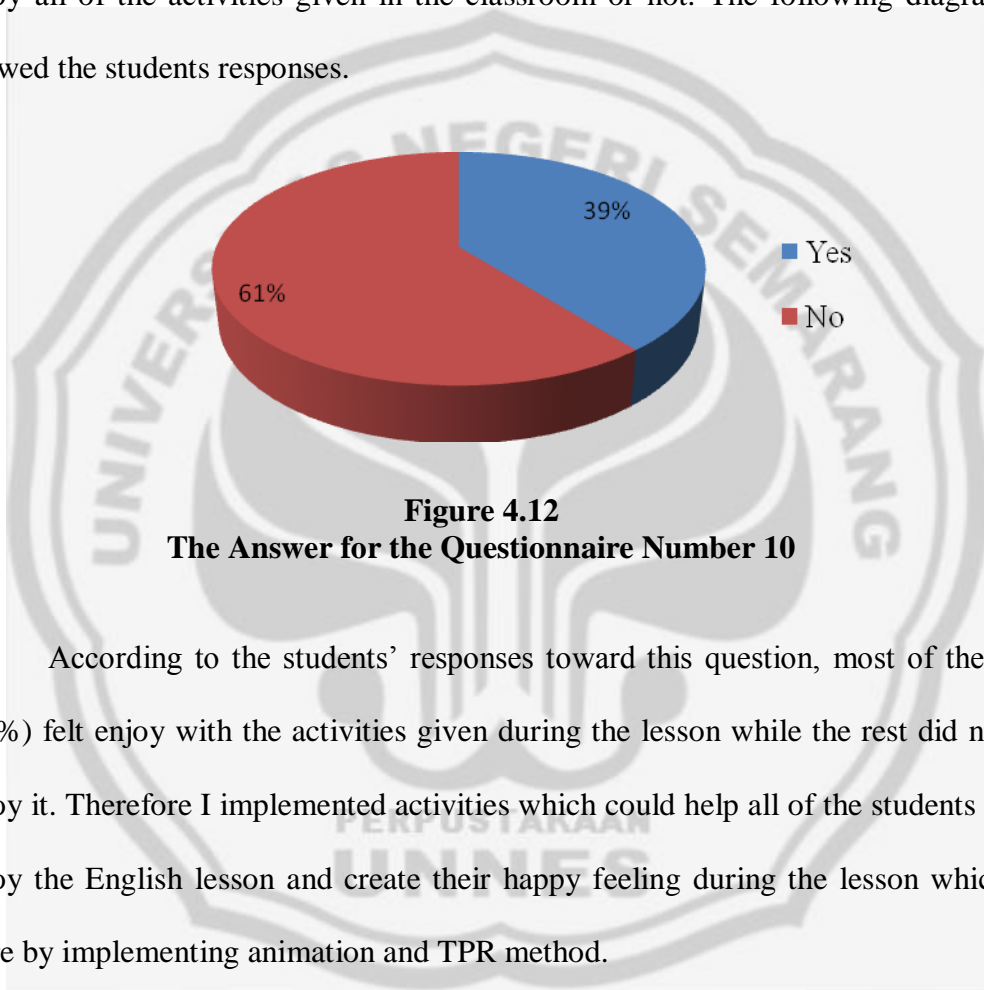


Figure 4.12
The Answer for the Questionnaire Number 10

According to the students' responses toward this question, most of them (39%) felt enjoy with the activities given during the lesson while the rest did not enjoy it. Therefore I implemented activities which could help all of the students to enjoy the English lesson and create their happy feeling during the lesson which were by implementing animation and TPR method.

4.3.2 The Result of the Second Questionnaire

This questionnaire was given on Saturday, 26th February 2011. It was used to get the information about students' opinion toward the teaching and learning process after the treatment conducted.

Likewise in the first questionnaire, it also consisted of 10 questions. The first question was to know whether they love the process of English teaching by using animations or not.

Based on the students' answers towards this question, I conclude that all of that this teaching media succeeded in making the students enjoy every activity in the classroom.

The second question was used to know the students' opinion about the 2D animation used during the lesson.

According to the students answer, I concluded that the students agreed that this media was very interesting. It was because the media contained interesting and motion pictures containing some example of classroom instructions' responses which could help them understand the material. Moreover, they considered is as a new media in English teaching since their English teacher never used it before.

The third question was asked whether the media could help them understand and memorize classroom instructions or not.

According to the students' answer, all of the students believed that the use of animation could help them understand and memorize the list of classroom instructions. It was because the animations provided them with direct visualization of some physical responses to the instructions.

The fourth question was asked whether the students realize the frequent usage of classroom instructions during the lesson.

Here, all of the students believed that the introduced classroom instructions were often used during the lesson. The objective of the instructions usage was to make the students be familiar with them and their usage in the real communications in the context. Hopefully after the research, the students could used and respond them correctly.

The fifth question was to seek whether they could respond and use those expressions within classroom context or not.

From the information in the appendix 22 it could be concluded that they believed that they could respond and give those expressions correctly in the classroom context.

The question number six was to seek whether the use of animation could help them in pronouncing the expressions well or not.

Based on the students' answer, I concluded that all of the students believed that the use of animations had significant role helping them pronouncing those instructions appropriately in creating their happy feeling during the lesson or I could say that all of the students felt happy and enjoy the lesson. It was because these method and media accommodate the elementary students' need which were they provided real illustrations of the material and allowed the students to move and play during the lesson. Consequently the students did not found any stressful condition during the lesson.

The next question was used to know whether their friends' performance could help them to get better understanding about the material or not.

Based on the students' answers, all of the students agreed that performance of their friends helped them in understanding the material since the nature of young learners was they would have better understanding about the material if the learning process was mostly accompanied by actions. Moreover, the activity allowed the students to be active during the lesson. It was proved that TPR method was a suitable method implemented in teaching English for young learners.

The question number 8 was to know whether the teaching and learning process could increase their motivation in learning English.

Based on the students' answers, I could conclude that all of them believe that the implementation of animation and TPR could increase their motivation in learning English.

The next question was asked the students whether the teacher gave them opportunity to have interactions with their classmates or not.

From the information based on the students' answer, I concluded that all of the students agreed that during the lesson they were given more opportunity to have better interactions with their friends (students-students interactions) as well as students- teacher interaction.

The last question in the second questionnaire was to know whether they could enjoy this English lesson or not.

According to the students' responses toward this question, all of them agreed that they could enjoy the English lesson during this research. Moreover,

they also liked the 2D animations which were used to introduce the expressions of classroom instructions.

Based on the 10 question given in the second questionnaire, I concluded that the teaching of classroom instructions by using animation and TPR method in this class could solve some problems students faced in English classroom. They successfully helped the students to master and understand the material much better, create their happy feeling, increase their motivation and give them more opportunity to participate in the classroom activities.

From the result of test, observations, and questionnaires above, I drew some conclusions deals with the use of animations and TPR method in teaching classroom instructions for young learners. First, animations and TPR method were an interesting method and media for teaching English to young learners which can create interesting activity and reduce the stress students feel during the lesson. Second, the activities provided could facilitate the students in having more interactions with the teacher as well as the students. Third, the teaching method and media were very effective to bring the students in the real experience of English learning so that the students would have better understanding towards the lesson. They also gave more opportunity for students to be active in the classroom. Fourth, the animations and TPR method used in teaching instructions could help the students to increase their productive skill of English. It was because the animations are equipped with the way of pronouncing the words.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

From the discussions presented in the previous chapter, I had preserved the important point from the whole core of doing the research. In this chapter, I draw some conclusions in the research findings and also have some suggestions for the teachers as well as the readers.

5.1 Conclusions

Referring to the data and the results of the study, I come to the following conclusions:

- a. Animations and TPR method were applied in teaching classroom instructions to the young learners through two cycles. Each cycle was accomplished in spherical steps which were contained four processes. They were planning, acting, observing, and reflecting. In the teaching and learning process, I displayed 2D animations which contained 30 animations of classroom instructions and their physical responses. After explaining the material, I then gave the test in every end of the cycle in the form of performance test. Besides, I also gave questionnaires, the achievement test and conducted observations to know the students progress during the lesson and conducting interview with the English teacher in order to know the teaching and learning process in the classroom including the method and media used by the teacher.

- b. According to the data got from the result of the achievement test, questionnaire, and observations, I found that there were significant improvement of the students' achievements and participations in the classroom after they joined the research. The percentage of the mean value of students score in responding the classroom instructions in the first cycle was 81.33% while the result of the second cycle was 89.01%. The percentage mean of all of the students score in giving the instructions in the first cycle was 85.60% and they got 89.20% in the second cycle. Besides, the students' participations and motivations in joining the lesson were also increased. It was because this method and media allowed them to be active in the classroom. Moreover, I also provided the students with games and nursery rhymes in order to keep their happy feeling during the lesson.

5.2 Suggestions

Based on the conclusions above, I offer some suggestions for the teachers as well as the readers.

- a. Total Physical Response and animations can be implemented as the alternative method and media in teaching English especially for young learners since they give real visualizations of the material and can increase the students' motivations and participations in the classroom.
- b. In the teaching and learning process, English teacher of elementary school should also provide the students with some interesting activities such as

introducing nursery rhymes and give token in order to increase the students' participation during the lesson.

- c. The further and continuous researches about the method and media used in English teaching are very needed in order to find more interesting and effective teaching methods and media.



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APPENDICES

Appendix 1

List of the Students' Name

NO	Students' code	Name of Students
1	S-1	Khoirul Anam
2	S-2	Ainun Najib
3	S-3	Solihul Huda
4	S-4	M. Aris Muzzakki
5	S-5	M. Ahsanul Afif
6	S-6	M. Arif Irwanto
7	S-7	Sholihul Karim
8	S-8	Siti Milatul Ainiyah
9	S-9	Wahdatul Insaniyah
10	S-10	Nur Maesaroh
11	S-11	Nuriyah Apriliana
12	S-12	Lailatul Ma'rifah
13	S-13	Mulyadi
14	S-14	Qonitahun Hafidhoh
15	S-15	Padang Wahyu S.
16	S-16	Risqi Agus F.
17	S-17	Ana Liana
18	S-18	M. Faiz Budiyanto.
19	S-19	M. Rois F.
20	S-20	Siti Khusnul Imro'ah
21	S-21	Badrul Umam
22	S-22	Ahmad Yasin
23	S-23	Nadhirotul Aizzah
24	S-24	Wahyu Muzakki
25	S-25	M. Fajril Bastomi
26	S-26	Anikotur Rosidah.
27	S-27	M. Kholilur Rohman
28	S-28	Noor Hamidah

Appendix 2

Lists of Classroom Instructions Given in the First Cycle
Time Allotment: 60 minutes
Class: V

No	Instructions
1	Knock the door
2	open the door
3	Enter the classroom
4	Greet the teacher
5	Sit down on your chair
6	Open your book
7	Read your book
8	Do the exercise
9	Raise your hand
10	Stand up
11	Come forward
12	Take the eraser
13	clean the blackboard
14	write your name on the blackboard
15	Back to your seat

Appendix 3

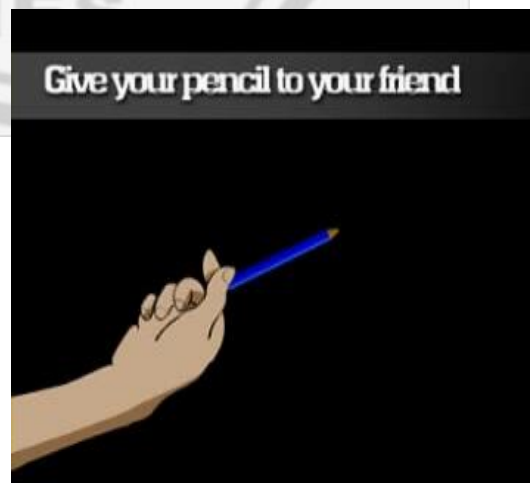
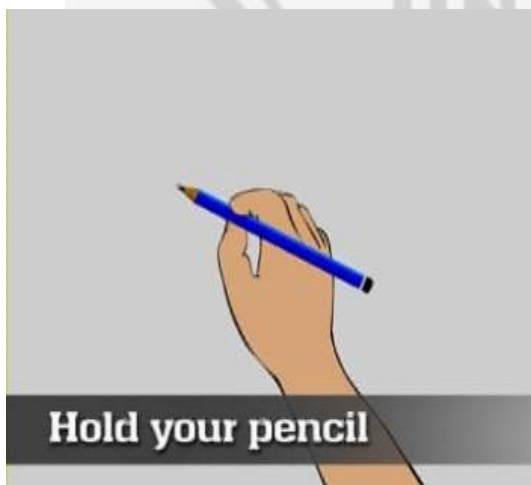
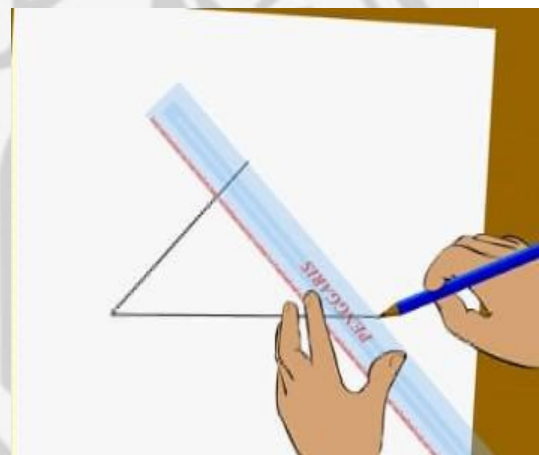
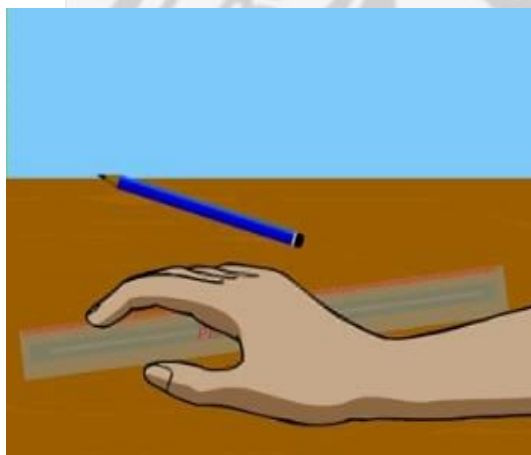
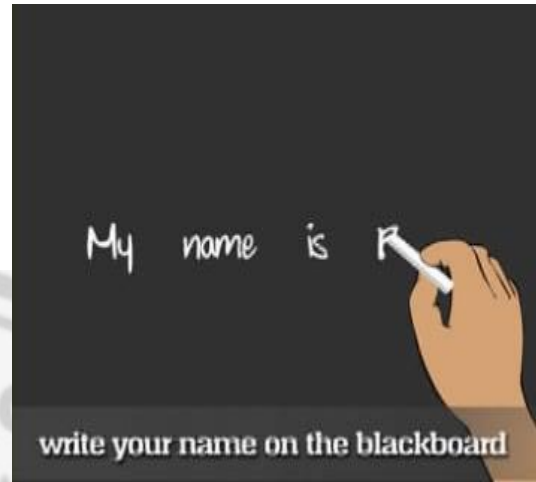
Lists of Classroom Instructions Given in the Second Cycle
Time Allotment: 60 minutes
Class: V

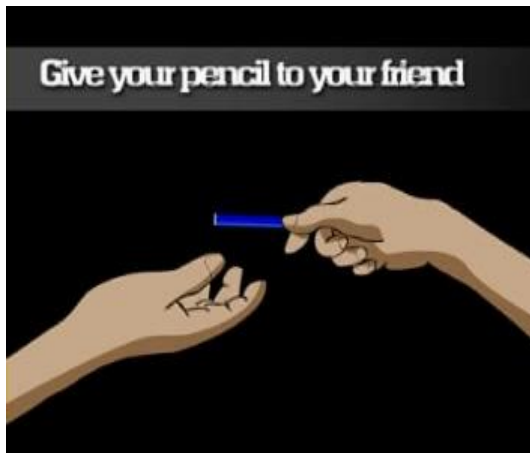
No	Instructions
1	Take the ruler
2	Draw a triangle
3	Hold your pencil
4	Give your pencil to your friend.
5	Give the pencil back to your friend.
6	Pick up the rubbish
7	Throw the rubbish into the dustbin
8	Open the window.
9	Close the window.
10	Turn on the light
11	Turn off the light
12	Sweep the floor
13	Pick up your bag
14	Shake your teacher's hand
15	Say good bye to your teacher

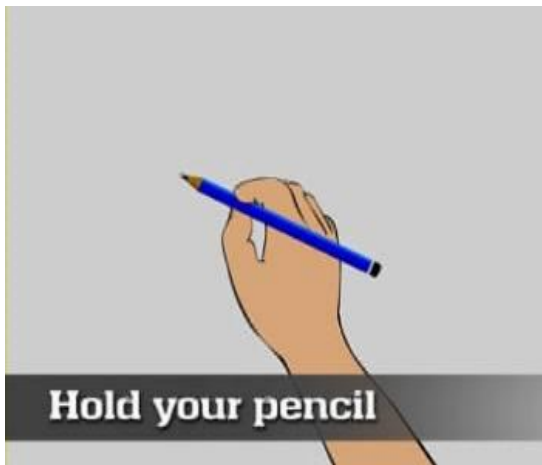
Appendix 4

Animations Used as the Source of Materials









Appendix 5

**Assessment for Students' Ability
in Responding Classroom Instructions in the 1st Cycle**

Name of Student : _____

Student Number : _____

Circle the score that best represents students' practice in the classroom

Points	Explanation
5	The student perform the instruction correctly after hearing the instruction for the first time
4	The student perform the instruction correctly after hearing the instruction twice
3	The students perform the instruction incorrectly after hearing the instruction for the first time
2	The students perform the instruction incorrectly after hearing the instruction twice
1	The students cannot respond any instructions

Lists of Instructions	Score
1. Knock the door	1 2 3 4 5
2. open the door	1 2 3 4 5
3. Enter the classroom	1 2 3 4 5
4. Greet the teacher	1 2 3 4 5
5. Sit down on your chair	1 2 3 4 5
6. Open your book	1 2 3 4 5
7. Read your book	1 2 3 4 5
8. Do the exercise	1 2 3 4 5
9. Raise your hand	1 2 3 4 5
10. Stand up	1 2 3 4 5
11. Come forward	1 2 3 4 5
12. Take the eraser	1 2 3 4 5
13. clean the blackboard	1 2 3 4 5
14. write your name on the blackboard	1 2 3 4 5
15. Back to your seat	1 2 3 4 5

Appendix 6

**Assessment for Students Ability
in Giving Classroom Instructions in the 1st Cycle**

Name of Student : _____

Student Number : _____

Circle the score that best represents students' practice in the classroom

Points	Explanation
5	The student gives appropriate instructions clearly and very well pronunciation
4	The student gives appropriate instructions clearly and well pronounced
3	The student gives appropriate instructions clearly but not well pronounced
2	The student gives appropriate instructions unclearly and not well pronounced
1	The students cannot give any instructions

Lists of Instructions	Score
1. Knock the door	1 2 3 4 5
2. open the door	1 2 3 4 5
3. Enter the classroom	1 2 3 4 5
4. Greet the teacher	1 2 3 4 5
5. Sit down on your chair	1 2 3 4 5
6. Open your book	1 2 3 4 5
7. Read your book	1 2 3 4 5
8. Do the exercise	1 2 3 4 5
9. Raise your hand	1 2 3 4 5
10. Stand up	1 2 3 4 5
11. Come forward	1 2 3 4 5
12. Take the eraser	1 2 3 4 5
13. clean the blackboard	1 2 3 4 5
14. write your name on the blackboard	1 2 3 4 5
15. Back to your seat	1 2 3 4 5

Appendix 7

**Assessment for Students' Ability
in Responding Classroom Instructions in the 2nd Cycle**

Name of Student : _____

Student Number : _____

Circle the score that best represents students' practice in the classroom

Points	Explanation
5	The student perform the instruction correctly after hearing the instruction for the first time
4	The student perform the instruction correctly after hearing the instruction twice
3	The students perform the instruction incorrectly after hearing the instruction for the first time
2	The students perform the instruction incorrectly after hearing the instruction twice
1	The students cannot respond any instructions

Lists of Instructions	Score
1. Take the ruler	1 2 3 4 5
2. Draw a triangle	1 2 3 4 5
3. Hold your pencil	1 2 3 4 5
4. Give your pencil to your friend.	1 2 3 4 5
5. Give the pencil back to your friend.	1 2 3 4 5
6. Pick up the rubbish	1 2 3 4 5
7. Throw the rubbish into the dustbin	1 2 3 4 5
8. Open the window.	1 2 3 4 5
9. Close the window.	1 2 3 4 5
10. Turn on the light	1 2 3 4 5
11. Turn off the light	1 2 3 4 5
12. Sweep the floor	1 2 3 4 5
13. Take your bag	1 2 3 4 5
14. Shake your teacher's hand	1 2 3 4 5
15. Say good bye to your teacher	1 2 3 4 5

Appendix 8

**Assessment for Students Ability
in Giving Classroom Instructions in the 2st Cycle**

Name of Student : _____

Student Number : _____

Circle the score that best represents students' practice in the classroom

Points	Explanation
5	The student gives appropriate instructions clearly and very well pronunciation
4	The student gives appropriate instructions clearly and well pronounced
3	The student gives appropriate instructions clearly but not well pronounced
2	The student gives appropriate instructions unclearly and not well pronounced
1	The students cannot give any instructions

Lists of Instructions	Score
1. Take the ruler	1 2 3 4 5
2. Draw a triangle	1 2 3 4 5
3. Hold your pencil	1 2 3 4 5
4. Give your pencil to your friend.	1 2 3 4 5
5. Give the pencil back to your friend.	1 2 3 4 5
6. Pick up the rubbish	1 2 3 4 5
7. Throw the rubbish into the dustbin	1 2 3 4 5
8. Open the window.	1 2 3 4 5
9. Close the window.	1 2 3 4 5
10. Turn on the light	1 2 3 4 5
11. Turn off the light	1 2 3 4 5
12. Sweep the floor	1 2 3 4 5
13. Take your bag	1 2 3 4 5
14. Shake your teacher's hand	1 2 3 4 5
15. Say good bye to your teacher	1 2 3 4 5

Appendix 9

Nama : _____

No. Absen : _____

QUESTIONNAIRE 1

(Before the treatment)

Berilah tanda silang (X) pada pertanyaan di bawah ini sesuai dengan pendapat kalian masing-masing!

1. Apakah kamu menyukai semua kegiatan dalam pelajaran Bahasa Inggris di sekolah?
 - a. Suka
 - b. Tidak suka
2. Apakah guru kamu pernah menggunakan gambar, lagu, dan permainan pada saat pelajaran Bahasa Inggris di kelas?
 - a. Pernah
 - b. Tidak pernah
3. Apakah gambar, lagu dan permainan yang digunakan tersebut menarik?
 - a. Ya
 - b. Tidak
4. Apakah semua kegiatan di kelas dapat membuat kamu semakin suka untuk belajar Bahasa Inggris?
 - a. Iya
 - b. Tidak
5. Apakah guru Bahasa Inggris selalu meminta kamu untuk ikut memberikan jawaban/pendapat pada saat pelajaran berlangsung?
 - a. Iya
 - b. Tidak
6. Apakah kamu selalu menjawab pertanyaan yang diberikan oleh guru Bahasa Inggris di kelas?
 - a. Iya
 - b. Tidak
7. Apakah kalimat seperti “*knock the door*”, *close the door*” dan “*open your book*” sering digunakan pada proses belajar mengajar Bahasa Inggris di kelas?
 - a. Sering
 - b. Tidak pernah
8. Apakah kamu tahu arti kalimat seperti “*knock the door*”, *close the door*” dan “*open your book*” dan “*clean the blackboard*”?
 - a. Tahu
 - b. Tidak tahu

Appendix 10

Nama : _____

No. Absen : _____

QUESTIONNAIRE 2
(After the Treatment)

Berilah tanda silang (X) pada pertanyaan di bawah ini sesuai dengan pendapat kalian masing-masing!

1. Apakah kamu menyukai pelajaran Bahasa Inggris dengan menggunakan animasi?
 - a. Suka
 - b. Tidak suka
2. Apakah animasi tersebut menarik?
 - a. Menarik
 - b. Tidak menarik
3. Apakah contoh-contoh yang diberikan dalam bentuk animasi membuat kamu paham arti kalimat-kalimat seperti “*open the door*” “*clean the blackboard*” dan “*close the door*”?
 - a. Iya
 - b. Tidak
4. Apakah kalimat yang diajarkan seperti “*open the door*” “*clean the blackboard*” dan “*close the door*” sering digunakan pada saat pelajaran Bahasa Inggris di kelas?
 - a. Sering
 - b. Tidak pernah
5. Setelah belajar bahasa Inggris dengan animasi, apakah kamu dapat melakukan perintah guru dengan baik dan benar, misalnya kamu akan membuka buku jika guru mengucapkan kalimat “*open your book*”?
 - a. Iya
 - b. Tidak
6. Setelah belajar Bahasa Inggris dengan menggunakan animasi, apakah kamu dapat mengucapkan kalimat “*open the door*” “*clean the blackboard*” dan “*close the door*” dengan baik?
 - a. Iya
 - b. Tidak
7. Apakah contoh-contoh yang diberikan oleh teman di depan kelas dapat membantu kamu dalam memahami pelajaran yang diberikan?
 - a. Iya
 - b. Tidak

8. Apakah kegiatan yang dilakukan selama pelajaran bahasa Inggris ini membuat kamu semakin bersemangat untuk belajar Bahasa Inggris?

b. Iya

b. Tidak

9. Apakah guru memberikan kegiatan/tugas kelompok selama pelajaran berlangsung?

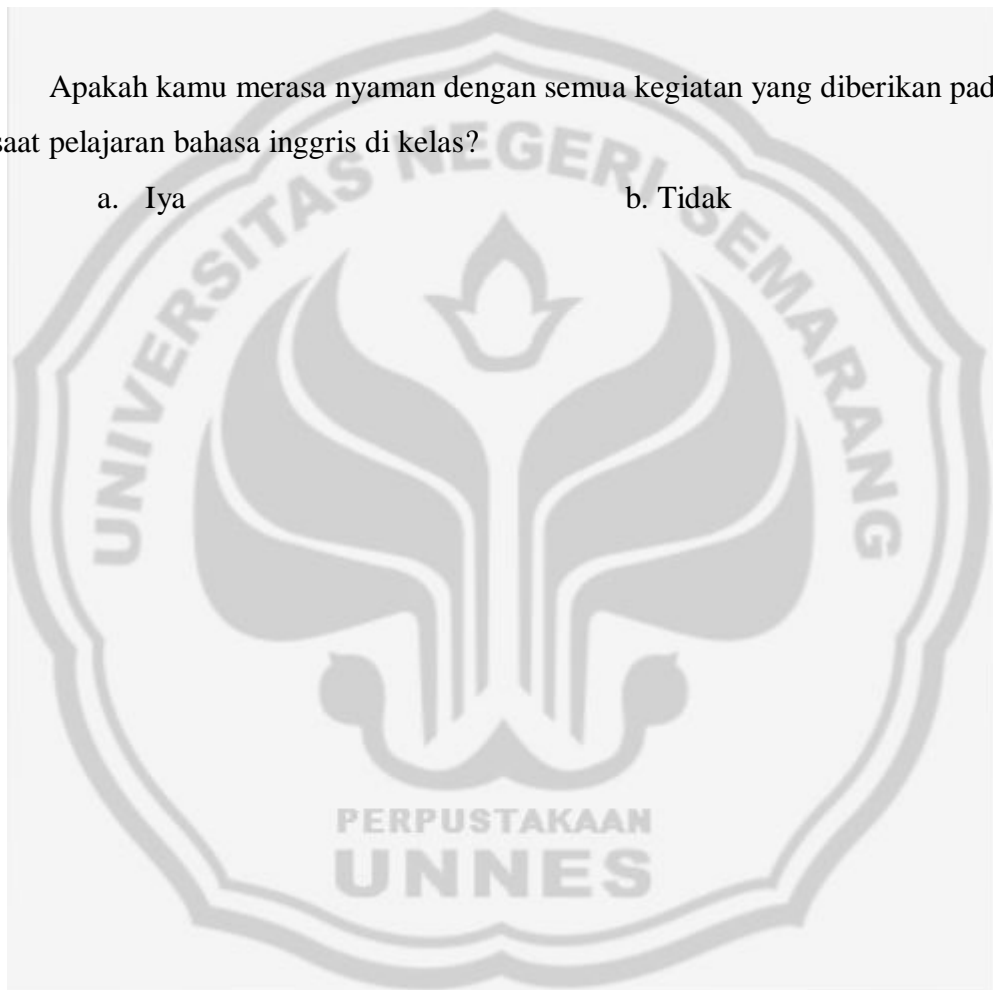
a. Iya

b. Tidak

10. Apakah kamu merasa nyaman dengan semua kegiatan yang diberikan pada saat pelajaran bahasa Inggris di kelas?

a. Iya

b. Tidak



Appendix 11

ACHIEVEMENT TEST

Subject : English


Class : V

Semester : II

Time allotment: 60 minutes

Choose the right answer by crossing a, b, c, or d (Silanglah jawaban yang benar a, b, c, d)

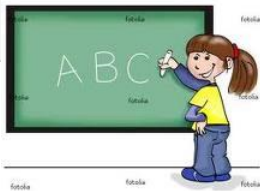
1. In the morning, students usually greet their teacher by saying.....
- a. Good morning c. Good evening
b. Good afternoon d. Good night

2.  Rico.....the door. He wants to enter his house
- a. knocks c. opens
b. hits d. cleans

3. "Tok...tok...tok".
Icha : "I think someone is the door.
- a. throwing c. closing
b. knocking d. greeting



4. Mr. Doni asks his students to.....the exercise on page 23
- a. throw c. do
b. take d. put

5.  Ika her name on the blackboard in front of the classroom.
- a. writes c. put
b. draws d. takes

6. Galih is sitting down on his
- a. chair c. book
b. table d. window



23. Before going home, the students always say.....to the teacher and their friends.

- a. Hi
- b. Good night
- c. Good bye
- d. Hello

24. Please.....the window. It's very cold outside.

- a. clean
- b. close
- c. open
- d. take

25.



I put my.....on my table.

- a. book
- b. ruler
- c. bag
- d. pencil

DO THE BEST, BE THE BEST



Appendix 12

LESSON PLAN (First Cycle)

I. Identity

School	: SD Negeri Sumurpule
Subject	: English
Topic	: Classroom instructions
Class/ Semester	: Fifth Grade/ 2
Time Allotment	: 4 x 35' (Two meetings)

II. Standar Kompetensi:

5. Listening

Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

6. Speaking

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

III. Kompetensi Dasar:

5.1 Listening

Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

6.1. Speaking

Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, member aba-aba, dan memberi petunjuk.

IV. Text Type :

- Short functional text

V. Indicators:

At the end of the lesson,

1. Students are able to understand the meaning and the usage of classroom instructions
2. Students are able to respond classroom instructions by using physical responses correctly.
3. Students are able to give classroom instructions with good pronunciation and intonation.

VI. Learning Objectives :

In the end of lesson,

1. 85 % of students understand the meaning and the usage of classroom instructions
2. 85 % of Students are able to respond classroom instructions by using physical responses correctly.
3. 85 % of Students are able to give classroom instructions with good pronunciation and intonation.

VII. Materials of Learning:*Lists of classroom instructions (Part 1)*

1. Knock the door
2. open the door
3. Enter the classroom
4. Greet the teacher
5. Sit down on your chair
6. Open your book
7. Read your book
8. Do the exercise
9. Raise your hand
10. Stand up
11. Come forward
12. Take the eraser

13. clean the blackboard
14. write your name on the blackboard
15. Back to your seat

VIII. Methods

1. Total Physical Response
2. Drill
3. Discussions
4. Questions and answers

IX. Sequences of Activities:

Material focus: Classroom instructions

❖ *Opening :*

- a. The teacher opens the lesson by greeting the students
- b. The teacher check the attendance lists
- c. The teacher distributes the number of students
- d. Leading students into the material

❖ *Main Activities :*

1. Building Knowledge of the Field (BKOF)

- a. In the warm up activity, the students are asked to respond physically some simple oral classroom instructions, such as open the window, close the door and clean the blackboard.
- b. Ask the students to mention some given instructions while the teacher writes them on the board.
- c. The teacher and the students pronounce the words together.
- d. The teacher introduces the material containing the expressions of “classroom instructions”
- e. Students pay attention to the teacher explanation about classroom instructions.

2. Modeling of the Text (MoT)

- a. The teacher distributes the lists of classroom instructions containing fifteen expressions of classroom instructions that will be discussed in the first cycle. It will guide the students to guess and understand the meaning of the words when they watch the animations.
- b. The teacher plays a series of 2D animations which contains fifteen classroom instructions and the physical responses of those instructions in the classroom context. Each animation will be shown twice. The animations are equipped with sounds and writing in English in order to guide the students how to give instructions correctly.
- c. To get clearer understanding, the teacher will play the animations one by one and then drill the students how to pronounce the sentences because before the treatment, the students are rarely given an activities which can train their speaking skill or pronouncing the English words.
- d. The students are asked to guess the meaning of the words by seeing the animations. In this step, the students are supposed to actively participate in telling the meaning of the words.
- e. During the class, the teacher will also observe the students' participations based on the indicators to measure the students' attendance, attention, response, readiness, ability, involvement, and interest.

3. Joint Construction of the Text (JCoT)

- a. The students are asked to work in pairs.
- b. Each group has to prepare performing a classroom instruction. A student gives the instruction and the other responds it.

- c. The teacher randomly asks some groups to perform the prepared instructions in front of the classroom. While the other students become the evaluators.

4. Independent Construction of Text (ICoT)

- a. To check the students understanding about the material, the teacher gives an end cycle test in the second meeting. The teacher gives announcement about this test on the previous meeting.
- b. The teacher randomly chooses 20 students, 10 boys and 10 girls.
- c. 10 students have to respond and 10 students give all fifteen classroom instructions correctly.
- d. The teacher gives score and token for the students' performance based on the scoring guidelines.
- e. Before conducting the treatment, the teacher will give the first questionnaire in order to know the students' opinion about English teaching in this class before the treatment conducted.

❖ Closing:

- a. The teacher provides the students with a song entitled "If you're happy" in order to keep their happy feeling.
- b. The teacher reviews all the instructions that had been discussed before.
- c. Students tell the teacher about their difficulties or problems in understanding the instructions.
- d. The teacher stressed the instructions that are considered difficult for the students.

X. Sources of Study:

1. Animations
2. Lists of classroom instructions
3. Text books (LKS Bahasa Inggris V-B)

XI. Evaluation:

1. Performance test

Rubric

a. Students ability in responding classroom instructions

Points	Explanation
5	The student perform the instruction correctly after hearing the instruction for the first time
4	The student perform the instruction correctly after hearing the instruction twice
3	The students perform the instruction incorrectly after hearing the instruction for the first time
2	The students perform the instruction incorrectly after hearing the instruction twice
1	The students cannot respond any instructions

b. Students ability in giving classroom instructions

Points	Explanation
5	The student gives appropriate instructions clearly and very good pronunciation
4	The student gives appropriate instructions clearly and good pronounced
3	The student gives appropriate instructions clearly but not well pronounced
2	The student gives appropriate instructions unclearly and not well pronounced
1	The students cannot give any instructions

Sumurpule, 14 February 2011

Praktikan

Daimatul Munajah

NIM. 2201407121

Appendix 13

**LESSON PLAN
(Second Cycle)**

I. Identity

School : SD Negeri Sumurpule
 Subject : English
 Topic : Classroom instructions
 Class/ Semester : Fifth Grade/ 2
 Time Allotment : 4 x 35' (Two meetings)

II. Standar Kompetensi:**5. Listening**

Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

6. Speaking

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

III. Standar Kompetensi:**5.1 Listening**

Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah

6.1. Speaking

Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, member aba-aba, dan memberi petunjuk.

IV. Text Type :

- Short functional text

V. Indicators:

At the end of the lesson,

1. Students are able to understand the meaning and the usage of the classroom instructions
2. Students are able to respond classroom instructions by using physical responses correctly.
3. Students are able to give classroom instructions with good pronunciation and intonation.

VI. Learning Objectives :

In the end of lesson,

1. 85 % of students understand the meaning and the usage of the classroom instructions
2. 85 % of Students are able to respond classroom instructions by using physical responses correctly.
3. 85 % of Students are able to give classroom instructions with good pronunciation and intonation.

VII. Materials of Learning:*Lists of classroom instructions (Part 2)*

1. Take the ruler
2. Draw a triangle
3. Hold your pencil
4. Give your pencil to your friend.
5. Give the pencil back to your friend.
6. Pick up the rubbish
7. Throw the rubbish into the dustbin
8. Open the window.
9. Close the window.

10. Turn on the light
11. Turn off the light
12. Sweep the floor
13. Take your bag
14. Shake your teacher's hand
15. Say good bye to your teacher

VIII. Sequences of Activities:

Material focus: Classroom instructions

❖ **Opening :**

- a. The teacher opens the lesson by greeting the students
- b. The teacher check the attendance lists
- c. Leading students into the material

❖ **Main Activities :**

1. Building Knowledge of the Field (BKOF)

- a. In the warm up activity, the teacher asks some volunteers to respond some classroom instructions which are considered difficult for the students in the first cycle in order to help them to understand the material. The other students are asked to give their opinion towards their friend's responses.
- b. Review of the previous material
- c. The teacher and the students pronounce the expressions introduced in the previous meeting, especially the ones which are difficult for the students.
- d. Students pay attention to the teacher explanation about the second classroom instructions that will be discussed in the second cycle.

2. Modelling of the Text (MoT)

- a. The teacher distributes the lists of new classroom instructions that will be discussed on the second cycle. It will help the students to guess and understand the meaning of the words when they watch the animations.
- b. The teacher plays a series of 2D animations which contains new fifteen physical activities that will be used to respond the classroom instructions. These animations are equipped with sounds and writing in English. Each of animations will be shown twice.
- c. To get clearer understanding, the teacher will play the animations one by one and then drill the students how to pronounce the sentences correctly.
- d. The students are asked to guess the meaning of the words by seeing the animations. In this step, the teacher will ask the students to actively participate in telling the meaning of words.
- e. The teacher asks some students especially those who had low motivation in the previous cycle, to respond and give some single classroom instructions by using physical responses while the others become the evaluators.
- f. During the class, the teacher will also observe the students' participations based on the indicators to measure the students' attendance, attention, response, readiness, ability, involvement, and interest.

3. Joint Construction of the Text (JCoT)

- a. The teacher provide the students with a game
- b. The teacher explains the rules of the game.
- c. The students are divided into groups consisting of four members.
- d. Each group writes down four classroom instructions on a piece of paper based on the given materials.

- e. Each group has to choose a paper containing four classroom instructions made by the other groups.
- f. Each member of the groups has to respond or give some single instructions based on the instructions on the chosen paper. In this part, the teacher will give more opportunity for the students who were not active in the previous meeting/cycle.
- g. The teacher will give token for the correct responses.

4. Independent Construction of Text (ICoT)

- a. To check the students understanding about the material, the teacher gives an end cycle test in the second meeting. The teacher will give announcement about this test on the previous meeting. The teacher will also tell the students that it will be a competition between two groups, the responding group (group A) and the giving group (group B). This strategy will be used to get better motivation, interest and willingness of the students in joining this activity.
- b. The teacher will choose 20 students, 10 boys and 10 girls. The students are the same with the ones who perform the instructions in the previous meeting. 10 students have to respond and 10 students give all of the classroom instructions given in the second cycle correctly.
- c. The teacher gives score for the students' performance based on the scoring guidelines.
- d. In the end of the treatment, the teacher gives an achievement test consisting of 25 multiple choices items.
- e. The teacher gives the second questionnaire in order to know students opinion towards the teaching and learning process by using animation and TPR method.

❖ Closing:

- a. The teacher provides the students with a song entitled "Hokey Pokey" in order to keep their happy feeling.

- b. The teacher reviews all the instructions that had been learner before.
- c. Students tell the teacher about their difficulties or problems in understanding the instructions.
- d. The teacher stressed the instructions that are considered difficult for the students after giving the material.

IX. Sources of Study:

1. Animations
2. List of classroom instructions
3. Text books (LKS Bahasa Inggris V-B)

X. Evaluation:

1. Written Form

Rubric

a. Achievement test

Number of items	Maksimum Score	Explanation
A. 25 items	100	Multiple choices test

The scoring rule:

$$\frac{\text{Score}}{\text{Maximum score (25)}} \times 100$$

2. Performance test

Rubric

a. Students ability in responding classroom instructions

Points	Explanation
5	The student perform the instruction correctly after hearing the instruction for the first time
4	The student perform the instruction correctly after hearing the instruction twice
3	The students perform the instruction incorrectly after hearing the instruction for the first time
2	The students perform the instruction incorrectly after hearing the instruction twice
1	The students cannot respond any instructions

b. Students ability in giving classroom instructions

Points	Explanation
5	The student perform the instruction correctly after hearing the instruction for the first time
4	The student perform the instruction correctly after hearing the instruction twice
3	The students perform the instruction incorrectly after hearing the instruction for the first time
2	The students perform the instruction incorrectly after hearing the instruction twice
1	The students cannot respond any instructions

Sumurpule, 14 February 2011

Praktikan,

Daimatul Munajah

NIM. 2201407121

Appendix 14

**The Interview Transcript with the English Teacher of the Fifth Graders
(Mrs. Aminah)**

Researcher : By the way, how long have you been teaching English in this school?

Teacher : I have been teaching English for almost two years.

Researcher : From what grade do the students start learning English?

Teacher : Last year English was taught from the four until the six grades, but start from this academic year, it is taught from the first until the six grades.

Researcher : Do you teach all of them?

Teacher : Yes, I do.

Researcher : Do you use any media in explaining the material, such as using pictures, games, song or realia?

Teacher : Yes, I ever introduced a nursery rhyme. But now, I only focus on giving the material based on the LKS. Moreover, this LKS also contains some pictures that can help the students understand the material.

Researcher : What strategies that you usually use in presenting the material?

Teacher : As usual, lecturing and discussing. I mostly discuss the questions in the LKS and explain the vocabularies and simple grammar such present and past tense. I also explain them how to make a sentence with correct grammar.

Researcher : Do you use any special method in teaching English?

Teacher : Yes, I use GTM (Grammar Translation Method)

Researcher : What about TPR, mam?

Teacher : Yes, I also use this method sometimes. But I combine with other method because in teaching we cannot use only a certain method, right?

Researcher : Of course. What aspects of English that you consider most?

Teacher : Yes, I mostly introduce vocabularies, grammar, reading, and writing. It is based on contain of the summative test or midterm test.

Researcher : What about speaking skill?

Teacher : I do not focus on speaking activities because I just want to prepare the students for doing the examinations. So I only explain about vocabularies, grammar and writing because sometimes in the mid or summative test in the end of the semester, the students are asked to make a sentence with correct grammar.

Researcher : Oh, I see. Have you ever explained about classroom instructions?

Teacher : No, I don't.

Researcher : Why. Is it included in the curriculum, isn't it?

Teacher : Yes, but it such can of dilemma. Last year I gave the material based on the syllabus, but unfortunately the test given was based on the LKS, not the syllabus. Consequently, the students got bad marks. Therefore, I decided to give material based on the content of the LKS not the syllabus.

Researcher : Okay. What about the motivation of the fifth graders learning English?

Teacher : The characteristics of the students are different from the ones in the previous academic year. I think the students' motivation in learning English is still low. If I invite them to answer the questions, most of them only keep silent. Only few of them show their interest in joining the lesson. They are also hard to remember the material given, so I sometimes feel difficult to find a suitable method in teaching English.

Researcher : Okay. Thank you very much for the time, mam.

Teacher : You're welcome

Appendix 15

The Result of Responding Classroom Instructions Test in the First Cycle

Code	Score per Items															Score Achieved	Percentage	Criterion
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100%	
S-3	5	5	4	3	5	5	3	2	4	4	3	3	5	5	5	61	81.33	Very Good
S-4	5	5	4	3	5	5	5	5	4	4	5	4	5	5	5	69	92.00	Excellence
S-7	5	5	4	3	5	5	5	4	4	4	2	3	5	5	3	62	82.67	Very Good
S-9	5	5	5	5	5	5	3	5	5	5	2	3	5	5	5	68	90.67	Very Good
S-13	5	5	4	3	5	4	3	2	4	4	2	3	2	5	3	54	72.00	Good
S-16	5	5	5	3	3	5	5	2	3	5	3	3	3	4	2	56	74.67	Good
S-19	5	5	5	3	3	5	4	3	3	5	4	3	5	4	2	59	78.67	Good
S-22	5	5	5	3	3	5	5	2	3	5	3	4	3	4	5	60	80.00	Good
S-25	5	5	5	3	1	5	5	3	1	5	4	3	5	4	2	56	74.67	Good
S-28	5	5	5	5	3	5	5	4	5	5	4	3	3	4	2	63	84.00	Very Good
Total Score	50	50	46	34	38	49	43	32	36	46	32	32	41	45	34	$\Sigma=608$	$\Sigma\%=810.68$	
Mean	5.00	5.00	4.60	3.40	3.80	4.90	4.30	3.20	3.60	4.60	3.20	3.20	4.10	4.50	3.40	60.8	81.33	

Appendix 16

The Result of Giving Classroom Instructions Test in the First Cycle

Code	Score per Items															Score Achieved	Percentage (%)	Criterion
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100%	
S-5	5	5	5	5	5	5	3	3	5	4	5	3	5	3	4	65	86.67	Very Good
S-8	5	5	3	2	3	5	2	2	4	4	4	3	3	3	4	52	69.33	Fair
S-11	5	5	5	3	4	5	4	2	4	4	4	5	5	3	5	63	84.00	Very Good
S-12	5	5	5	5	3	5	3	5	5	4	4	3	3	3	5	63	84.00	Very Good
S-14	5	5	5	5	5	5	5	5	5	4	4	3	5	4	5	70	93.33	Excellence
S-17	5	5	4	5	3	5	5	3	5	5	3	4	5	3	5	65	86.67	Very Good
S-18	5	5	5	5	3	5	5	4	4	5	3	5	5	4	5	68	90.67	Very Good
S-20	5	5	4	5	4	5	5	3	4	5	3	4	5	3	5	65	86.67	Very Good
S-23	5	5	4	5	4	5	5	3	4	5	3	4	5	3	5	65	86.67	Very Good
S-27	5	5	4	5	4	5	5	4	4	5	3	4	5	3	5	66	88.00	Very Good
Total Score	50	50	44	45	38	50	42	34	44	45	36	38	46	32	48	∑= 642	∑%= 856.01	
Mean	5.0	5.0	4.4	4.5	3.8	5.0	4.2	3.4	4.4	4.5	3.6	3.8	4.6	3.2	4.8	64.20	85.60	

Appendix 17

The Result of Responding Classroom Instruction Test in the Second Cycle

Code	Score per Items															Score Achieved	Percentage	Criterion
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100%	
S-3	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	72	96.00	Excellence
S-4	5	5	5	5	3	5	5	5	5	2	2	2	5	5	5	64	85.33	Very Good
S-7	5	5	5	4	4	3	5	5	5	2	3	5	5	5	5	66	88.00	Very Good
S-9	5	5	5	5	3	3	5	5	5	2	3	5	5	4	5	65	86.67	Very Good
S-13	5	5	5	4	3	2	2	5	5	2	2	2	4	5	3	54	72.00	Good
S-16	5	5	3	5	5	3	2	5	5	5	5	4	5	5	5	67	89.33	Very Good
S-19	5	5	5	5	5	3	2	5	5	5	5	4	5	5	5	69	92.00	Excellence
S-22	5	5	5	5	5	5	2	5	5	5	4	5	5	5	5	71	94.67	Excellence
S-25	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	73	97.33	Excellence
S-28	3	5	5	5	5	3	2	5	5	5	5	4	5	5	5	67	89.33	Very Good
Total Score	48	50	48	48	43	37	34	50	50	35	39	40	49	49	48	$\Sigma = 668$	$\Sigma\% = 890.66$	
Mean	4.80	5.00	4.80	4.80	4.30	3.70	3.40	5.00	5.00	3.50	3.90	4.00	4.90	4.90	4.80	66.80	89.01	

Appendix 18

The Result of Giving Classroom Instructions Test in the Second Cycle

Code	Score per Items															Score Achieved	Percentage %	Criterion
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100	
S-5	4	4	3	4	4	5	4	5	5	4	5	4	4	3	4	62	82.67	Very Good
S-8	4	4	5	3	4	5	3	5	5	4	5	4	5	3	4	63	84.00	Very Good
S-11	4	4	5	5	4	5	4	5	5	4	5	5	5	5	5	70	93.33	Excellence
S-12	4	4	5	5	5	5	4	5	5	4	5	5	5	5	5	71	94.67	Excellence
S-14	4	4	5	5	4	5	5	5	5	5	5	5	5	5	5	72	96.00	Excellence
S-17	4	5	4	3	5	5	4	5	5	3	4	5	5	4	5	66	88.00	Very Good
S-18	5	4	5	3	5	5	4	5	5	3	4	5	5	4	5	67	89.33	Very Good
S-20	4	4	4	3	5	5	4	5	5	3	4	5	5	4	5	65	86.67	Very Good
S-23	4	4	5	4	5	5	4	5	5	3	4	5	5	4	5	67	89.33	Very Good
S-27	4	4	5	3	4	5	5	5	5	3	4	5	5	4	5	66	88.00	Very Good
Total Score	41	41	46	38	45	50	41	50	50	36	45	48	49	41	48	Σ= 669	Σ%=892.00	
Mean	4.10	4.10	4.60	3.80	4.50	5.00	4.10	5.00	5.00	3.60	4.50	4.80	4.90	4.10	4.80	66.90	89.20	

Appendix 19

**The Improvement of Students' Score in Learning
Classroom Instructions**

Students' Code	Responding Instructions		Students' Code	Giving Instructions	
	First Cycle	Second Cycle		First Cycle	Second Cycle
S-3	81.33	96.00	S-5	86.67	82.67
S-4	92.00	85.33	S-8	69.33	84.00
S-7	82.67	88.00	S-11	84.00	93.33
S-9	90.67	86.67	S-12	84.00	94.67
S-13	72.00	72.00	S-14	93.33	96.00
S-16	74.67	89.33	S-17	86.67	88.00
S-19	78.67	92.00	S-18	90.67	89.33
S-22	80.00	94.67	S-20	86.67	86.67
S-25	74.67	97.33	S-23	86.67	89.33
S-28	84.00	89.33	S-27	88.00	88.00
Total	$\Sigma\%= 810.68$	$\Sigma\%= 890.66$	Total	$\Sigma\%= 856.01$	$\Sigma\%=892.00$
Mean	81.07	89.06	Mean	85.60	89.20

Appendix 20

The Result of the Achievement Test

Code	Score per Item																									Score Achieved	Total Score	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	100	100
S-1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	18	72	72	
S-2	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	19	76	76
S-3	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	22	88	88
S-4	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	20	80	80
S-5	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	18	72	72
S-6	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	19	76	76
S-7	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	19	76	76
S-8	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	20	80	80
S-9	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	21	84	84
S-10	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	19	76	76
S-11	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	21	84	84
S-12	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	0	1	18	72	72
S-13	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	1	1	19	76	76
S-14	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	21	84	84
S-15	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	20	80	80

S-16	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	19	76	76
S-17	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	19	76	76
S-18	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	20	80	80	
S-19	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	1	1	19	76	76	
S-20	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	18	72	72	
S-21	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	18	72	72		
S-22	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	19	76	76		
S-23	1	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	18	72	72	
S-24	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	18	72	72	
S-25	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	21	84	84		
S-26	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	20	80	80	
S-27	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	1	19	76	76		
S-28	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	22	88	88	
Total Score																								544	2176	% = 2176				
Mean																								19.43	77.71	77.71%				

Appendix 21

**The Result of Questionnaire 1
(Before the Treatment)**

Students' Code	Score per Item									
	1	2	3	4	5	6	7	8	9	10
	1	1	1	1	1	1	1	1	1	1
S-1	1	0	0	0	1	1	0	0	1	0
S-2	1	0	0	1	0	0	0	0	0	0
S-3	0	0	0	0	0	1	0	0	0	0
S-4	1	0	0	1	1	0	1	1	1	0
S-5	1	1	1	0	0	0	0	0	0	1
S-6	0	1	0	0	0	0	0	0	0	0
S-7	0	0	0	0	0	1	0	0	0	1
S-8	0	1	1	1	0	1	1	1	0	0
S-9	1	0	0	0	1	0	0	1	1	0
S-10	1	0	0	0	1	0	0	0	0	1
S-11	1	0	0	0	0	0	0	0	0	1
S-12	0	0	0	0	1	1	0	1	1	0
S-13	0	1	0	0	0	0	0	0	0	0
S-14	0	0	0	1	0	1	0	0	0	1
S-15	1	1	1	1	1	1	1	1	1	0
S-16	0	0	0	0	0	0	0	0	0	1
S-17	1	0	0	1	1	0	1	1	1	0
S-18	0	1	0	0	0	0	0	0	0	1
S-19	0	0	0	1	0	0	1	1	0	0
S-20	0	1	1	0	1	1	0	0	0	1
S-21	0	0	0	0	1	0	0	1	1	0
S-22	1	0	0	0	0	0	0	0	0	1
S-23	0	0	0	0	0	0	0	0	0	0
S-24	1	0	0	0	0	0	1	0	0	1
S-25	1	0	0	1	0	1	0	0	0	0
S-26	1	0	0	0	1	0	0	1	1	0
S-27	0	0	0	1	1	0	0	1	0	1
S-28	0	0	0	1	0	1	0	0	0	0
Positive answer	13	7	4	10	11	10	6	10	8	11
Negative answer	15	21	24	18	17	18	22	18	20	17

Appendix 23

**Classroom Observation for Students' Participation in the First Cycle
(First Meeting)**

Code	INDICATORS						
	Students' attendance	student's attention	student's response	student's readiness	student's ability	student's involvement	student's interest
S-1	5	4	3	4	3	3	5
S-2	5	3	3	4	3	2	4
S-3	5	5	5	4	5	4	5
S-4	5	5	5	4	5	5	5
S-5	5	3	4	4	3	3	4
S-6	5	3	4	4	3	3	4
S-7	5	5	4	4	5	4	5
S-8	5	4	4	4	4	2	4
S-9	5	5	4	3	5	5	5
S-10	5	4	4	4	3	3	5
S-11	5	4	5	4	4	4	5
S-12	5	4	5	4	5	4	4
S-13	5	3	3	5	2	2	4
S-14	5	5	5	5	5	5	5
S-15	5	4	4	4	3	4	5
S-16	5	5	5	4	5	5	5
S-17	5	4	4	4	4	5	4
S-18	5	5	4	4	5	5	5
S-19	5	4	3	5	3	4	5
S-20	5	4	4	5	4	4	4
S-21	5	4	4	4	3	3	3
S-22	5	4	4	5	4	5	5
S-23	5	3	3	4	3	3	3
S-24	5	3	3	5	3	3	3
S-25	5	4	5	4	5	5	5
S-26	5	4	4	5	4	4	4
S-27	5	4	4	5	4	4	4
S-28	5	5	4	4	5	5	5
Total	140	114	113	109	110	108	124
Mean	5.00	4.07	4.04	3.89	3.93	3.81	4.43

**Classroom Observation for Students' Participation in the First Cycle
(Second Meeting)**

Code	INDICATORS						
	Students' attendance	student's attention	student's response	student's readiness	student's ability	student's involvement	student's interest
S-1	5	4	4	4	4	4	5
S-2	5	4	3	4	3	3	5
S-3	5	5	5	5	5	5	5
S-4	5	5	5	5	5	5	5
S-5	5	3	4	4	4	4	5
S-6	5	4	3	4	3	4	4
S-7	5	5	5	5	5	5	5
S-8	5	5	4	4	3	4	4
S-9	5	5	4	4	5	5	5
S-10	5	5	4	4	4	4	5
S-11	5	4	5	5	4	4	4
S-12	5	4	5	4	5	4	4
S-13	5	4	4	3	3	3	3
S-14	5	5	5	5	5	5	5
S-15	5	4	4	4	3	4	5
S-16	5	5	5	4	4	5	5
S-17	5	5	4	4	4	4	4
S-18	5	5	4	5	5	5	5
S-19	5	4	4	4	4	4	5
S-20	5	4	5	5	4	4	4
S-21	5	4	4	4	4	4	4
S-22	5	5	5	5	4	5	5
S-23	5	4	4	4	4	4	3
S-24	5	3	3	4	3	4	4
S-25	5	5	5	5	5	5	5
S-26	5	4	4	4	4	4	3
S-27	5	4	5	4	4	4	4
S-28	5	4	5	5	5	5	5
Total	140	122	121	121	115	120	125
Mean	5.00	4.36	4.32	4.32	4.11	4.28	4.46

Appendix 24

**Classroom Observation for Students' Participation in the Second Cycle
(First Meeting)**

Code	INDICATORS						
	Students' attendance	student's attention	student's response	student's readiness	student's ability	student's involvement	student's interest
S-1	5	5	4	5	3	4	5
S-2	5	4	4	5	3	4	5
S-3	5	5	5	5	5	5	5
S-4	5	5	5	5	5	5	5
S-5	5	4	3	4	4	4	5
S-6	5	4	3	4	5	4	4
S-7	5	5	5	5	5	5	5
S-8	5	5	4	5	4	4	4
S-9	5	5	5	5	5	5	5
S-10	5	5	5	4	4	5	5
S-11	5	5	5	5	5	4	4
S-12	5	4	5	5	4	4	4
S-13	5	4	4	4	2	3	4
S-14	5	5	5	5	5	5	5
S-15	5	4	5	4	4	5	5
S-16	5	5	5	5	4	5	5
S-17	5	5	5	5	5	5	4
S-18	5	5	5	4	5	5	5
S-19	5	5	4	4	3	4	5
S-20	5	5	5	5	4	4	4
S-21	5	4	4	4	4	4	4
S-22	5	5	5	5	5	5	5
S-23	5	4	3	5	3	4	4
S-24	5	4	4	4	3	3	4
S-25	5	5	5	5	5	5	5
S-26	5	5	4	5	4	5	3
S-27	5	4	5	4	4	5	4
S-28	5	5	5	5	5	5	5
Total	140	130	126	130	117	125	127
Mean	5.00	4.64	4.50	4.64	4.18	4.46	4.54

**Classroom Observation for Students' Participation in the Second Cycle
(Second Meeting)**

Code	INDICATORS						
	Students' attendance	student's attention	student's response	student's readiness	student's ability	student's involvement	student's interest
S-1	5	5	5	5	4	5	5
S-2	5	4	4	5	4	4	5
S-3	5	5	5	5	5	5	5
S-4	5	5	5	5	5	5	5
S-5	5	4	4	4	4	4	5
S-6	5	4	3	4	5	5	4
S-7	5	5	5	5	5	5	5
S-8	5	5	4	5	4	5	5
S-9	5	5	5	5	5	5	5
S-10	5	5	5	5	4	4	5
S-11	5	5	5	5	5	5	5
S-12	5	4	5	5	4	5	5
S-13	5	4	4	4	4	4	4
S-14	5	5	5	5	5	5	5
S-15	5	4	5	5	4	5	5
S-16	5	5	5	5	4	5	5
S-17	5	5	5	5	5	5	5
S-18	5	5	5	5	5	5	5
S-19	5	5	5	5	4	4	5
S-20	5	5	5	5	5	5	4
S-21	5	4	4	4	4	4	4
S-22	5	5	5	5	5	5	5
S-23	5	5	4	5	4	4	4
S-24	5	4	4	4	4	4	4
S-25	5	5	5	5	5	5	5
S-26	5	5	5	5	5	5	5
S-27	5	5	5	5	4	5	4
S-28	5	5	5	5	5	5	5
Total	140	132	131	135	126	132	133
Mean	5.00	4.71	4.68	4.82	4.50	4.71	4.75

Appendix 25

Documentations of the Research



Figure 1: The researcher was explaining the materials



Figure 2. The researcher was interacting with the students

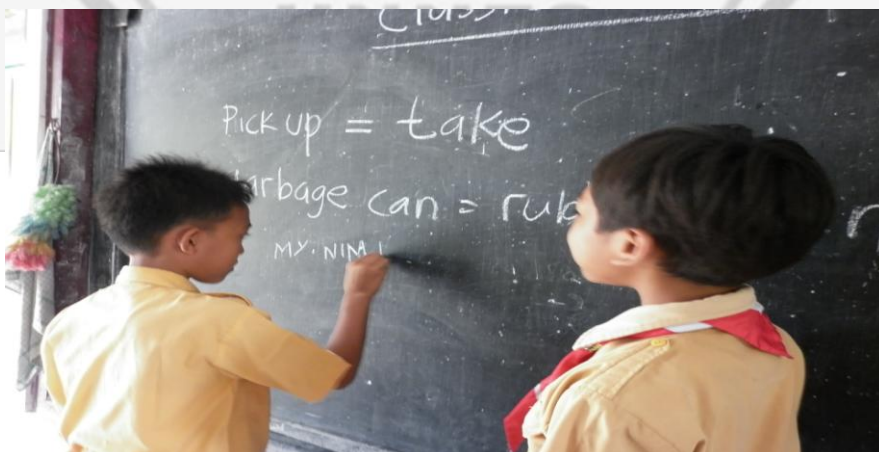


Figure 3. The students was doing the performance test



Figure 4. The students was doing the achievement test



Figure 5. The students was singing together



Figure 6. The researcher and the teachers of SDN Sumurpule