# USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING PROCESS OF GRADE V STUDENTS OF SDN MANDAPA II MAJALENGKA IN FIRST SEMESTER OF THE ACADEMIC YEAR 2013-2014

**A THESIS**

**Presented as Partial Fulfilment of the Requirement for the Attainment of the *Sarjana Pendidikan* Degree in English Education**

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**2014**

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## SURAT PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau di perguruan tinggi lain kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang telah lazim.

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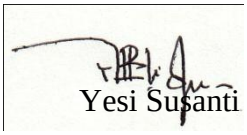

Yesi Susanti

**MOTTOS**

**-In the Name of Allah, Most Grecious, Most Merciful-**
**(Al Fatihah: 1)**

**"...ud'uunii astajiblakum.."**
**-Call on Me, I will answer your (prayer)-**
**(Al Mu'min [40]: 60)**

**"The best time to influence the character of a child is 100 years before they are born."**
**(W.R Inge)**

**"Verily, Allah will not change the good condition of a people as long as they do not change their state of goodness themselves…"**
**(Ar-Ra'd [13]: 11)**

**2 in 1**
**"fainnama'al'usriyusraan, innama'al'usriyusraan."**
**-So, Verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief-**
**(Al Insyirah [94]: 5-6)**

## DEDICATIONS

This thesis is sincerely dedicated to:

My beloved husband, Jendri Irawan, who always supports me in every condition. I love you so much. Allow me for getting the heaven by my faithfulness to you.

My beloved parents (Bpk Radi-Ibu Tarsinah) who always give their fully love. You are the best parents in the world. I love you so much Ma, Mi.

My beloved parents-in-law (Bpk. Sukardi-Ibu Warusmi), thank you so much. You are my parents too. I'm proud to be your family.

**USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING PROCESS OF GRAVE V STUDNTS OF SDN MANDAPA II MAJALENGKA IN FIRST SEMESTER OF THE ACADEMIC YEAR 2013-2014**

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## ABSTRACT

The research aims to improve the quality of English teaching and learning process of grade V students of SDN Mandapa II Dawuan Majalengka by using communicative games.

This is classroom action research. It was done collaboratively with the teacher of grade V of SDN Mandapa II. The research was done in 2 cycles. The steps of this research were planning, action and observation, and reflection. The data were qualitative in nature, gained in the form of field notes, interview transcripts, and documentation. The instruments used in collecting the data were a recorder, a camera, a notebook, interview guides and observation guides. The validity of the data was obtained by applying democratic validity, catalytic validity, outcome validity, process validity and dialogic validity. The reliability of the data was obtained by applying triangulation method.

The result shows that the communicative games have improved the quality of English teaching and learning process of grade V students in some aspects, in the aspects the students' involvement, techniques and media. During the implementation of the actions, the students were actively involved the English teaching and learning process.

*Key words: Communicative games, the quality of English teaching and learning, English teaching and learning in the Primary School.*

## ACKNOWLEDGEMENTS

Bismillahirrahmaanirrahiim.

Alhamdulillahirabbil'aalamiin, all praise be to Allah, the One Who always gives what the researcher needs. He is the Almighty and the most Merciful Who always gives all blessing without which I would never have finished my thesis.

In completing this study, I owe a lot of people who always give their support, assistance and prayers. Therefore, I would like to express my gratitude to:

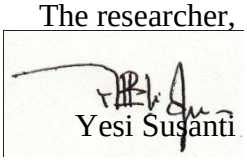
1. the first consultant, Drs. Suhaini M. Saleh, M.A, my great teacher who always patiently gives the best advice to me;
2. the second consultant, Lusi Nurhayati, S.Pd., M.A.Appl, my other great teacher, who always patiently gives her best advice;
3. the academic advisor, Nury Supriyanti, M.A, who always gives spirit;
4. all the lecturers of English Education Department, who have taught many things;
5. the Headmaster of SDN Mandapa II Majalengka, Hj. N. Icih Kalsih, S.Pd, who gave her permission to the researcher to the research;
6. the home teacher of grade V of SDN Mandapa II, Rohini, S.Pd. SD, who supported me to do the research in her class;
7. the English teacher of the grade V students of SDN Mandapa II Majalengka, Dea Damayanti Rustandi, who helped me for doing the research;
8. the students of grade V of SDN Mandapa II Majalengka, who have become good learners;
9. my beloved husband, Jendri Irawan, S.Pd. Si, who always gives me support in every condition and for his love;
10. my beloved parents (Bpk.Radi-IbuTarsinah), who always patiently give support and prayers to me to complete this study;
11. my beloved parents-in-law (Bpk. Sukardi-Ibu Warusmi) for supporting me to complete this study;

12. my beloved sisters (Teh Tuti and Teh Elin), who always support me and give smile that make new powers for me;
13. my beloved brothers-in-law (A Kandin and A Ahdi) who become nice bodyguards;
14. my beloved nephews (Fakhrul Ehza Badri Pratama and Muhammad Fajar Fairuzamman Al Ashfahani) and my little stars (Muhammad Habby El Fathu Maulidan and Devanny Zahra Aulia Asy Syifa'a);
15. my other beloved brother and sister (A Beni, The retno-A Narno);
16. my beloved younger sister, Noni Suci Aristiyani, who always becomes a very nice sister;
17. the family of Muhajidin Library (Hikmah, Rulli, Isti, Suci, Tri, Ani, Icha, Ritwan, Yoga, Akh Rivan, Akh Riza, Akh Plus, Akh Agung Pu, Akh Agus, Akh Eko, Akh Ibram, Akh Agung H, Mba Ria and Mba Susi), for the togetherness in a nice episode of my life;
18. my friends at FKAK (Forum Komunikasi Alumni Karismawangi);
19. my friends at LPIM (Lembaga Pendidikan Islam Mujahidin), especially MT crew (Mba Umu, Akh Rizki, Satri, Yuni, Rulli, Dwi Giant);
20. my beloved friends, Hikmah, Yuni, Mustika, Chika, I'ah, Iis Elin, for becoming my best friends;
21. my beloved younger brothers and sisters of Majalengka Muslim brotherhood, (Asep, Baskara, D.Agus, Widia, Vina, Neng Iif, Deno, Linda, Rina, Iim);
22. my beloved friends at English Education Class A;
23. all those who have supported and prayed for me in writing this thesis.

Finally, the researcher confesses that this research is not a perfect piece of work. Therefore, I expect that all weaknesses will be covered by other next related researches so that finally many people can get the best benefits of the work.

Yogyakarta, January 2014

The researcher,



Yesi Susanti

## TABLE OF CONTENTS


Page

TITLE SHEET ..... i
APPROVAL SHEET ..... ii
RATIFICATION SHEET ..... iii
SURAT PERNYATAAN ..... iv
MOTTOS ..... v
DEDICATIONS ..... vi
ABSTRACT ..... vii
ACKNOWLEDGEMENTS..... viii
TABLE OF CONTENTS ..... x
LIST OF TABLES..... xii
LIST OF FIGURES..... xiii
LIST OF APPENDICES ..... xiv
CHAPTER I INTRODUCTION
A. Background of the Study ..... 1
B. Identification of the Problem ..... 3
C. Limitation of the Problem ..... 5
D. Formulation of the Problem ..... 5
E. Objective of the Research ..... 6
F. Significances of the Research ..... 6
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK
A. Literature Review ..... 8
1. Teaching and Learning English in Elementary School ..... 8
2. The Quality of English Teaching and Learning Process ..... 12
3. The Criteria of Good Teaching and Learning ..... 22
4. Games ..... 26
B. Related Study ..... 30
C. Conceptual Framework ..... 32

CHAPTER III RESEARCH METHOD
A. Type of Research ..... 35
B. Setting of the Research ..... 35
C. Data Collection Technique ..... 36
D. Instrument of Data Collection ..... 37
E. Data Analysis Technique ..... 37
F. Validity and Reliability of the Data ..... 38
G. Design of the Research ..... 40
H. Definition of Terms ……..... 41
CHAPTER IV RESEARCH FINDINGS AND DUSCUCSSION
A. Reconnaissance ..... 45
1. Identification of the Problem ..... 45
2. Determining the Actions to Solve the Problem ..... 50
B. Reports of the Actions ..... 51
1. Reports on Cycle 1 ..... 51
2. Reports on Cycle 2 ..... 73
C. General Finding ..... 94
D. Research Discussion ..... 97
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION
A. Conclusion ..... 101
B. Implication ..... 102
C. Suggestion ..... 103
REFERENCES ..... 105
APENDICES ..... 107

## LIST OF FIGURES


Figure 1 : Characteristics of activities by Brewster (1991:51)

Figure 2 : Eight essentials for successful second language teaching by Farrel and Jacobs.

Figure 3 : Design of conceptual framework

Figure 4 : Research model of Classroom action research by Kemmis and Mc. Taggart.

Figure 5 : The students are playing 'Bandit and Sheriff' game enthusiastically.

Figure 6 : The students are practicing to respond the instruction in group.

Figure 7 : The students are listening to the instruction and responding individually.

Figure 8 : The students are playing 'Clock Race' game enthusiastically.

Figure 9 : The students are practicing asking for and giving things by playing 'Food in the middle' game.

Figure 10 : A student is doing her role as a cook.

Figure 11 : The students are playing Whisper Race game enthusiastically.

Figure 12 : The students are practicing English with their friends by doing survey.

Figure 13 : The students are playing 'Monster Waltz' game enthusiastically.

Figure 14 : The students are working in a group for responding to the short descriptive text. They are giving a contribution in the group

Figure 15 : A students is actively playing 'Hangaroo'

## LIST OF TABLES


Table 1 : The Problems Related to the Quality of English Teaching and Learning of the 5th Grade Students' at SDN Mandapa II.

Table 2 : The more Urgent Problems Related to the Quality of English Teaching and Learning of the 5th Grade Students' at SDN Mandapa II.

Table 3 : The Solvable Field Problems and the Solution.

Table 4 : The Conclusion of Cycle 1 and the Recommendation for Cycle 2.

Table 5 : The Solvable Field Problems and the Solutions.

Table 6 : The Changes that Happened After the Implementation.

## LIST OF APPENDICES


1. Appendix A : Course Grid and Lesson Plans
2. Appendix B : Students' works
3. Appendix C : Observation Checklists
4. Appendix D : Field Notes
5. Appendix E : Interview Transcripts
6. Appendix F : Photographs

# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Since English is an international language, most of the countries in the world bring English as a subject that should be learned in the formal schools including in Indonesia. English use can be found in so many aspects of life such the technology, education and so on. Thus, the institution of education has a big responsibility to help the society to be able to communicate in English and starts from the students through teaching and learning.

Teaching and learning is the main activity of education process. It can determine what will happen to the education in the future. The quality of the teaching and learning process is one of the important things to achieve the goals of the teaching and learning. Thus the quality of teaching and learning always become the main focus that continuously be improved by the teacher, principals and government.

A good teaching and learning process will help the students to be successful learners and achieve the goals of teaching and learning. The goals of teaching and learning should be appropriate with the language teaching period. Language teaching period today is in the communicative language teaching period. According to Richard (2006:2),

> communicative language teaching can be understood as a set of principles about the goals of language teaching, how the learners

> learn a language, the kinds of classroom activities that best facilitate learning and the roles of teacher and learners in the classroom.

However according to Yamazumi (2007:20), *"Traditional school curriculums, lessons, and learning have only concerned themselves with teaching as a means of transferring the contents of textbooks to children."* Actually, a good language teaching and learning process is not only a process of transferring knowledge from the teacher to the students or transferring the contents of the textbook as found in so many schools but also the process of how the learners learn the language as a means of communication.

A good teaching and learning can be determined through three aspects of teaching and learning process. The three aspects are the input, the process and the output. The teacher as the creator of teaching and learning should be aware of those three aspects. The teacher should provide a comprehensible input for the students and choose the best strategies in the teaching and learning process that can help the students to understand easily what they learn. The teacher also should make sure that the output of the teaching and learning process is related to the objective of the teaching and learning.

Some elementary schools, for example SDN Mandapa II will be the first place for students learning English and building a foundation of learning English. It also will be the place for preparing the students to communicate in English and learning English in the secondary school.

Some elementary schools will be the place to introduce English. Thus the appropriate teaching and learning will make a good process for preparing the students to learn English in the next level.

SDN Mandapa II is located in Desa Mandapa, Dawuan, Majalengka, West Java. The students, especially the students of grade V, are mostly active and like playing very much. They prefer to do something with themselves and cannot pay attention in a long time to deal with something that to them is boring and difficult. Therefore, sometimes they will be bored with the lesson if the teacher just explains the lesson in front of the class, translates the words and asks to do a worksheet in the students' worksheet. There are only few students who pay attention to the teacher when the teacher teaches them. Thus, the creativity of the teacher in providing the technique of the teaching is very important to get students' attention and make them enjoy learning English. The students should be motivated to involve the teaching and learning process actively such by using the games. Games can attract students attention and make them involve the teaching and learning with the enjoyable activities.

## B. Identification of the Problem

Teaching and learning process is a very complex situation because there are many people who come from different background with many characteristics. Naturally, there should be problems in teaching and learning process such as in the aspects of media, teacher, students,

methods, techniques and the like. As the result of the observation, there were some problems found in SDN Mandapa II.

Firstly, in the aspect of students, most of the students could not stay in a long time without doing anything. They liked playing very much. Thus there was a difficulty to make them stayed in the class when the teacher taught them. They could not pay more attention to the teacher who explained the materials in front of the class. This condition gave the impact to the students' motivation in learning English. In addition the students seem to be anxious to use English. They could not use English and understand English utterances because the teacher rarely used English in the classroom. The students did not get good exposure and good model of speaking English so they did not get self-confidence in using English.

Secondly, the English teacher of SDN Mandapa II is the $6^{th}$ semester student of University. Since, she is prepared as SMA teacher so sometimes she got difficulties in creating the activities that are appropriate with the young learner psychology such as she explained the grammar rules and patterns explicitly. The teacher rarely used English in the classroom. She used English only for greeting the students. Thus the students did not get many exposures of English.

The third problem was in the aspect of the techniques of the teaching. The teacher often used grammar translation method. In techniques, she introduced words by words with their meaning and wrote them in the whiteboard. She gave some sentences as the example and explained the

pattern of the sentence then she asked the students to do students' worksheet. Furthermore the teacher also did not use any media such as cards, pictures and other visual aids to attract the students' attention.

The fourth problem was in the aspect of materials. The emphasis of teaching and learning at SDN Mandapa II was to the vocabulary teaching and learning. The teacher drilled vocabulary and did not too care about the four skills. The teacher introduced the vocabulary without paying attention to the pronunciation. The teacher often used students' worksheet as the source of teaching and learning.

## C. Limitation of the Problem

Related to the finding of the problems that are mentioned in the identification of the problem above, there are some problems in some components of English teaching and learning that affect the quality of English teaching and learning process that need to be solved. This research is focused on implementing appropriate technique of teaching to improve the quality of English teaching and learning process of grade V students of SDN Mandapa II Majalengka in first semester of the academic year 3013-2014 through communicative games.

## D. Formulation of the Problem

Related to delimitation of the problem above, there is a research question. The research question is *"How can communicative games be*

*used to improve the quality of English teaching and learning process of the grade V students of SDN Mandapa II Majalengka?"*

## E. Objective of the Research

Related to the formulation of the problem, the objective of the research is to improve the quality of English teaching and learning process by using communicative games.

## F. The Significances of the Research

The significances of the research are defined as follows.

1. The Teachers of Elementary School
    a. The teachers can create appropriate activities to get students' interest.
    b. The teachers pay attention to the technique that use in the classroom activities.
    c. The teachers can help the students to improve their motivation in learning English by providing appropriate method.
2. The Elementary Schools
    a. The schools can make efforts to improve the quality of English teaching and learning process.
    b. The schools can also help the English teaching and learning process by providing the English environment.

3. The students of UNY
    a. This research can be the reference for the students of UNY to make a program for teaching the students of elementary school.
    b. This research can be the reference for the students of UNY who want to teach young learners to create appropriate learning activities related to the characteristic of young learners.
4. The English Education Department
    a. The English Education Department can develop the program continuously for preparing the students to teach English to young learners.
5. Other researchers
    a. Other researchers can design the similar research to improve the quality of English teaching and learning by using the different technique of teaching that appropriate with the students' characteristics.

# CHAPTER II

# LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

## A. Literature Review

### 1. Teaching and Learning English in Elementary School

a. English in Elementary School

English become one of the important subjects that should be taught in school to help the students be able to communicate in English as a foreign language. The government gives a good interest in English by making English as one of the local subject in Elementary school. It is mentioned both in curriculum 2004 and curriculum 2006. The government supports this policy by making Law Number 22 of 2006 about standard of content and Low Number 23 of 2006 about standard competence of graduation. In addition, to make a high quality of education, the government also makes Law Number 19 of 2005 about national standard of education *(Standar Nasional Pendidikan).* It is one of the efforts of the government to facilitate the students to learn English early years (Departemen Pendidikan Nasional, 2008).

In learning English, there are 4 kinds of literacy levels, namely, performative, functional, informational and epistemic. The purpose of learning English in Elementary School is to help the students in achieving literacy competence of performative skill. It means that the students are able to understand the instructions in the classroom context or school.

They are able to interact with the environment, read and write simple words based on the children's environment. (Departemen Pendidikan Nasional, 2008).

b. Teaching and Learning English to Young Learners

Elementary school students are young learners. They are different from the adult. Young learners also are not the miniature of the adults, means that both of them have different ways of doing something, including the different ways of learning.

Krashen (1987) mentions two systems of second language performance: language learning and language acquisition. He distinguishes the difference between language learning and language acquisition. There are different processes of learning and acquiring the language. Language learning is learning consciously, in the more formal approach to language instructions. On the other hand, language acquisition is learning subconsciously. It is the natural process used to develop language skills, especially in a child's native language.

In addition, Vygotsky (1978) (from Linse 2005:14) explains:

> Children's language learning is advanced through social interaction and experiences based on the context or situation. Vygotsky (1978) explains that adults provide children with the language (permanent meanings of words), not with the thinking itself. Nevertheless, adults can support children as learners by modifying interactions to foster both intellectual and language development.

According to Linse (2005:2) the job of the teacher of young learners do not only provide instructions but also care. She writes as follows.

> By the nature of your job as a teacher of young learners, you must be aware of children's basic physical and psychological needs. Teachers of young learners should provide the care necessary to meet these needs so that they can thrive and focus on learning. In other words, teachers of young learners have two jobs: to provide care and to provide instruction.

c. The Characteristics of Young Learners

Teaching and learning should be appropriate to the learners. Thus, it is important to understand the characteristics of the learners before the teacher teaches them in order to be able to create a good teaching and learning process. According to Brewster and Ellis (1991:27-28), there are 11 characteristics of young learner, they write as follows.

1) Have a lot of physical energy and often need to be physically active
2) Have a wide range of emotional need.
3) Are emotionally excitable.
4) Are developing conceptually and at an early stage of their schooling.
5) Are still developing literacy in their first language.
6) Learn more slowly and forgot things quickly.
7) Tend to be self-oriented and preoccupied with their own world.
8) Get bored easily.
9) Are excellent mimics.
10) Can concentrate for a surprisingly only long time if they are interested.
11) Can be easily distracted but also very enthusiastic.

Furthermore, Brown (2001) mentions five characteristics of young learners. First, based on the stage of development of Piaget's theory, children are in the intellectual stage called as 'concrete operation'. In this intellectual stage the children start to know the time and space, they think about 'here and now' but they cannot understand the abstract things. "*Rules, explanation, and other even slightly abstract talk about language*

*must be approach with extreme caution. Children are centered on the here and now, on the function of language"* (Brown, 2001:88).

Second, commonly children cannot give more attention in a long time especially if the activities are not interesting to children. However, it does not mean that the children have short attention span. Brown (2001) gives an illustration to put the children in front of the TV showing their favorite program and we can see that the children will stay in duration. *"But short attention spans do come into play when children have to deal with material that to them is boring, useless or too difficult"* (Brown, 2001:88). Thus it is important for the teacher to create the various activities in the classroom that appropriate with the children.

Third, the teacher should think of sensory input. According to Brown (2001), the children need five senses stimulated. The teacher can create the physical activity, hands-on activities, make sensory aids and use nonverbal language (gestures). Brewster and Ellis (1999:35) add that *"the younger the learners, the more physical activity they need and the more they need to make use of all their senses."*

Fourth, the children are very sensitive, especially to peers. They think 'what the other think of me'. Thus the teacher should be patient and help them to build self-confidence. The teacher should give the children opportunities to practice their language and participate in the classroom.

Fifth, authentic and meaningful language is very important for the children because "*the children are focused on what this new language actually be used for here and now"* (Brown, 2001:90).

**2. The Quality of English Teaching and Learning Process**

The quality of teaching and learning is affected by three aspects that involve in the teaching and learning. The three aspects will be explained as follows.

a. Input

Input will be in the form of text, dialogue, and the like that will help the students to get exposure and model of English. According to Hutchinson and Waters (1987), input should provide, at least six things, i.e. (1) stimulus materials for activities; (2) new language items; (3) the correct models of language use; (4) topics for communication; (5) the opportunities for the students to use their information processing skills and (6) the opportunities for the students to use their existing knowledge. All of these can be achieved by noticed the input components in teaching and learning. The components will provide the input and determine the quality of teaching and learning. The components are explained as follows.

1) Material

The input of teaching and learning will be found in the material of teaching and learning. Material becomes important thing that affects teaching and learning process. The teacher not only has a responsibility to

teach the students but also has to select and develop the materials appropriate with the objective of the teaching and learning. *"It is important that the teaching materials used should take the child forward as directly as possible towards your aims and objectives."* (Brewster and Ellis, 1991:151)

According to Hutchinson and Waters (1987:107-108) there are six principles that will guide the teacher to develop the material. The first principle is the materials that are developed have to provide stimulus of learning. It means that good materials do not only teach the learners but also encourage learners to learn. In addition, good materials contain at least interesting text, enjoyable activities which engage the learners' thinking capacity, opportunities for learners to use their existing knowledge and skills and the content can be coped both by the teacher and learners. The second is the materials help the teacher to organize the teaching and learning process. It can be by providing a path through complex mass of language to be learnt. In addition, good materials have to provide a clear and coherent structure which will guide both teacher and learners to various activities for maximizing the changes of learning. Third, principle is the materials embody a view of nature of the language and learning. It means that have to provide the contextual language. The fourth principle is the material the nature of learning task. The materials have to be appropriate with the task that will be done by the learners. The materials and the task is a unity. The fifth principle is good material can

have a very useful function in broadening the basis of the teacher training. It can be by introducing the teachers to new techniques of teaching. The last principle is the materials provide models of correct and appropriate language use.

By following the principles of designing the material, the teacher will be able to provide comprehensible input for the students. Comprehensible input consists of good material and a good material will affect the quality of teaching and learning.

2) Media

Media are important things to make a comprehensible input of teaching and learning. They will make the material easily understood. Media will affect the quality of teaching and learning with their roles in the teaching and learning process. According to Heinich (2002) media have many roles in the teaching and learning. Those give the reasons why the teacher should use media in the teaching and learning process. One of the roles of the media is as instructor-directed instruction.

> The most common use of media in an instructional situation is for supplemental support of the "live" instructor in the classroom. Certainly, properly designed instructional media can enhance and promote learning and support teacher-based instruction. But their effectiveness depends on the instructor. (Heinich, 2002:11-12)

Media support the teacher in the teaching and learning process. Media are very useful for teaching especially in teaching children. The teacher can use pictures, cards, videos and the like related to the objective of the teaching and learning. All of them will help the students to easily

understand what they learned. Brewster and Ellis (1991:30) add by writing as follows.

> Brunner thought that the child's learning is a process, not merely a product, which can be accelerated or enhanced by breaking learning into stages and providing the building blocks and systems which connect these together. He saws children's learning as moving through three modes of representation, knowing something through doing it, through working with a picture or image of it and through using some symbolic means, such as language.

Media are helpful for making comprehensible input of teaching and learning. Linse (2005) explains that media are very important component in the teaching and learning for making the comprehensible input text. The teacher can use props, realias, pictures, and posters, bulletin boards of a scene with pictures, cards and the like. Those kinds of media will help the materials understandable.

b. Process

There are some components that involve in the teaching and learning process. The components will affect the quality of teaching and learning.

1) Roles of Teacher

Teacher takes an important role in the teaching and learning process. Harmer (2001:56) describes teacher in some ways.

> Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because 'we are always on the stage'. Others think they are like orchestral conductors 'because I direct conversation and set the pace and tone'. Yet others feel like gardeners, 'because we plant the seeds and then watch them grow. The range of images-these and others- that teachers use about themselves indicate the range of views that they have about their profession.

The teacher can play so many roles in the classroom as described by Harmer. Furthermore Brown (2001) mentions five roles of the teacher in the classroom.

First, teacher as a controller means that the teacher becomes a 'master controller' who is always in charge of every moment in the classroom.

> "Master controllers determine what the students do, when they should speak, and what language forms they should use. They can often predict many students' responses because everything is mapped out ahead of time, with no leeway for divergent paths" (Brown, 2001:167)

Second, teacher as a director which Brown (2001) emphasizes that the teacher is like to a director of a drama. The director has a responsibility to the process of the playing. Thus the teacher has a responsibility to manage the process of teaching and learning. The teacher should think of how to make the process run smoothly and effectively.

Third, teacher as manager means that the teacher plans lessons, modules, and courses, and structures the larger, longer segments of classroom time. However, the teacher then allows each individual player to be creative within those parameters. Thus as the manager the teacher does not only have a responsibility in the classroom but also a responsibility for planning what will happen in the classroom, what the objective of the lesson, creating what activity can support the objective and evaluating what happen in the classroom. For example as the manager

the teacher keeps the students pointed toward goals reflected by the lesson plan. Then the teacher also takes care of students.

Fourth, teacher as facilitator means that teacher helps the students for learning. The teacher helps the students to solve their problem in the teaching and learning process and facilitate the students' need. *"The facilitating role requires that you step away the managerial or directive role and allow students, with your guidance and gentle prodding, to find their own pathways to success."* (Brown, 2001:186). For example the teacher helps the students to find their own learning strategies and also creates the activities based on the students' learning style.

Fifth, teacher is a resource who takes at least a directive role. "*The implication of this role is that the students take the initiative to come to the teacher and the teacher is available for advice and counsel when the students seek."* (Brown, 2001:168). Playing this role the teacher should also gives the students appropriate time to develop their language whereas you can take a back seat. *"The teacher is like a walking encyclopedia who expects to be a walking mine of information and help the students learn how to locate the information they are seeking."* (Jarolimek, 1982:57). Thus, the teacher has to be knowledgeable.

In the teaching and learning the teacher can play many roles related to the objective of the lesson and classroom activities. The teacher should really understand their roles for making a good teaching and learning. Besides understanding the roles, for making a good teaching and learning,

the teacher should be supported by some requirements such as technical knowledge of the subject, pedagogical and interpersonal skills, and personal qualities (Brown, 2001). Furthermore Hamacehek (from Jarolemik, 1982) mentions that the teacher should has a sense of humor, fair, flexible, more democratic than autocratic, relate naturally and easily with students. The teacher also should be able to communicate effectively.

2) Roles of Learners

As the subject of learning the students take roles for affecting the quality of teaching and learning. According to Nunan (2004:65) there are some roles of learner that will affect the teaching and learning. He writes as follows.

a) The learner is a passive recipient of outside stimuli.
b) The learner is an interactor and negotiator who are capable of giving as well as taking.
c) The learner is a listener and performer who have little control over the content of learning.
d) The learner is involved in the process of personal growth.
e) The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning process.
f) The learner must take responsibility for his or her own language learning, developing autonomy and skills in learning-how-to-learn.

By knowing the roles of learners, the teacher can help them to do their roles well by preparing and creating appropriate teaching and learning process. The appropriate teaching and learning will get students' interest. Students' interest is very important to motivate them to be a good language learner. Brown (2001:210) explains as follows.

> The good language learner studies are of obvious interest to teachers. The more your classroom activity can model the behavior exhibited by successful language learner, the better and more efficient your studies will be, especially in developing their own autonomy as learners.

3) Method

Method is very important that will affect the quality of teaching and learning. Appropriate method will make the students are interested in teaching and learning. The students will totally involve the teaching and learning if the method is appropriate with them. According to Heinich (2002:16), *"Methods are the procedures of instruction selected to help learners achieve the objective or to internalize the content or message."*

The method have to contribute to the aims and of the subject at that level. The activities have to make the students practice the language. What the students do in the classroom should be interesting and enjoyable. Brewster and Ellis (1991:252) explain as follows.

> The general methodology associated with primary teaching must contribute to the general aim of all subjects taught at that level and it also an important criterion for the selection of materials. Learning activities must present and practice English in a systematic and comprehensive way so that new language items can be assimilated by the pupil .....
> The things our pupils do in the class should be interesting and enjoyable, but they should also be carefully examined in terms of their language teaching and learning potential and how they relate to what has previously been learned and what is to be learned.

Graves (2000:152-155) mentions some requirements of good activities. All of these considerations are based on the teachers' experience in many places. He writes as follows.

a) Activities should draw on what students know (their experience, their current situation) and be relevant to them.
b) Activities should focus on students' outside of class needs, if appropriate.
c) Activities should build students' confidence.
d) Activities should allow students to problem solve, discover, analyze.
e) Activities should help students develop specific skills and strategies.
f) Activities should help students develops specific language and skills they need for authentic communication.
g) Activities should integrate the four skills of speaking, listening, reading and writing.
h) Activities should enable students to understand how a text is constructed.
i) Activities should enable students to understand cultural context and cultural differences.
j) Activities should enable students to develop social awareness.
k) Activities should be as authentic as possible.
l) Activities should vary the roles and grouping.
m) Activities should be of various types and purpose.
n) Activities should use authentic texts or realia when possible.
o) Activities should employ a variety of materials.

The activities that provided will influence the students' response and motivation. Thus, it is important to provide appropriate activities with the students' characteristics to fulfill the objective of the lesson by fulfilling the principles of good leaning activities that mentioned above. Furthermore Brewster and Ellis (1991:51) add by mentioning 8 characteristics of activities appropriate for the young learners. They write in the diagram as follows.

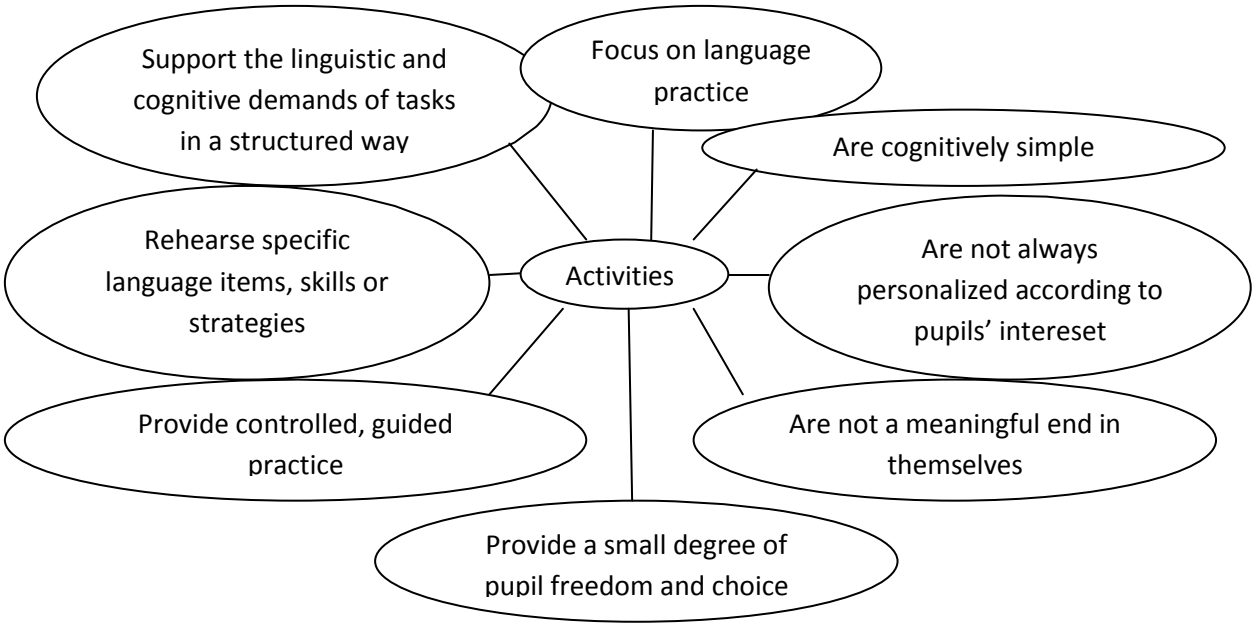



Figure 1: Characteristics of activities by Brewster (1991:51)

In addition, Hutchinson and Waters (1987) explain that enjoyment is an important thing in the lesson. The lesson should make the students enjoy because enjoyment can engage students' mind. *"This is an aspect of pedagogy that is taken for granted with children, but is too often forgotten with adults. It doesn't matter how relevant a lesson may appear to be; if it bores the learners, it is a bad lesson."* (Hutchinson and Waters, 1987: 141)

c. Output

A successful teaching and learning can be determined by the output of the teaching and learning. It is in the term of how the teaching and learning process can achieve the goals and objectives of teaching and learning. The teaching and learning is successful when the goals and objectives of the lesson are achieved. According to Graves (2000) goals

are the main purpose of the lesson and what outcomes that the teacher want be achieved after the lesson. Whereas objectives are the way of how the goals will be achieved. Those are related each other. Thus, if the objectives are achieved so the goals will be reached. For example the goal of English language learning is to be able to communicate in English and the objectives are by mastering the language through four skills. The output should relate to the goal and objectives.

**3. The Criteria of Good Teaching and Learning**

A good teaching and learning will be determined by the effectiveness of teaching and learning. The effective of teaching and learning will determine the quality of teaching and learning process. In general, James and Pollard (2006) mention 10 criteria of effective teaching and learning. The 10 criteria of effective teaching and learning will be mentioned as follows.

a. The effective teaching and learning equips learners for life in its broadest sense. It means that learning should help the learners to develop their intellectual and prepare them to participate as the citizen. The learners' capacity to learn and to use thinking are promoted and assessed. This criterion is related to the output of the teaching and learning.

b. The effective teaching and learning engages with valued forms of knowledge. It is the process of both how the teacher have to have a

good understanding of the subject that will be taught and what is the best way to teach the subjects.

c. The effective teaching and learning recognizes the importance of prior experience and learning. It means that the teacher should aware what the learners have been known so that the teacher can plan the next steps of learning. The teacher needs to recognize the learning difficulties and helps the learners to improve their learning.

d. The effective teaching and learning requires the teacher to scaffold learning. It means that the teacher should provide the activities, structure of intellectual, social and emotional support to help the learners to learn. The teacher has to teach steps by steps and scaffold through the activities and classroom dialogue.

e. The effective teaching and learning needs assessment to be congruent with learning. It means that assessment should be designed and implemented to asses both the process and output of learning that related to the objective of the teaching and learning.

f. The effective teaching and learning promotes the active engagement of the learner. It means that the goal of the teaching and learning process is to help the learners promote their independence and autonomy. It is importance for the teacher to develop the learning awareness of the learners, explicit learning practices and positive learning.

g. The effective teaching and learning fosters both individual and social processes and outcomes. It means that teaching and learning process should encourage the learners to make a good relationship with other. The learners have to learn how to communicate with others.

h. The effective teaching and learning recognizes the significance of informal learning. The teacher should help the learners to build their informal learning. The informal learning means that the learners learn out of school.

i. The effective teaching and learning depends on teacher learning. This criterion requires the teacher to learn continuously in order to develop their skills and knowledge. The teacher also should develop his/her roles in the classroom.

j. The effective teaching and learning demands consistent policy frameworks with support for teaching and learning as their primary focus. This last criterion of effective teaching and learning is in the term the coherence and consistency of the policy. Thus, the teacher can create the appropriate environment to support the objective of teaching and learning.

A good teaching and learning also should facilitate the learners to learn. There are essentials aspects for successful language teaching. Farrel and Jacobs (2010) mention eight essentials for successful second language teaching. They draw the eight aspects in a diagram as follows.

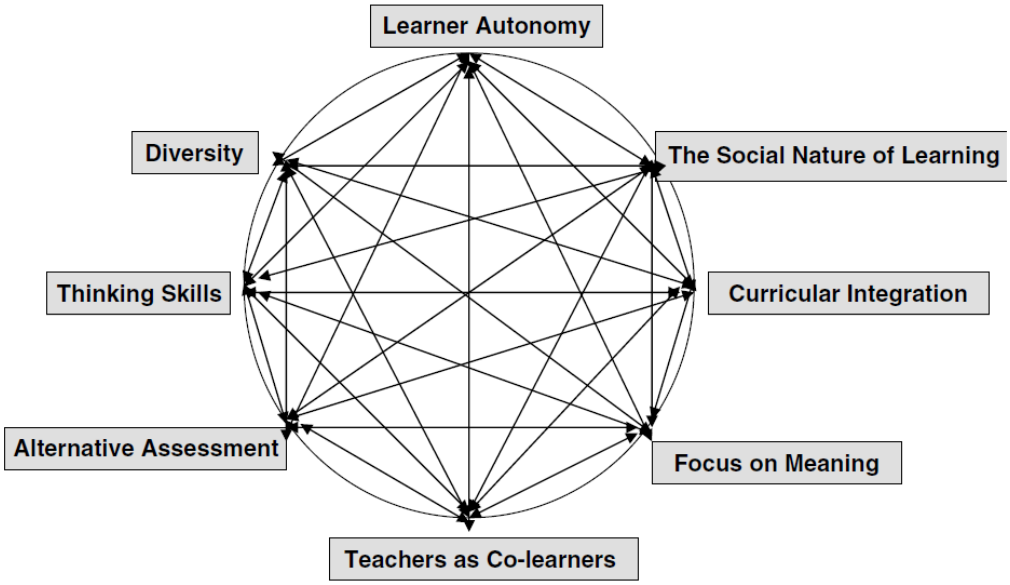



Figure 2: Eight essentials for successful second language teaching by Farrel and Jacobs.

The teacher should aware of those essentials aspects of successful language teaching. Form the eight essentials aspects above; there are some points that should be noticed by the teacher.

a. Language teaching today should help the learners to be autonomous learners. The teacher should help the learners to move from the teacher-centered to learner-centered.
b. The teacher should understand the social nature of learning that language learning is to help the learners to communicate with others. Thus the learners have to learn to be cooperative with others.
c. The implication of curricular integrated that the teacher should provide meaningful teaching and learning. It can be done by teaching based on the context.

d. The teacher should help the learners to understand the purpose of the learning. Understanding the language learning means that the learners involve and comprehend what they learn.
e. The teacher should aware of diversity will affect the teaching and learning. The background knowledge, sex, social class, learning styles and the like should be considered for planning the lesson.
f. Language teaching today focus on the process of leaning. Language teaching not only look at the end-product of learning but also how the learners learn and expand their thinking skills.
g. The alternative assessment focus on what the learners can do rather than what the learners cannot do. It can be in the form of learners' reflection, peer assessments and the like.
h. The teacher should learn together with the learners and along with the fellows' teachers.

**4. Games**

Related to *Longman dictionary*, game, (in language teaching) an organized activity that usually has the following properties; a particular task or objective, a set of rules, competition between players, communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic method.

Games, especially instructional games are designed for helping the students acquire the skills of the language. Brown and Lewis and Harcleroad (1975) define that *"an instructional game is a structured activity with set roles for plays in which two or more students interact to reach clearly designated instructional objectives."*

a. The Advantages of The Games

Many research that observe the effect of the games as the activities of learning have found the advantages of the games. For example, Brown (1975:295), a few of the findings from the fairly extensive program of the Center for Social Organization of Schools at Johns Hopkins University, explains the result.

1) Students are much more positive about games when they understand the instructor's purpose in using them.
2) Simulation games can teach facts, concepts, and relationships as effectively as conventional instruction which has the same objective.
3) Both simulation and non simulation games are better than conventional instruction in producing greater learning.
4) Generally, games increase students' motivation to learn. And there are strong indications that in both games and simulation activities, the competition encourages students to help each other with their schoolwork, especially students of different races or different sexes.
5) The most conspicuous contribution of games appears to be in the affective area, since games provide motivational support of learning and contribute in some cases to attitudinal changes.

According to Brewster and Ellis (1991:173) there are 10 advantages of using games in the teaching and learning. They write as follows.

1) They add variety to the range of learning situations.

2) They change the place of a lesson and help to keep pupils' motivation.
3) They 'lighten' more forma teaching and can help to renew pupils' energy.
4) They provide 'hidden' practice of specific language patterns, vocabulary and pronunciation.
5) They can help to improve attention span, concentration, memory, listening skill and reading skill.
6) Pupils are encouraged to participate; shy learners can be motivated to speak.
7) They increase pupil-pupil communication which provides fluency practice and reduce the domination of the class by the teacher.
8) It helps create a fun atmosphere and reduce the distance between teacher and pupils.
9) They can help reveal areas of weakness and the need for further language.
10) They can help to motivate and improve writing skills by providing a real audience context and purpose.

Games are very useful for the innovation of teaching and learning. They help the teacher to create interesting activities especially for young learners. Games provide enjoyable activities that appropriate with the nature of young learners.

b. Playing Games in the Classroom

Games can be brought to the classroom as learning activities with the functions. The games can be put to the lesson when the teacher designing the lesson. The use of games in the classroom should be appropriate with the objective of the lesson. According to Brewster and Ellis (1991) there are four steps that should be noticed by the teacher when using games in the teaching and learning. The four steps will be explained as follows.

1) Giving instruction

Giving instruction is a crucial stage of using games. The purpose of using games will be achieved when the player well understand the rules of the games and how they can play the games. The teacher should keep the instructions short, clear and simple so that the player will quickly understand what they should do. To make the instructions are easily understood, the teacher can break down the instructions into some stages, give the instruction, show the example and use gestures.

2) Organizing the class

Commonly games are played by three ways: the team, pairs or groups. Those way of playing games need to be organized quickly to make the games run well. The teacher can divide the player and give them clear roles.

3) Playing the games

In this stage, the player should be taught the language use when playing the games. Make sure that the players follow the rules of the games and use the target language based on the objective of the lesson.

4) The teacher's roles

While the students are playing the games, the teacher acts as a monitor. The teacher monitors the students' do and the language they used. The teacher observes the students and makes a note for giving feedback. The teacher also can give more explanation if it is necessary to be given. Furthermore, Granger (1993) adds that the teacher should give a follow up to the students when the games are over.

## B. Related Study

There have been many research conducted that deal with the quality of teaching and learning process and also the use of game. One of them is the research that done by Henny Purwansari (2011). The researcher used interactive activities such games and songs in the teaching and teaching learning process. She also provides media such pictures and cards. There are some results of the research.

1. The use of games, pair work and group work are effective to motivate the students to get involved in the classroom activities.
2. The use of media success to draw the students' attention on learning.
3. The use of appreciation, reward and punishment are effective to motivate the students more active in the class and minimize the students' disruptive behavior.
4. The use of classroom English could make the students familiar with English.

In addition, Yen-Hui Wang (2010) did a research and used communicative language games in the teaching and learning process. The results of the research can be seen as follows.

1. Games motivate the students to learn in much lesson, all respondents with 99% agreeing and only 1% disagreeing. The respondents also believed that games help make the lesson more interesting with 73% strongly agreeing and 27% agreeing.

2. Games provided repetition, memorization and initiation which motivate students' incentive to learn.
3. Games can cheer up the class and make language learning more pleasurable and easier to learn.
4. Games motivate students to become effective communicators in target language and help them use the language in a more spontaneous and natural manner.
5. Games can offer practice in all stages of learning such as in Presentation, Practice and Production.
6. Games supply the same dense use of language are more conventional drills which mainly give repeated practice on a language form during a limited period of time.
7. The results of the research also conclude that learning through processing creative game activities help the learners experience language use for the purpose of truly meaningful communication.
8. Learning through natural exposure and meaningful use of the target language while conducting communicative activities motivate learners to take more interest in language learning and assist them to develop learner autonomy.

## C. Conceptual Framework

The English teaching and learning in the elementary school will be a burden for the students if the teachers still only transfer the materials in the textbook, translate the words, and present the materials in front of the

class without using the media and do not aware of the characteristics of the students. This condition makes the students bored with the teaching and learning process. Thus, the teacher needs to create more varieties of teaching and learning activities which can attract the students and get the students' interest. The teacher needs to create the activities of teaching and learning that will make the students enjoy learning and helps them to easily understand what they learn. Furthermore the teacher should provide the comprehensible input with the supporting media and make sure that the goals and the objectives of language teaching and learning are achieved.

Games can be used for academic purposes. They can be brought to the classroom and help to achieve the objective of the lesson. In language learning, games can help the teacher to train both the students' accuracy and fluency. Games also help the teacher to provide communicative atmosphere by the communicative activity. Games help the students to be more communicative in learning. Communicative games are design for training the students' communicative skills. The games can support teaching the four skills. Commonly, these kinds of games are played collaboratively. They are usually played in pairs or in a group. One of the examples of game that belongs communicative games is 'find someone who'.

The students of elementary school are young learners. This means that they have their own characteristics as young learners. Mostly young

learners like playing games. Thus, the use of games, especially both communicative games not only will attract the students' interest in learning the language but also will be very useful for teacher to achieve the goals and objectives of language teaching and learning. By using the games, the teacher can drill the language function and the students will learn the language function subconsciously. These kinds of games also will let the students practice the correct language. Thus every student will have a chance to practice the language when they play the game. The games will motivate the students to be more active. They will totally responsive both mentally and physically.

Furthermore, the use of communicative games also will support the teacher to achieve the goals and the objectives of language teaching and learning. Communicative games will give a chance to the students to interact and cooperate with their friends by playing in the group or in pairs. These games help to build self-confidence of the students to practice their language with their friend. The games enable the students to give instruction and respond properly to the message.

Teaching and learning will be meaningful if the students feel fun and totally involve in the teaching and learning process. Language learning will be successful if the students have a good understanding of the language learning. In addition, the goals and objectives of language teaching and learning will be achieved through appropriate activities, for example by using games as learning activities.

The conceptual framework of this research is drawn in the diagram as follows.

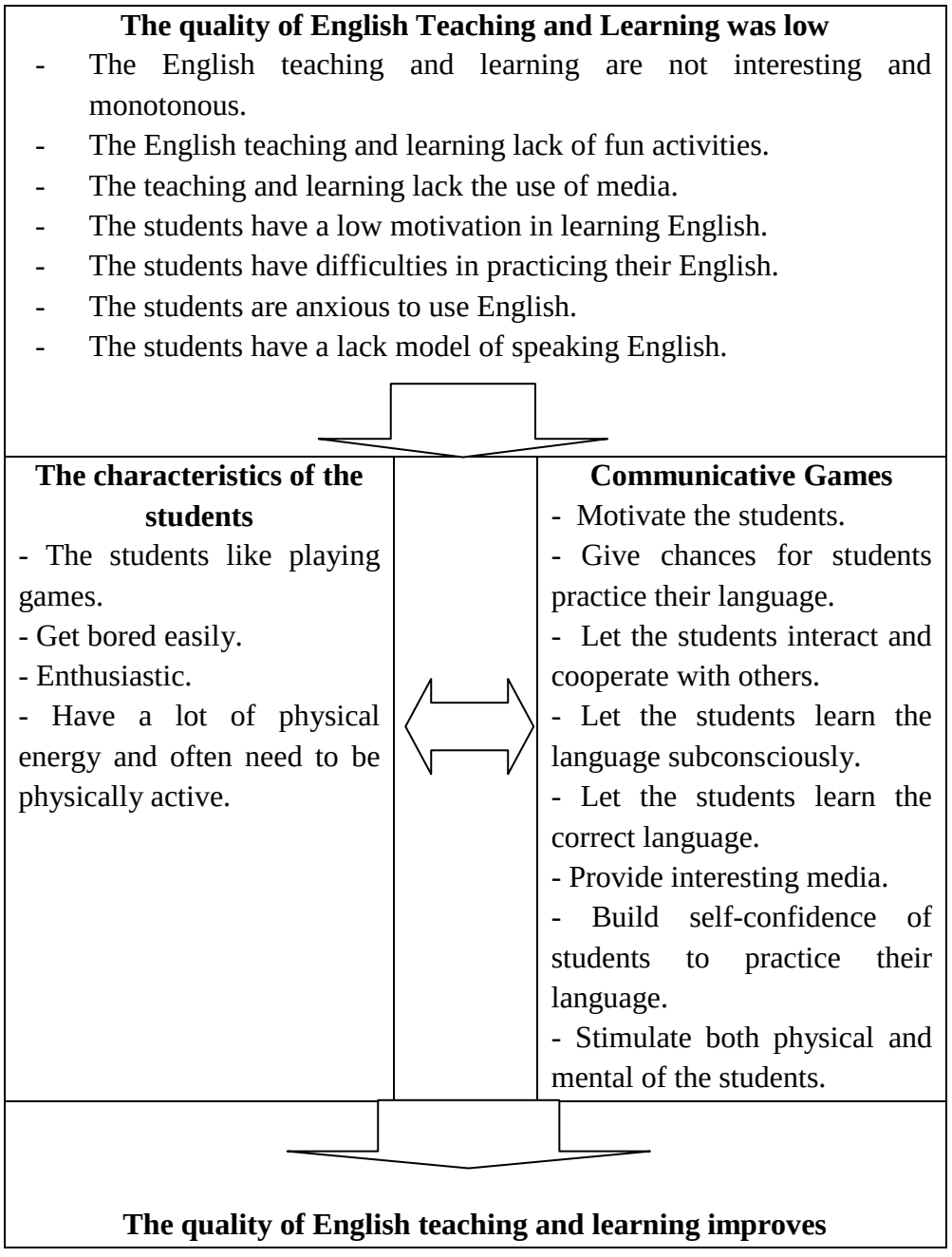



Figure 3: Design of conceptual framework

# CHAPTER III

# RESEARCH METHOD

## A. Type of Research

This research is a classroom action research. In this kind of research, the researchers reflect systematically on their practice, implement action to bring improvement in practice. Kemmis and McTaggart (1986) (from Burn, 1999:30) define the action research as follows.

> Action Research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which the practices are carried out.

Thus the action research focuses on improving the concrete and practical issue in the particular group or social community. The action research can be both qualitative and quantitative approach. In this research, the researcher used qualitative approach that offers descriptions, interpretations and also clarification of naturalistic contexts.

## B. Setting of The Research

This research was done at SDN Mandapa II, especially at the grade V students in the first semester of academic year 2013-2014. This school is located at Jl. Protokol, Mandapa, Dawuan, Majalengka, West Java. It has 6 classrooms for grade I until grade VI. The English class is provided

from grade IV until grade VI and this research focused on the grade V. The grade V consists of 22 students and most of them are female students. English teaching and learning in this school focus on enriching the vocabulary.

## C. Data Collection Technique

The data were collected through four techniques. The techniques that were be used are explained as follows.

1. Observation

Observation was done to observe the whole teaching and learning process and also the students' involvement in the teaching learning process. It was done to get the data of the condition of teaching and learning process such as the activities of the students, the activities of the teacher, the used of the games, the classroom condition and field note. The observation was done with the collaborator.

2. Interview

The students and the teacher were interviewed to find out the influence of the techniques to the teaching and learning process. The interview was done in two ways. The first was an informal interview the respondents were asked direct questions related to the condition of teaching and learning. The second was the interview which was guided by interview questions that made before.

3. Documentation

Documentation was done to get the data of the students in the teaching and learning process. It was in the form of the data of the students such as the result of students' worksheet and students' note. It was also done by taking photos in the process of teaching and learning.

## D. Instrument of Data Collection

The instruments of this research were the researcher herself, observation guides, notebook, interview guide, recorder and camera.

## E. Data Analysis Technique

The data were analyzed in the qualitative way. In this research, the researcher analyzed the field note of observation and also the interview transcripts during the research. The researcher used method triangulation for validating the data by comparing the data of observation and interviews.

In this research, the researcher took the field note of what happened in the class during the lesson and kept supporting documents such as lesson plan and students worksheet. After that, the researcher interviewed the students to get their opinions and feeling about the implementation of the action. The researcher also interviewed the English teacher and the home teacher of grade V students to get their comments,

perceptions, ideas and suggestions. The researcher compared the data of observation and interviews transcripts and then made conclusion.

## F. Validity and Reliability of The Data

According to Burn (1999:161-162) there are five types of validity in the action research. For validating the research, in this research the researcher used the five types of validity. The five types of validating were as follows.

1. Democratic validity.

   Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher collaborated with the teacher, observer and also the students. All of them were asked about the research and they all could offer their suggestion and comment.

2. Outcome validity

   Outcome validity relates to the notion of action leading to outcomes that are successful within the research context. The researcher looked at the result of the research and the improvement based on the objective of the research.

3. Process validity

   Process validity raises question about the process of conducting research. Thus, the research should be believable. The research were supported through some data source and done in 2 cycles.

4. Catalytic validity

   Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make change within it. In this research, both the teacher and the students were asked for their responses of the research.

5. Dialogic validity

   Dialogic validity parallels the processes of peer review which are commonly used in academic research. This research collaborated with the teacher.

For checking that the data were valid, in this research the researcher used triangulation technique. Triangulation aims to gather multiple perspectives on the situation. The researcher used three kinds of triangulation. The three kinds of triangulation were as follows.

1. Time Triangulation

   The time triangulation used was longitudinal time triangulation. In longitudinal time triangulation the researcher collected the data in the same object but in the different time.

2. Investigator Triangulation

   The research was done with the teacher as the collaborator.

3. Method Triangulation

   Method triangulation was used for comparing the observation data with the interview.

## G. Design of The Research

This research was a classroom action research. It used the research model of Kemmis and Mc. Taggart, which used cycles that consist of planning, action and observation, and reflection.

The cycle is drawn by the spiral model of classroom action research.

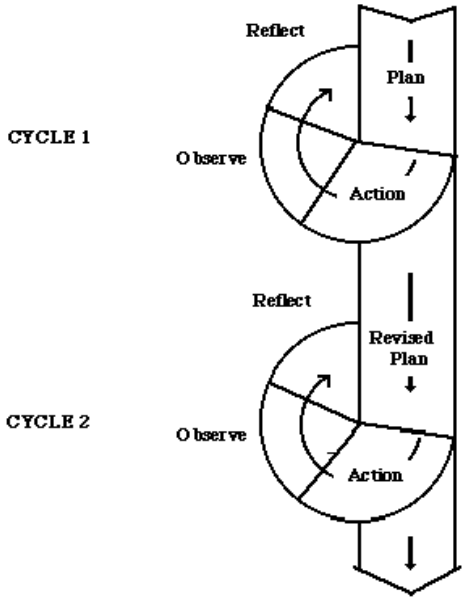



Figure 4: Research model of Classroom action research by Kemmis and Mc. Taggart (taken from tatangmanguny's blog on 2nd May, 2013, at 23:21)

Each cycle consists of three steps, those were planning, action and observation, and reflection. The cycle was done until there was an improvement of the quality of teaching and learning through process approach. These were the three steps:

1. Planning

The planning section includes four steps.

a. Interviewing both teacher and students. Collecting the information by observing teaching and learning process, discussing the results with the teacher and sharing opinion.
b. Making observation checklist of students' activities in the teaching and learning process.
c. Designing the lesson plan include choosing the technique of teaching and learning, and creating the activities in the classroom.
d. Making media of teaching and learning.

2. Action and Observation

In this step the research was done based on the lesson plan. In this step the researcher also observed the students' activity in the teaching and learning process.

3. Reflection

Reflection was a discussion between the researcher with the teacher as the collaborator and also the students. In this step the result of observation was analyzed and reflected to plan the next cycle.

## H. Definition of Terms

There were two technical terms that were found in this research. The two technical terms were defined as follows.

1. Games

This research will use games for students learning activities. Brown and Lewis and Harcleroad (1975) define that *"an instructional*

*game is a structured activity with set roles for plays in which two or more students interact to reach clearly designated instructional objectives."* The games that will be used are communicative games. According to Brewster and Ellis (1991, communicative games use activity-based approach. These kinds of games build an atmosphere for the students to communicate with others. The games played in pairs or in a group and the player collaborated with others. The games played both in competitive and collaborative. There were, at least seven games that used in this research. The games were as follows.

a. Bandit and Sheriff.

   It was a kind of movement game and need a large room or field. It was useful for helping the teacher to minimize the boredom of the students because the students had to think and move quickly and then respond correctly. The students work in group and played competitively with other group.

b. Food in the Middle

   It was a kind of dice game. It was useful for helping the students to practice the language for asking and giving something. In this game, each student had a chance for asking for something. Thus, the students communicated each others.

c. Whisper Race

It was useful for correcting the vocabulary and trained the students' listening skill. It was played in the group.

d. Hangaroo

It was a kind of guessing game. It was useful for checking the students' spelling. The teacher drew some blank boxes in the board and gave simple clues. The teacher asked the alphabet and the students who had the alphabet might put the alphabet in the blank box that was pointed by the teacher. The game played from the simple instruction to the complex one.

e. Clock Race

It was a movement game in the team. Thus, this game was played in the group. It was useful for responding quickly to tell the time. It needed large room or field. Playing this game, the students not only cooperated in the group to respond the time but also they had a competition with other group to guess the time.

f. Monster waltz

It was a kind of drawing and coloring game. It was useful for training the students to describe something. The imagination of the students was stimulated because the students got a short description and they drew it. It was played in the group.

g. Survey.

Survey is commonly used for communicative purposes. The students did the survey and the teacher set the condition. It was done in pairs. The students moved for asking their friends and practice their language. Thus, it was useful for giving the students a chance for practicing their language without feeling that there was someone who supervises them. In this research, the survey game was played more than one time in the six meetings.

2. The Quality of Teaching and Learning

The quality of teaching and learning process is affected by three aspects of teaching and learning. The three aspects is input, process and output. There are some components in the three aspects of teaching and learning. The researcher determined the quality of English teaching and learning process through two ways. First, the researcher investigated the problems that affected by components of teaching and learning and then saw the effects to determine the quality of teaching and learning. Second, the researcher implemented the actions by improving some components of teaching and learning and then found out the effects to the students' learning to determine the quality of teaching and learning.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. Reconnaissance

There were two steps done in reconnaissance. The first step was identification of the problem and the second one was determining the action to solve the problem. Those two steps will be explained as follows.

### 1. Identification of The Problem

Before doing the action, the researcher did the observation to find out the problem in the process of English teaching and learning of grade V. She interviewed the teacher who became the collaborator and also the students. The interviews were carried out two times, on April 29, 2013 and July 31, 2013. The classroom observation was conducted on July 31, 2013. To give a clear description of classroom observation, the vignette of teaching and learning process is presented below.

*Ketika R dan T masuk kelas, siswa masih asyik bermain. T berkata pada para S "Ayeuna pelajaran Bahasa inggris helua nya." S duduk dan menyiapkan buku catatan masing-masing. R duduk di kursi belakang dan T berdiri di depan kelas.*
*T menyapa S dengan ucapan "Good moorning. How are you?" S menjawab, "Good morning, I'm fine." T bertanya, "Entos ngadoa teu acan?" S menjawab, "Entos". T memperkenalkan R pada siswa secara singkat. Setelah itu T menyiapkan S untuk belajar dengan berkata, "Sok ayeuna siapkeun buku catatan Bahasa Inggrisna." S yang sudah menyiapkan buku catatannya menjawab, "Entos, Bu." T membuka-buka LKS lalu menulis beberapa kosakata di papan tulis. Setelah selesai menulis di papan tulis T berkata, "Sok ditulis ya yang ada di papan tulis." S menulis di buku catatan masing-masing. Ketika S menulis, T berjalan mendekati R lalu meminta R untuk melanjutkan pembelajaran.*

(Continued)

*T berkata, "Teh, punten nya, ieu kelas mangga diisi ku teteh. Abi bade ka kelas VI sareng bade legalisir ka sakola." R menanyakan pada T rencana pembelajaran seperti apa dan apa saja yang harus diajarkan. T meminta agar R menanyakan arti kosakata yang ada di papan tulis pada S. Jika S tidak tahu maka S diminta untuk membuka kamus. T meminta R untuk mengikuti aktivitas yang sudah ada di LKS. Sebelum meninggalkan kelas T berkata pada S, "Sekarang belajar Bahasa Inggrisnya sama Bu Yesi ya." T meninggalkan ruang kelas V.*

**(The students were still playing when the teacher and the researcher entered the classroom. The teacher said, *"Now, we are going to learn English first."* The students sat and prepared their own notebook. The researcher sat on the student's seat in the back row of the class. The teacher stood in front of the class.**

**The teacher greeted the students by saying, "Good morning, how are you?" The students answered, "Good morning, I am fine." The teacher asked the students, *"Have you prayed?"* the students answered *"Yes."* The teacher introduced the researcher to the students. Then the teacher let the students for learning by saying, *"Okay, now, please prepare your own notebook."* The teacher opened the LKS and then wrote some words on the blackboard. After that, she said, *"Write down what was written in the board."* The students wrote in their own notebook while the teacher was walking forward to the researcher and asked the researcher to continue the teaching and learning. The researcher asked the teacher what should be taught. The teacher said that the researcher should ask the students to find the meaning of all the words on the board. Then the researcher had to follow the activity in the LKS. Before left the classroom, the teacher said, *"You will learn English with Bu Yesi."* )**

(Field Note4, Appendix D)

Based on the vignette above, it can be concluded that English teaching and learning was not interesting. The teacher only followed the activities in the LKS and did not create other activities, such as games. The students were asked to write down the vocabulary and find the meaning in the dictionary. Then they had to follow the activities in the LKS. The learning activities were too monotonous on writing and doing exercises. These conditions made the students had low interest and motivation in

learning. In addition, the condition of English teaching and learning also could be seen in the following interviews.

| | | |
|---|---|---|
| R | : | *Kumaha A, belajar Bahasa Inggris teh?* **(How about the English lesson?)** |
| S1 | : | *Nya kitu lah.* **(Just like that)** |
| R | : | *Ngartos teu salami ieu belajar Bahasa Inggris?* **(Did you understand in learning English?)** |
| S1 | : | *Henteu.* **(No, I did not)** |
| R | : | *Kitu belajarna kumaha?* **(How did you learn?)** |
| S1 | : | *Nya kitu da nulis bae.* **(Just writing)** |
| R | : | *Nulis diartikeun, kitu?* **(Writing and translating, right?)** |
| S1 | : | *Muhun. Jadi bosen.* **(Yes. So, I was bored)** |
| R | : | *Oh...nah engke mah pami teu ngartos belajarna teh naroskeun atuh ka Ibuna. Sok naros teu?* **(Oh I see. Next time, if you do not understand what you learned, please ask your teacher. Do you often ask your teacher?)** |
| S1 | : | *Muhun, tapi da anggeur bae teu ngarti.* **(Yes, I do, but I still do not understand)** |
| R | : | *Ibu na sok ngajelaskeun sanes?* **(Did the teacher explain the material?)** |
| S1 | : | *Jarang.* **(seldom)** |
| R | : | *Kumaha wae atuh Ibuna ngajar?* **(So how did the teacher teach you?)** |
| S1 | : | *Nya nulis, diartikeun. Terus masihan contoh kena ngeusian.* **(Just writing and translating. Then she gave the example and we had to answer the questions or fill in the blank)** |
| R | : | *Sok diterangkeun heula***? (Did the teacher explain the material to you before?)** |
| S1 | : | *Henteu. Ngan merean contoh bae.* **(No, she did not. She only gave us the example)** |
| R | : | *Oh kitu.* **(Oh I see)** |
| R | : | *Pami Ibu sok ngajar Bahasa Inggris sok nganggo permainan?* **(Did the teacher teach you by using the games?)** |
| S2 | : | *Henteu.* **(No, she did not)** |
| R | : | *Nyanyi?* **(How about singing?)** |
| S2 | : | *Henteu.* **(No, she did not)** |
| R | : | *Dongeng Bahasa Inggris?* **(How about telling English story?)** |
| S2 | : | *Henteu.* **(No, she did not)** |
| R | : | *Naon wae atuh?* **(So, how?)** |
| S2 | : | *Nulis jeung ngeusian.* **(writing and answering the questions)** |

S1, S2: Students R: Researcher
(Interview 1, appendix E)

The focus of English teaching and learning in SDN Mandapa II was the pronunciation and translation of the words only. The students never learned how to use their English for speaking. The teacher used English in the classroom only for greeting the students due to the reason that many of them did not understand English utterances. In addition, related to the interview transcript 3 in Appendix E, the English teaching and learning lack the used of media except the dictionary for guiding the students to find the meaning of the words. The condition is illustrated in the following interview transcript.

| | | |
|---|---|---|
| R | : | *Pami Pengajaran Bahasa inggris di Kelas V itu biasana jiga kumaha sih, Bu, pami di dideu?* **(How about the English teaching and learning in the grade V?)** |
| T | : | *Nya ari kelas V nu ayeuna mah da aktif nya, ter sapertos kelas VI nu ayeuna, janten nya paling permainan. Paliing materi heula nya materi. Ari sabenernya mah cuman misalna dikasih materi, dilafalkeun kitu dieja, cara nyebutkeuna kumaha, di eja na kumaha. Lebih fokus ka pengejahanna, pelafalan katana.* **(The students of grade V now are active, not the same as the students of grade VI, so the teaching and learning can be carried out by playing the games. In the field, the students had the materials, they had to pronounce and spell it. The English teaching and learning focused on the spelling and pronouncing the words)** |
| R | : | *Pami kondisi siswa teh kumaha, nya Bu. Seuseurna teh siswa teh tipe na teh kumaha? Mayoritas anak itu nu kumaha. Tina type belajar.* **(How about the students, Bu? I mean the students characteristics and their learning styles.)** |
| T | : | *Seusernamah sih emang aktif. Tapi aktif na teh benten-benten. Emang aktif leres misalana ehm bener memahami teh. Kadang aya nu sok sktif oge aktif pak celetuk bae.* **(Most of the students are active. But not all of the students are active for learning; they are active for playing and joking.)** |
| R | : | *Hehe...aktif sakarep kitu nya.* **(Hehe…they are active for themselves)** |

R: Researcher T: Teacher
(Interview 3, appendix E)

From the observation result and the interviews with both the teacher and the students, it can be identified some problems in the process of English teaching and learning. The problems influenced the quality of English teaching and learning. They are presented in the table below.

**Table 1: The Problems Related to the Quality of English Teaching and Learning of the 5th Grade Students' at SDN Mandapa II.**

| No | Problems | Codes |
|---|---|---|
| 1 | Most of the students had low attention to learning. | S |
| 2 | The students had a low motivation in learning English. | S |
| 3 | Most of the students were active but they were active for playing. | S |
| 4 | The students had a low interest in learning. | S |
| 5 | The students did not understand English utterances. | S |
| 6 | The students never practiced to speak English in the classroom, except by saying "good morning" and "I am fine" | S |
| 7 | The students had difficulties in practicing their English. | S |
| 8 | The students were anxious to use English. | S |
| 9 | The activities in the classroom only followed the activities in the LKS. | TT |
| 10 | The teacher usually asked the students to write. | TT |
| 11 | The students felt bored in learning English. | TT |
| 12 | The teacher rarely explained the materials to the students. | T |
| 13 | The teacher never provided other activities such as games, songs or stories. | TT |
| 14 | The English teaching and learning lacked of fun activities. | TT |
| 15 | The teacher rarely spoke in English in the classroom. She only spoke in English for opening the class. | T |
| 16 | The activities in the classroom were not interesting and monotonous. | TT |
| 17 | The students had a lack of model of speaking English. | TT |
| 18 | The materials were mostly taken from the LKS. | Mt |
| 19 | The teaching and learning lacked the use of media. | Md |
| 20 | The teacher did not teach the four skills. | T |

Note: S: Students TT: Teaching Technique T: Teacher
Mt: Materials Md: Media

Based on the condition that presented in the table above, there were some problems that influenced the quality of English teaching and

learning. The problems were classified into some classification such as the problems on the students (S), teacher (T), teaching technique (TT), materials (Mt) and media (Md). This study aimed for improving the quality of English teaching and learning by using communicative game, consequently, there were some of the more urgent problems related to the influence to the quality of English teaching and learning that should be solved. They would be presented in the table below.

**Table 2: The more Urgent Problems Related to the Quality of English Teaching and Learning of the 5th Grade Students' at SDN Mandapa II.**

| No | Problems | Codes |
|---|---|---|
| 1 | The English teaching and learning were not interesting and monotonous. | TT |
| 2 | The English teaching and learning lacked of fun activities. | TT |
| 3 | The teaching and learning lacked the use of media. | Md |
| 4 | The students had a low motivation in learning English | S |
| 5 | The students had difficulties in practicing their English. | S |
| 6 | The students were anxious to use English | S |
| 7 | The students had a lack of model of speaking English. | TT |

Note: S: Students TT: Teaching Technique T: Teacher
Mt: Materials Md: Media

2. Determining The Action to Solve The Problems

After indentifying the problems, the researcher formulated the actions to overcome the problems and improve the quality of English teaching and learning process. There were three actions that were planned as the result of the discussion.

a. Using communicative games during the practice stage as the main activities to maintain the students' participation in learning English.

b. Using various media to gain the students' interest during the teaching and learning process and help them to easily understand the materials.

c. Using songs to make the students more fun and familiar with English.

The use of communicative games was proposed. It would develop the positive atmospheres in learning. To avoid the students' boredom, the different communicative games with the different topic would be applied.

## B. Reports of the Actions

1. Reports on Cycle 1

The teaching and learning process of Cycle 1 was conducted in the three meetings. In each meeting, the communicative games were applied in the practice stage of teaching and learning. The used of communicative games were accompanied with other supported actions to improve the quality of English teaching and learning.

a. Planning

After formulating the field problems and also designing the actions, the researcher made the course grid. The course grid can be seen in the appendix. It was consulted both to the consultant and also to the English teacher in SDN Mandapa II. The different skills were selected for Cycle 1. The listening and speaking skills were chosen. Then the standard competencies and also basic competencies of the first semester of the grade V were selected. The standard of competence and basic competence of 1.1, 1.2 and 2.2 for listening and speaking were chosen. Based on the

basic competencies, the indicators and also the objectives of the teaching and learning were formulated.

After that, the learning activities that would be used in the classroom were selected. The communicative games were chosen related to the skills in the teaching and learning. The communicative games would be implemented in the practice stage in each meeting that supported with other activities during the teaching and learning process.

The activities in the teaching and learning process aimed at solving the problems that had been identified. Those are presented in the table below.

**Table 3: The Solvable Field Problems and the Solution**

| No | Problems | Solution |
|---|---|---|
| 1 | The English teaching and learning were not interesting and monotonous. | Implementing communicative games. |
| 2 | The English teaching and learning lacked fun activities. | |
| 3 | The teaching and learning lacked the use of media. | The use of pictures and realia. |
| 4 | The students had a low motivation in learning English. | Implanting the communicative games. |
| 5 | The students had difficulties in practicing their English. | The use of classroom English. |
| 6 | The students were anxious to use English. | |
| 7 | The students had a lack of model of speaking English. | |

A communicative game would be used in each meeting related to the topic. There were three communicative games in Cycle 1, *Bandits and Sheriffs, Clock Race* and *Food in the Middle*. In addition, as the speaking

activity, the students would do a survey game. The rules of the games could be seen in the appendix.

The lesson plans were made as the guidance for the researcher to teach in the process of teaching and learning. The technique used in the process of teaching and learning was PPP (*presentation, practice, production*). In the presentation stage, the students would be introduced to the vocabulary and the expression related to the topic by using media and a song. Then, in the practice stage, the students played the game. The last, in the production stage, the students did the follow up of the games related to the skills, such as work in group, work in pairs and did a survey.

The actions that would be implemented in each meeting of Cycle 1 were formulated as follows.

1) Meeting I

   In the first meeting the researcher and the teacher planned to teach about '*things in the classroom'*. The activities applied in the meeting 1 are presented below.

   a) Using 'Bandits and Sheriffs' game.
   b) Using realia in the presentation.
   c) Conducting listening activities to check the students' comprehension.
   d) Using classroom English to make the students familiar with English.

2) Meeting II

In the second meeting the researcher and the teacher planned to teach about *'Time'*. The activities applied in the meeting II are presented below.

a) Using 'Clock Race' game.
b) Using realia in the presentation.
c) Conducting listening activities to check the students' comprehension.
d) Using classroom English to make the students familiar with English.

3) Meeting III

In the third meeting the researcher and the teacher planned to teach about *'Favorite food'*. The activities applied in the meeting III are presented below.

a) Using 'Food in the Middle' game.
b) Using pictures and a song 'can I have' in the presentation.
c) Conducting speaking activities by doing a survey and presenting the result of the survey to check the students' performance.
d) Using classroom English to make the students familiar with English.

b. Implementing and Observing

Cycle 1 was conducted in three meetings. The researcher taught the materials during the implementation and the teacher become the observer. The students learned different topic in each meeting. The implementation was elaborated as follows.

1) Meeting I

The first meeting was held on August 21, 2013. It was started on 09.15 until 11.00. The students seemed ashamed when the researcher entered the classroom. They prepared their notebook and keep silent. There were only some students who were still talked with their friend. Then, after the researcher greeted them by singing a song, the students looked enthusiast although some students forgot how to sing the song. But they could follow their friends who remembered the song that was introduced last week. It can be seen in the field note as follows.

*Pukul 09.15 R memasuki ruang kelas V. S sudah nampak siap belajar meskipun masih ada beberapa siswa yang masih mengobrol dengan temannya. R menggeser posisi meja T ke tengah dan S menjadi lebih tenang. S diam dan menyiapkan buku catatan mereka. R membuka kelas dengan mengucap salam dan juga menyapa S dengan bernyanyi. S antusias menanggapi.*
**(At 09.15 the researcher entered the classroom. The students seemed ready to learn although there were some students still talked with their friends. The researcher moved the position of teacher desk to the middle, in front of the class. The students kept silent and prepared their notebook. Then, the researcher opened the class by saying salam and greeted the students by singing a song. The students seemed enthusiastic.)**

(Field note 5, Appendix D)

The class started by greeting and saying the pray. The researcher asked the student to lead the pray, but the students seemed confused how

to lead the pray. The researcher gave them a chance to lead the pray but no one wanted to lead the pray. They seemed ashamed and anxious until the researcher motivated them and said that she would teach them how to lead the pray. Then one of the students was appointed to lead the pray and he wanted to try to lead the pray. After that, the researcher checked the attendance list. Some students still made mistake in pronounce 'present'. Then the researcher corrected their pronunciation. To get the students attention and check their concentration, the researcher let them play simple game 'Simon Says'. The students seemed happy with the simple game and they tried to focus. The field notes below show the opening parts of the first meeting.

*R membuka kelas dengan mengucap salam dan juga menyapa S dengan bernyanyi. S antusias menanggapi. R meminta S untuk berdoa dan memberikan kesempatan pada S untuk memimpin doa. Mulanya S malu-malu dan tak berani memimpin doa dengan menggunakan bahasa Inggris namun setelah R memotivasi dan berkata akan mengajari S untuk memimpin doa dengan menggunakan Bahasa Inggris, salah satu S berani memimpin doa. R membisikkan S apa yang harus diucapkan. R mengecheck presensi dan memberikan game ringan (simon says) untuk menarik perhatian S. S nampak senang dengan game ringan yang diberikan.*

**(The researcher opened the class by saying salam and greeted the students by singing a song. The students seemed enthusiastic. The researcher asked the students to lead the pray. For the first time, the students seemed ashamed and no one wanted to lead the pray by using English. Yet the researcher motivated the students and said that she would teach them to lead the pray by using English, one of the students wanted to lead the pray. The researcher whispered what should be said to lead the pray. After that the researcher checked the roll and gave a simple game (simon says) to get the students' attention. The students seemed happy with the game.)**

(Field note 5, Appendix D)

The vocabulary related to the topic was introduced by using the realia to gain the students' involvement. The researcher asked the name of the stationeries by using, "What is this?" The students answered by using Indonesian. Then, she asked, "Great, what this is in English?" Some students guessed the name and others opened their dictionaries. Then, she introduced the vocabulary by using 'Take me…'. The students paid attention to her explanation. After that, the researcher pronounced the words with the expression while showing the realia and then asked the students to repeat after her. She drilled the students by showing the realia and the students said "Take me…" related to the realia.

Afterward, the students were divided into two groups. They were asked to count one and two in a series. Then, they did the researcher's instruction. They made a formation for playing 'Bandits and Sheriffs'. Some students still confused with the group and what should they do. There still also some students who wanted to change their group members. The researcher said, "Well, group one is bandits, make a line, here. And group two is sheriffs, make a line, here," and the like. She told the rules and gave them example of how to play the game. She also checked the students' understanding by saying, "Do you understand?" Then, the students played the game enthusiastically. It can be seen from the figure as follows.

Figure 5: The students are playing 'Bandit and Sheriff' game enthusiastically.

After playing the game, the students were asked to sit down in their seat, but the students still made noisy. The researcher sing 'sit down' song. For the first time the students heard the song, they seemed confused what the meaning of the song, and then the researcher used gestures and the students understood what the researcher's mean by singing the song. It was the effective way to make the students listened to the instruction. Then, the researcher asked the students "Are you happy?" The students did not respond the researcher's question, they seemed confused. She repeated her questions followed by Indonesian and the students said 'Yes' enthusiastically. The researcher let the students sing 'If You Happy' song with gestures. The students could not sing the song because they did not know the song, but they followed the researcher's gestures enthusiastically.

Afterward, the students worked in group of four. They would respond to the simple instruction from the other groups by taking the pictures. The group who had a chance to give instruction was free to make their own instruction by mentioning the stationery. Thus, the students

could develop their initiation for making the instruction. After the students respond the instruction in the group, they had a worksheet for checking their comprehension of responding to the instruction. The worksheet distributed to the students. They had to listen to the instruction and then put the stationeries cards in their worksheet based on what they heard. The situation can be seen in the figures as follows.

Figure 6: The students are practicing to respond to the instruction in group.

Figure 7: The students are listening to the instruction and responding individually.

After the students did all the activities, they were asked what the difficulties when they played the game and also did the exercise. The students said that they had not problems. Then the researcher reviewed the

lesson. She also asked the students about the game and the students' feeling after playing the game. They said that they liked the game because it was fun and they could collaborate with their friends. They loved working in group. The students' opinions can be seen in the interviews transcript as follows.

| | | |
|---|---|---|
| R | : | *A, tadi kumaha belajar Bahasa Inggrisna?* **(A, how about the lesson?)** |
| S9 | : | *Mecak* **(It was interesting)** |
| R | : | *Resep nganggo permainan?* (**Do you like the game?)** |
| S9 | : | *Muhun* **(Yes, I do)** |
| R | : | *Kunaon?***(Why?)** |
| S9 | : | *Rame, tiasa mainan sareng teman-teman. Tiasa lomba.* **(Interesting, I can play with my friends)** |
| R | : | *Tapi ngartos belajarna?***(Do you understand the lesson?)** |
| S9 | : | *Ngartos. Jadi tiasa praktek.* **(Yes, I do. I can practice English)** |
| R | : | *Tadi kumaha belajarna?* **(How about the lesson?)** |
| S10 | : | *Gampang* **(It was easy)** |
| R | : | *Naon anu bikin gampang?* **(What make you feel easy in the lesson?)** |
| S10 | : | *Hmm...* **(Hmm…)** |
| R | : | *Barang-barang anu tadi dianggo ngabantu memahami kosakata?* **(Were the realia helping you to understand the vocabulary?)** |
| S10 | : | *Muhun* **(Yes, they were)** |

S9, S10: Students R: Researcher

Interview 4, Appendix E

From the interview transcript above, it can be concluded that communicative game facilitates the students in learning English. It gives the students chance to practice their English. In addition, the use of realias helps the students to recognize and understand the meaning.

2) Meeting II

The second meeting held on Wednesday, September 25, 2013. It was started on 07.20 until 09.00. The students seemed happy when the researcher entered the classroom. It can be seen as follows.

*Begitu R memasuki ruang kelas beberapa S nampak bersorak, "Asyik Bahasa Inggris dulu sama Miss Yesi, nanti mainan lagi ya Miss." R menjawab, "Iya sok, nanti mainan lagi. Sekarang siap belajar? Are you ready?" S menjawab "yes" dan langsung menyiapkan diri untuk belajar.*
**(When the researcher entered the classroom, the students shouted, *"Hurray, The English lesson will be with Miss Yesi, we will play the game again, Will not we, Miss?"* The researcher said, "*Yes, we will play a game. Are you ready for learning English now?* Are you ready?" The students replied, "Yes" and then they prepared themselves for learning English)**

(Field note 6, Appendix D)

The class started by greeting and praying. There were only 13 students in the classroom because 8 of the students of grade V were going to Pramuka Camp. There also two students of grade VI who did not go to the Pramuka Camp. The researcher said salam and greeted the students by singing a song. The students replied the song enthusiastically except the students of grade VI. They seemed confused. The researcher motivated them to learn and said that they could follow the gestures. After the lesson started by singing a song then the researcher asked one of the students to lead the prayer. In the second meeting, the students were more courageous than in the first meeting. It could be seen that in the second meeting when the students were asked to lead the pray, they were two students raised their hand for trying to lead the pray although they still seemed worried while raising their hand. After the students said the pray, the researcher

checked the roll to make them familiar practicing English. Then, the researcher reviewed the last materials by asking some questions to the students. The students remembered the last materials and they answered the questions about the last materials and the vocabulary used. After that, the researcher led the students to the next materials by asking the students for guessing something in the bag. The situation of getting started can be seen in the following field notes.

*Kemudian R menuntun S untuk masuk pada materi yang akan dipelajari. "Do you know what this is?" tanya R sambil mengangkat tas. "Tas, miss," jawab S. "In English, please," pinta R. "case, Miss, hehe," jawab salah satu S. "No," tanggap R. "Bag. Miss," jawab S yang lain. "Yes, great. This is my magic bag. Tas ajaib," ucap R. S tertarik. R bertanya ada apa dalam magic bag dan S menjawab alat-alat tulis dalam bahasa inggris. "No no no...it can tell us the time," jelas R. S nampak bingung memahami bahasa Inggris. "Time. Do you know time?" tanya R sambil menunjuk ke pergelangan tangan. "Jam," jawab salah satu S. "Yes, very good," tanggap R sambil mengeluarkan jam dinding. "Well, what is it?" tanya R. "Jam dinding," jawab S. "Yes, but in English?" tanya R. "Clock, Miss," jawab salah satu S dengan pelafalan 'clok'. "Okay great. But say clock, not clok apalagi cilok," ucap R yang membuat S tertawa.*
**(Then, the researcher led the students to the materials that would be learned. "Do you know what this is?" the researcher asked the students while showing her bag. "*Tas, Miss*," answered the students. "In English, please," said the researcher. "Case, Miss, hehe," answered one of the students. "No," replied her. "Bag, Miss," answered another student. "Yes, great. This is my bag, magic bag," said the researcher. The students seemed interested. The researcher asked the students for guessing what good was in the bag. The students guessed by mentioning the stationeries that they learned last meeting. "No no no…It can tell us the time," said the researcher. The students seemed confused for understanding the English utterances. "Time. Do you know time?" asked the researcher while pointing to her arm. *"Jam,"* one of the students guessed. "Yes, very good," the researcher replied while taking the clock. "Well, what is this?" the researcher asked. *"Jam dinding,"* the students said. "Yes, but in English?" said the researcher. "Clock, Miss," one of the students answered by pronouncing /clok/. "Okay, great. But say /klɒk/, not /clok/ or /cilok/ the researcher said and the students laughed.**
(Field note 6, Appendix D)

The vocabulary items related to the topic were introduced. The materials were explained by using the realia and pictures to gain the students involvement. For checking the students' understanding, the researcher went around the class and asked the time to the students one by one by showing the clock. Some students still misunderstood about how to use 'a half' and 'a quarter' in telling the time. Some students also still could not tell the time in Indonesian. The materials were too difficult for the students. Thus, the researcher needed more time to drill them how to tell the time.

Afterward, the students were divided into two groups for playing 'Clock Race' game. They counted one and two in a series. But, as usual, there were some students who did not want to play in a group with several students. Then, the researcher made them sure that they could play collaboratively with all members of the group.

The function of this game was for responding the time. Since this movement game needs a large place for playing it, so the researcher let the students play in the school yard. The students were asked to make a line in the group and walked together to the yard. The researcher shouted, "Let's get in" by gestures. The students made a line and followed the researcher. Before the game was played, the rules were explained. For making sure that the students understood the rules, the researcher gave them example for playing the game. The researcher remembered and motivated them to focus and concentration. Then, the students played the game

enthusiastically. They were competition each other for telling the time. It motivated the students for becoming the winner of the game. It can be seen in the following figure.

Figure 8: The students are playing 'Clock Race' game enthusiastically.

When the students played the game, some of them were still confused about how to tell the time because they had not really understood the concept of how to tell the time. Thus, the students played the game two series. In the second series the students played the game, most of them could tell the time well. The game ended by singing 'If You Happy'. After played the game, the researcher showed the time and asked the students, "Is it ten o'clock?" the students answered by yes or no.

After that, the students did the follow up activity. Each student had a picture of a clock and they had to mention the time based on the picture. It was an effective way for checking the students understanding in telling the time because they had worked individually for telling the time. The researcher went around the class and only helped the students who needed more explanation. They asked the researcher to check their worked of

telling the time and most of them could tell the time correctly. After that, the students got worksheet of listening activity.

After the students did all learning activities, they were asked what the difficulties of the lesson. They said that the materials were too difficult. They were confused about how to tell the time. But, playing the game helped how to tell the time. It can be seen in the following interviews transcript.

| | | |
|---|---|---|
| R | : | *Tadi gimana belajarna?* **(How was the lesson today?)** |
| S11 | : | *Asyik* **(It was intersting)** |
| R | : | *Susah nggak memahami jam?* **(Was it difficult for understanding the time?)** |
| S11 | : | *Muhun* **(Yes, it was)** |
| R | : | *Setelah main game, ngerti cara nyebutkeun jam?* **(After you played the game, did you understand how to tell the time?)** |
| S11 | : | *Ngerti* **(Yes, I did)** |
| R | : | *Jadi, game tadi ngebantu jadi lebih ngerti ke materi?* **(So the game helped you to understand the materials?)** |
| S11 | : | *Muhun* **(Yes, it was)** |
| R | : | *Kumaha game na tadi?* **(How was the game today?)** |
| S12 | : | *Seru* **(It was interesting)** |
| R | : | *Ngartos teu belajarna?* **(Do you understand what have you learned?)** |
| S12 | : | *Ngartos, ku permainan sareng ningali jam.* **(Yes, I do. I understand by playing the game and looking to the clock.)** |

S11, S12 : Students R : Researcher

*(*Interview 5, Appendix E)

From the interview transcript above, it can be concluded that the communicative game helped the students to comprehend the materials. In addition the communicative game that played competitively was effective for motivating the students to be more active.

3) Meeting III

The third meeting was held on Wednesday, September 4, 2013 from 07.30-09.00. The students were still playing when the bell rang. But after the researcher entered the class, the students directly prepared themselves for learning. They seemed enthusiastic for learning English. The situation can be seen in the following field notes.

*R masuk kelas, S masih asyik bermian dengan teman-temannya. "Asyik Miss Yesi Bahasa Inggris," ucap salah satu S yang langsung duduk di tempat duduknya. "Miss nanti mainan lagi ya?" tanya S. "Yes," jawab R. "Are you ready for studying English. Siap belajar bahasa Inggris nggak nih?" tanya R menarik perhatian. "Yes," jawab S. "Okay, let's start, Assalamu'alaikum warrahmatullahi wabarakatuh," Sapa R.*
**(The researcher entered the classroom while the students were still playing. "Hurray, Miss Yesi," one of the student said while sitting in the seat. "Miss, We will play a game, right?" the student asked. "Yes," the researcher answered. "Are you ready for studying English? *Siap belajar Bahasa Inggris nggak, nih?*" the researcher asked the students for getting attention. "Yes," the students replied. "Okay, let's start, *Assalamu'alaikum warrahmatullahi wabarakatuh,*" the researcher greeted the students)**
(Field note 7, Appendix D)

The lesson started by salam and singing 'Good Morning' song and then added by singing 'Hallo Hallo How Are You'. Before the learning activities were started, one of the students lead the pray. In this meeting, there were more students who raised their hand for leading the pray than last meeting. The researcher gave a chance to the students who raised their hand firstly than others. Then the researcher called the students' name for checking the roll. After that, the students reviewed what they have learned last week by checking their worksheet. The researcher asked the students

to write their work in the blackboard. Many of them wanted to wrote their work on the blackboard.

After reviewing the material, the students were introduced by the vocabulary related to the topic through ‘Can I have’ song. The students guessed the name of the food in Indonesian and English. Then they sang together based on the pictures. The pronunciation was checked by pointing the students to pronounce the word individually. After that the students were divided into three groups for playing the game. The students seemed happy when the researcher let them play the game. They shouted, “Hurray.” They counted one, two, and three in a series.

The rules of the game were explained especially how to use the dice in the game. The example of how to play the game was also demonstrated. Three of the students were asked for playing the game to check their understanding for playing the game. The researcher also checked again the students’ understanding of using the dice by asking to whom they might give the food if there was a star in the dice and the like. After all the rules were clear, the students started playing the game. They practiced asking for and giving something and the researcher observing them. The situation can be seen in the figure as follows.

Figure 9: The students are practicing the expression of asking for and giving things by playing 'Food in the middle' game.

The students played the game enthusiastically until they did not want to end the game. But, immediately the researcher sang 'Sit Down' song. Thus, the students sang the song too while going to their seat. They also asked their friends who were not in their seat by singing the 'Sit Down' song. It was the effective way for getting their attention.

After the students played the game, the researcher reviewed the game by giving the students some questions of what have they learned in the game. Then, the students made a group of three for doing role play 'in the restaurant'. Each student had own role and then they did role play. The students practiced their English and the researcher observed them. They loved for doing role play. It was the effective way for making the students' interaction with their friend and practiced their English. The students' comment to the role play can be seen in the following interview transcript.

| | | |
|---|---|---|
| R | : | *Tadi gimana belajarnya, A Gilang?* **(How was the lesson, A Galang?)** |
| S13 | : | *Asyik* **(It was interesting)** |
| R | : | *Ngartos teu?* **(Did you understand?)** |
| S13 | : | *Muhun* **(Yes, I did)** |
| R | : | *Pas main peran, kumaha? Tiasa?* **(How about the role play. Could you play it well?)** |
| S13 | : | *Tiasa. Resep jiga di restaurant* **(Yes, I could. It was interesting as I am in the restaurant)** |
| R | : | *Janten tiasa nyarios Bahasa Inggrisna?* **(So could you speak English?)** |
| S13 | : | *Tiasa* **(Yes, I could)** |

S13 : Student R: Researcher
(Interview 6, Appendix E)

Figure 10: A student is doing her role as a cook

Afterwards, the students did survey for asking for and giving something, each student got three food cards and a survey board. Then they did a survey. It was also the effective way for the students practicing English. The students could free to go around the class, ask for the food and then stick the food card in the survey board. They loved to do the survey. It can be seen in the following interview transcript.

| | | |
|---|---|---|
| R | : | *Neng tadi kumaha permainanna?***(Neng, how was the game?)** |
| S15 | : | *Mecak* **(It was interesting)** |
| R | : | *Mecak naona?***(What did make it interesting?)** |
| S15 | : | *Survey* **(Survey)** |
| R | : | *Tiasa nganggo Bahasa Inggris?* **(Could you use English?)** |
| S15 | : | *Muhun* **(Yes, I could)** |
| R | : | *Gampil kan Bahasa Inggris?***(It was easy, was not it?)** |
| S15 | : | *Muhun* **(Yes, it was easy for speaking English)** |
| R | : | *Tiasa nyarios Bahasa inggrisna tadi?* **(Could you speak English?)** |
| S16 | : | *Tiasa* **(Yes, I could)** |
| R | : | *Gampil teu?* **(Was it easy?)** |
| S16 | : | *Muhun* **(Yes, it was)** |
| R | : | *Tadi anu resep belajarna pas naon?* **(What activity that did you like in learning?)** |
| S17 | : | *Mainan. Food in the middle sareng survey.* **(Game. food in the middle and survey)** |

S15, S16 : Students R: Researcher
(Interview 6, Appendix E)

c. Reflection

After implementing the action, the researcher and the collaborator discussed the action to figure out if they were successful of not. The discussions were conducted related to the classroom observation in the process or English teaching and learning, the students' opinions to the English teaching and learning, and also the comments from the collaborator.

In Cycle 1, the use of communicative game and the supporting actions had made some improvements. The first improvement was on the students' participation in the learning activities. The students were active and enthusiastic in joining the learning activities. It can be seen in the interview transcript as follows.

| | | |
|---|---|---|
| T | : | *Kumaha neng ngajarna?* **(How was your teaching?)** |
| R | : | *Ya...seru, Bu.* **(It's nice)**<br>*Menurut Ibu, gimana pembelajaran Bahasa Inggris sekarang?* **(What is your opinion about English teaching and learning process?)** |
| T | : | *Sae, Neng. Ieu gambar-gambar nu kawas kieu ngabantu barudak tereh ngarti. Bagus lah aya media jiga kieu. Terus ayeuna mah katingali barudak leuwih aktif.* **(It's great, Neng. The pictures helped the students to be more understand the materials. The use of media like this was great. In addition, now the students are active).** |

T: Teacher R: Researcher
(Interview 7, Appendix E)

In addition, the communicative games helped the students to be more understand the materials, because by playing the games, the students were drilled the materials subconsciously. It can be seen in the meeting II. The students got difficulties in understanding how to tell the time. Then the students understood to tell the time by playing the game because by playing the games, the students drilled to tell the time. They were also motivated by communicative games that played competitively. Moreover, based on the interview transcript above, the use of pictures in the teaching and learning helped the students to memorize the meaning of the vocabulary.

Before conducting the actions for the next cycle, the actions of Cycle 1 were evaluated. The conclusion of Cycle 1 and recommendation for Cycle 2 can be seen in the table as follows.

**Table 4: The Conclusion of Cycle 1 and the Recommendation for Cycle 2**

| Action in Cycle 1 | Reflection | Conclusion in Cycle 1 | Recommendation for Cycle 2 |
|---|---|---|---|
| Implementing communicative games. | The communicative games that were applied in the practice stage effectively improved the students' participation in learning activities. The students were motivated to be active in learning. | The actions would be used in the cycle 2 with some modifications. | The communicative games should provide more fun activities. |
| The use of classroom English | The use of classroom English for the simple instruction was effective enough. The students were more familiar with English. | The actions would be used in the cycle 2 with some improvement. | The use of Indonesian after using English should be minimized. |
| The use of pictures and realia. | Media were useful for helping the students easily understand the materials especially, for memorizing the vocabulary and the meaning | The actions would be used in the cycle 2 with some modifications | The media should be more attracting the students' attention. |

2. Reports on Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements on the students' motivation and participation in learning activities. The students also could practice English better than before the actions. However, there were still some problems found in Cycle 1. Therefore, Cycle 2 was necessary to be conducted.

To overcome the problems related to the students' motivation, a reward was given to the students who could learn actively in the teaching and learning process. To make the students totality cooperate with their friends, they would make their own group when playing a game or doing group work. And to make the students to easily understand the materials, the communicative games will be played in two series with some modification of instruction.

All of those activities in the teaching and learning process aimed at solving the field problems that emerged and still existed after Cycle 1.

**Table 5: The Solvable Field Problems and the Solutions**

| No | Problems | Solutions |
|---|---|---|
| 1 | Some students were still passive in learning and ashamed played in groups. | Giving a freedom to the students for making their own group work. |
| 2 | Some students still had a low motivation. | Providing rewards and students' achievement board. |
| 3 | Some students still found the difficulties in comprehending the materials. They needed more time and guidance for comprehending the materials. | Implementing the communicative games in two series with modification in the instructions. |

In Cycle 2 used the different language skills. The speaking, reading, and writing skills were chosen. The standard competencies and basic competencies of 2.3, 3.2, and 4.3 were chosen. The objectives of the lesson were formulated based on the standard of competencies and basic competencies. The materials and the topic that would be used were discussed.

After determining the materials, the games that will be used were designed based on the skills in each meeting. The games in the Cycle 2 were *Whisper Race, Monster Waltz* and *Hangaroo* (a kind of guessing game for spelling). The games rules can be found in the appendix.

The lesson plans were made as the guidance for the researcher to teach in the process of teaching and learning. The technique used in the process of teaching and learning was PPP *(presentation, practice, production).* In the presentation stage, the students would be introduced to the vocabulary and the expression related to the topic by using media and a song. Then, in the practice stage, the students played the game in two series. The last, in the production stage, the students did the follow up activity related to the skills, such work in group or in pairs for responding to the text by drawing and coloring, work in group or pairs for spelling the name based on the pictures and did a survey.

The actions that would be implemented in each meeting of Cycle 2 were formulated as follows:

1) Meeting I

In the first meeting of Cycle 2, the researcher and the teacher planned to teach about *'Job'*. The activities applied in the meeting 1 are presented below.

a) Using 'Whisper Race' game.
b) Using picture in the presentation.
c) Conducting speaking activities to check the students' comprehension.
d) Using classroom English to make the students familiar with English.

2) Meeting II

In the second meeting of Cycle 2, the researcher and the teacher planned to teach short description by the theme *'Animals'*. The activities applied in the meeting II are presented below.

a) Using 'Monster Waltz' game.
b) Using picture in the presentation and 'Old McDonald' song.
c) Conducting reading activities to check the students' comprehension.
d) Using classroom English to make the students familiar with English.

3) Meeting III

In the third meeting of Cycle 2, the researcher and the teacher planned to teach about *'Transportations'*. The activities applied in the meeting III are presented below.

a) Using 'Hangaroo' game.
b) Using story 'Mike the Magic Kite' in the presentation stages supported by puppets.

c) Using pictures and 'Lets' Go to School' song in the presentation stage.

d) Conducting writing activities to check the students' comprehension.

e) Using classroom English to make the students familiar with English.

b. Implementing and Observing

Cycle 2 was conducted in three meetings. The researcher taught the materials during the implementation and the teacher become the observer. The students learned different topic in each meeting with the different skill. The implementation was elaborated as follows.

1) Meeting I

The first meeting of Cycle 2 was held on September 11, 2013. It was started on 07.30 until 09.00. The students seemed enthusiast when the researcher entered the classroom. Some students sang *'Hallo, How Are You'* song before the researcher greeted them by the song. The students started to be familiar with how the researcher started the class. The situations of starting the class can be seen in the following field note.

*R memasuki ruang kelas dan S langsung bersorak, "Asyik bahasa Inggris nya, Miss." S duduk di tempat masing-masing dan nampak siap belajar. Beberapa S bernyanyi 'hallo hallo how are you'. "Okay, Are you ready for learning English?". "Yes," jawab S. "Berdoa dulu ya, Miss?" tanya S. "Yes of course," jawab R. R membuka kelas dengan mengucap salam dan menyapa S dengan lagu. Kemudian S memimpin doa sebelum belajar. Sebelum memulai pelajaran R mengecheck presensi. Alhamdulillah, S lengkap, tidak ada yang absen.*

**(The researcher entered the class and the students directly shouted, *"Hurray, English lesson."* The students sat in their own seat and seemed ready to learn. Some students sang 'Hallo hallo how are you' song. "Okay, are you ready for learning English?" "Yes," the students replied.**

(Continued)

***"We will say our pray first, will not we?"*** **one of the student asked. The researcher said, "Yes, of course." The researcher started the class by saying salam and greeting the students by the song. Then, the student lead the pray. Before starting the lesson, the researcher checked the roll. Alhamdulillah, the students were complete, there were no one absent.)**

(Field Note 8, Appendix D)

In the first meeting of Cycle 2, before starting the new materials, the researcher explained the additional rules of English lesson. One of the rules that the researcher made was providing the students' achievement board and English stars. The aimed was for motivating the students in learning English. The researcher told the students that she provided the stars as the reward for the certain students, who were active and could learn well. They should collect the stars and in the end of Cycle 2, they would get a prize from the researcher. The students seemed enthusiast and were motivated to get the stars. It can be seen in the following field note.

*R menerangkan peraturan baru di kelas dengan adanya papan prestasi S untuk memotivasi S. S antusias ingin mendapat bintang. Salah satu S berkata, "Asyik ada bintang-bintangnya. Yang kemarin-kemarin berprestasi dapat bintang juga nggak, Miss?" R menanggapi, "Yang dapat bintangnya mulai hari ini ya." "Aku mau dapat bintang, Miss," ucap beberapa S sambil mengangkat tangan. "Okay, you have to be good learners. Jadi pembelajar yang baik ya…" Beberapa siswa bertanya keriteria yang akan mendapat bintang. R menjelaskan beberapa criteria siswa yang layak mendapat bintang.*

**(The researcher explained the new rule that there was students' achievement board in the classroom for motivating the students. The students were enthusiastic to get the stars. *"Hurray there are stars. Were the good students in the last three meeting get the stars too?"* one of the students asked the researcher. Then the researcher replied, *"The stars will be given starting from this meeting." "I want to get the stars,"* some of the students shouted while raising their hand. "Okay, you have to be good learners." Then, some of the students asked the researcher the criteria of the students who would get the stars. The researcher explained some criteria of the students that would get the stars.)**

(Field Note 8, Appendix D)

The researcher reviewed the materials by asking the students some questions related to the last materials. The students actively answered the researcher's questions. After reviewing the materials, the students were led to the new materials. They got some questions about job and then were shown some pictures. They mentioned the job based on the pictures in Indonesian, but the researcher asked them to mention the job in English. Some students guessed the name of the job in English. After that, they were introduced to the vocabulary by using the expression "Hi, I'm Susan. I'm a teacher. Look he is my father, he is a farmer." The researcher introduced the job while showing the pictures. Then the students were trained to pronounce the vocabulary with the expression by following the researcher's utterances. They studied the expression while drilling the pronunciation. After that they put the name of the job based on the picture in the blackboard.

Afterwards, the students were prepared for playing 'Whisper Race' game. They had to be divided into three groups. In Cycle 1, the students groups were made by counting in series but in Cycle 2 the students were free to make the groups by choosing the group members they wanted. It was done for encourage the students' involvement in the game and made them cooperate well in the group. Then, the students followed the researcher's instruction to make certain formation for playing the game. They moved their seat as the researcher's instruction. Three sets of job cards were put in front of the class. The rules of the game were explained.

The researcher made sure that the students understood the rules by giving them an example of how to play the game. The students in each group who sat in the back row would get a word and a sentence from the researcher. After the researcher shouted “Go!” the race began. The students whispered the message to their friend who sat in front of them until to the last students who sat in the front. But there was one group that still misunderstood of what they should do. He whispered to one of his friend and then his friend run to take the card. Because of this, the researcher stopped the game. She explained again what they should do and gave them example once more. After that, they repeated the game. The researcher whispered a new message and then shouted “Go”. The game ran well. The last students who got the message took the card based on what they heard and then shouted, “I got the card.” The researcher checked the students who got the card whether they took the correct card or not by asking what they heard. Mostly the students of each group took the correct cards but some of them still got the wrong message. For example the researcher whispered, “She is a doctor.” The students took the correct card but they said “He is a doctor” or “It is a doctor”. Thus, the winners of the game were the students who could mention the correct message and also took the correct cards. The students played the game enthusiastically. They also could correct their friends’ utterances in the second series of playing the game when they mention the different message as they got. The figure of the students when played the game can be seen as follows.

Figure 11: The students are playing Whisper Race game enthusiastically

Figure 12: The students are practicing English with their friends by doing survey

After playing Whisper Race game, the students played a survey game. Each student got a job card and a survey board. Then, the rules of the game were explained. The researcher said that the students should not to tell their job if their friend asked them by using Indonesian and they also had to hide the job card that they had to their friends. The students agreed and they had to collect their friends name near the picture of the job in their survey board as many as they could. After the rules were clear, the students did a survey. They went around the class to ask their friends' job

while the researcher observing them. The students did the survey game enthusiastically until when the researcher said that the time for doing survey was up and they asked to do the survey once more. Since there were some students who still got only five names, the researcher gave them additional time for doing a survey. She also gave a chance for the students who wanted to ask her job. There were some students who asked the researcher's job. They were courageous to speak English with the researcher.

After the students did a survey, the researcher gave them chance to present the result of their survey. She gave the example first how to present the result of survey. There were many students who raised their hand and wanted to present the result of their survey in front of the class. All of the students presented the result of their survey in front of the class one by one. The students enjoyed their survey. It can be seen in the following interview transcript.

| | | |
|---|---|---|
| R | : | *Neng, tadi belajarna kumaha?* **(Neng, how was the lesson?)** |
| S19 | : | *Seru, Miss.* **(It was enjoyable, Miss)** |
| R | : | *Naon nu paling seru?* **(What make you enjoy it?)** |
| S19 | : | *Survey* **(Survey)** |
| S20 | : | *Survey mah da paling resep.* **(Survey was the most enjoyable)** |
| R | : | *Kunaon kitu?* **(Why?)** |
| S20 | : | *Tiasa keliling kelas, naros ka rerencangan ku bahasa Inggris.* **(I could move around the class and asked my friends by using English)** |
| R | : | *Pami mainana tadi kumaha?* **(How about the game?)** |
| S20 | : | *Seru, Miss.* **(It was interesting.)** |
| R | : | *Pami dina mainan kelompokna enak bikin sendiri atau dibikinin sama Miss?* **(Which one do you like in playing the game, make a group by yourself or I make the group for you?)** |

(Continued)

| | | |
|---|---|---|
| S20 | : | *Enak bikin sendiri, Miss.* **(I prefer make a group by myself.)** |
| R | : | *Kunaon?* **(Why?)** |
| S20 | : | *Kan tiasa cocok sareng rerencanganna. Jadi teu isin mun salah teh.* **(Because I can play with the suitable friends that I want. So, I will not be shy when I make a mistake.)** |
| R | : | *Oh kitu.* **(Oh I see)** |
| R | : | *Tadi mah katingali semangat nya belajarna.* **(Hi, I saw that you learn enthusiastically)** |
| S21 | : | *Palay kenging hadiah, Miss.* **(I want to get the reward, Miss)** |
| R | : | *Sip, nu rajin nya...* **(Okay great, be a good learner)** |

S19, S20 : Students R: Researcher
(Interview 8, Appendix E)

From the interview transcript above it also can be concluded that by making their own group, the students were more comfortable. They could totally cooperate with their friends in the group and they did not feel shy because they worked with their friends that they wanted. In addition the reward was helpful for motivating the students to be a good learner. By using the stars the students seemed to be more active than before, moreover the students who did not want to try something before, in this meeting they were active to try what the researcher asked.

2) Meeting II

The second meeting of Cycle 2 was held on Wednesday, September 18, 2013. In the second meeting of Cycle 2, the students would learn reading skill. The bell rang and the students were ready for learning in their seat. The students were interested when the researcher entered the classroom by bringing plastic bag. They welcomed the researcher by giving some questions. The situation can be seen in the field note as follows.

*R memasuki ruang kelas begitu bel berbunyi. "Miss, ayeuna bahasa Inggrisna mainnan deui?" tanya salah satu S. "Yes, of course," jawab R. "Atuh eta nyandak naon, Miss?" tanya S kembali. "Speaker," jawab R. "Ogeh bade aya musikan?" tanyanya kembali. "Yes, do you like music?" tanya R. "Asyik...," jawab S. R menarik perhatian S dengan menyanyi 'sit down'. S langsung berlarian ke tempat duduk masing-masing sambil ikut menyanyi 'sit down'.*

**(The researcher entered the classroom while the bell was ringing. "Miss, Will we play a game again in English lesson?" one of the students asked the researcher. "Yes, of course," the researcher replied. "What do you bring, Miss?" the students asked. "These are loudspeakers," the researcher said. "Is there music?" the students asked. "Yes, do you like music?" the researcher asked. "Hurray…," the students shouted. Then, the researcher got students' attention by singing 'sit down' song. The students directly run to their seat while following to sing 'sit down' song.)**

(Field Note 9, Appendix D)

The lesson started by salam and greeting through a song. The students were familiar with the song and they enjoyed singing a song. After that, the researcher asked the students for leading the prayer. Many of the students raised their hand. They wanted to lead the prayer but the researcher gave a chance for the students who raised the hand first and also never led the prayer before. Thus, the students seemed satisfied. Then, the researcher checked the attendance list.

Before learning the new material, the students reviewed the last materials by introducing their fathers' job. More than ten students raised their hand for introducing their fathers' job. But, the researcher chose three students who did not active in the last four meetings. It was done for motivating the students and made them sure that every student could practice their English. It also was done for raising the self confidence of the students who were shy for being active learner.

Afterwards, the new material was introduced. It was about short descriptive text. The researcher showed a picture of cat to the students and then wrote the short description about the cat. The description was supported by picture of body's parts. Then, some of the animals' names also were introduced by simple description and 'Old McDonald' song. The students paid attention to the researcher's explanation until they could describe the animals by themselves. The parts of the body were introduced by using the pictures. When the researcher asked the students about color, many of them did not know the color in English. One of them said by using Indonesian, *"Miss, Blue itu apa?"* The researcher answered the student by giving the example. She said, "The sky is blue" while pointing to the sky. Then the researcher introduced the colors by using coloring pen.

After that, the students were divided into two big groups for playing 'Monster Waltz' game. The students made the groups by themselves. They were free to choose the members of the group. After making the groups, the students made the formation related to the researcher's instruction. Each group made a big round table for playing the game. Four pieces of papers, a set of coloring pen and a set of coupon that contained instructions were distributed to each group. Then, the rules of the game were explained. The researcher also gave the example of how to play the game to make it clear. After all the students ready for playing the game, the researcher started the game by playing the 'Old McDonald'

song. The students danced around the table enthusiastically. Then the researcher stopped the music and the students took the coupon and coloring pen. They had to draw in the piece of paper nearest them based on the instruction they got. They danced again when the researcher played the music. The game was played in two series. In the second series of the game, the instruction in the coupon was more complex. The students had to draw the part of animal's body with the correct color mentioned in the instruction. Thus, the students could memorize the color. In the end of the game, the students described the monster that they have made. Then the researcher sang 'Sit Down' to make the students back to their seat. Here is the figure of the students when they played the game.

Figure 13: The students are playing 'Monster Waltz' game enthusiastically

After playing the game, the students did the follow up of activity. They worked in a small group for responding to the short descriptive text. Each group got a piece of paper and short description text. Then they had to draw based on the description text. The students enjoyed drawing and coloring. The researcher went around the class to check the students and help them if they needed any help. Some of the students still forgot the

color. They asked the researcher about the color and the researcher answered by giving them an example of the color.

Figure 14: The students are working in a group for responding to the short descriptive text. They are giving a contribution in the group

Entering the last learning activity, the students should work individually for responding to the short description text. The worksheets were distributed to each student. The students should have their own coloring pen to do the worksheet. Thus they prepared their coloring pen while saying the color when they took the coloring pen, “It is green,” and the like.

The students enjoyed their activity especially drawing and coloring. They did their work well. They also enjoyed the game that provided song. They said that it was fun. Some of them got the difficulties in comprehending the text but they said that the picture helped them for comprehending the text. It can be seen in the following interview transcript.

| | | |
|---|---|---|
| R | : | *A Dede, tadi kumaha belajarna, tiasa teu?* **(A Dede, do you understand the lesson?)** |
| S22 | : | *Tiasa* **(Yes, I do)** |
| R | : | *Tadi ngisi soal-na tiasa?* **(Could you do the exercise in the lesson?)** |
| S22 | : | *Muhun.* **(Yes, I could)** |
| R | : | *Gampil?* **(Was it easy?)** |
| S22 | : | *Enya, gampil. Da ntos dua kali nyobaan di permainan.* **(Yes, it was. Since I tried two times in the game)** |
| R | : | *Oh ti game tea nya?* **(Oh, you learned from the game, right?)** |
| S22 | : | *He-eh. Pedah mimitina mah teu tiasa, harese.***(He-eh. But in the beginning I learned, I could not do it. I got difficulties.)** |
| R | : | *Naon nu harese na teh?* **(What made it difficult?)** |
| S22 | : | *Nya harese bae lah.. hese da teu apal nami-namina. Terus aya gambaran jadi inget.* **(I could not memorize the name of body parts. But, the pictures helped me to remember them.)** |
| R | : | *Oh jadi gambarna teh ngabantos?* **(Oh so the pictures helped you for learning?)** |
| S22 | : | *Muhun.* **(Yes)** |
| R | : | *Ayeuna mah ntos tiasa sanes?* **(Now, you have understood, have not you?)** |
| S22 | : | *Entos.* **(Yes, I understand)** |
| R | : | *Neng Diva, tadi maen game na kumaha?* **(Neng Diva, how was the game?)** |
| S23 | : | *Resep, aya nyanyian sareng ngagambar.* **(It was enjoyable, there was song and drawing activity)** |
| R | : | *Oh jadi Neng Diva resep pami aya nyanyi-nyanyi jiga kitu?* **(Oh so, Did you like the song?)** |
| S23 | : | *Muhun.* **(Yes)** |

S22, S23 : Students R: Researcher
(Interview 9, Appendix E)

From the explanation above, it can be concluded that the game which was played in two series was useful for helping the students to comprehend the materials. It drilled the students to the materials by repetitive activities. In other word, the game guided the students to comprehend the materials through repetitive activities. In addition the communicative game was enjoyable as learning activities. The students leaned subconsciously for responding to the short description. They

enjoyed the game. The pictures helped the students in comprehending the short description. They helped the students to easily memorize the meaning. Moreover the students loved playing game which provided song. Besides making the students familiar with English, the song also gave fun atmosphere in teaching and learning activities.

3) Meeting III

The third meeting of Cycle 2 was held on Wednesday, September 25, 2013. It was started on 07.30 until 09.00. The lesson was started by greeting and singing a song. The students were familiar with the opening style of English lesson by the researcher. They sang the song enthusiastically. They loved singing a song. Then, they said a prayer led by one of them. After that, the researcher checked the attendance list. The students were familiar too of what should they say when the researcher called their name and what should they say if there was a student who did not come to the class. Then, with the researcher, the students reviewed the last materials by answering the researcher's question about the last materials.

Afterwards, the researcher led the students to the new materials. She invited the students to listen to a story. The story was about 'Mike the Magic Kite'. This story aimed for leading the students to the new topic about transportations. The situation of getting started can be seen in the following field note.

*Setelah itu, R menarik siswa dengan berkata, "Do you like story?". S masih bingung. "Do you know what story is? Tahu nggak, story itu apa?" R menambahkan dengan menambahkan pengucapan dalam bahasa Indonesia. S hanya menggelengkan kepala dan berkata, "No." R menjelaskan arti story dengan memberikan contoh, "Hmm…okay, I'll give you the example of story, something like Cinderella, Sangkuriang, Lutung Kasarung, snow White or Putri Salju, Si Kancil dan Buaya and so on." "Dongeng, Miss," tebak salah satu S."Yes, great student," tanggap R. "Well, do you like story?" tanya R. "Yes," jawab S serempak.. "Okay, I have a story for you and I will tell it for you. Can you give me your attention for listening to my story?" tanya R sambil menggunakan bahasa tubuh ketika menyebut 'listening'. S manggut-manggut. "Okay thank you, the story is about Mike, Mike the magic kite," ucap R sambil mengangkat wayang. S langsung bersorak, "hurray." R memberikan cerita sambil memainkan wayang. S menikmati ceritanya dan focus perhatian mereka pada wayang-wayang.*

**(After that, the researcher got students' attention by asking, "Do you like story?" the students seemed confused understanding the researcher's utterance. "Do you know what story is? *Tahu nggak, story itu apa*?" the researcher asked and followed by Indonesian. The students shook their head and said, "No." The researcher explained the meaning of story by giving the example of the story, "Hmm…okay, I'll give you the example of story, something like Cinderella, Sangkuriang, Lutung Kasarung, Snow White or Putri Salju, Si Kancil dan Buaya and so on." One of the student said, "Dongeng, Miss." "Yes, great student," the researcher replied. "Well, do you like story?" the researcher asked the students. "Yes," the students replied together enthusiastically. "Okay, I have a story for you. Can you give me your attention for listening to my story?" the researcher said by using gesture when she said 'listening'. The students nodded their head. "Okay, thank you, the story is about Mike, Mike the Magic Kite," the researcher said while showing a puppet of Mike. The students directly shouted, "Hurray." The researcher told the story while playing the puppets. The students enjoyed the story and they focus to see the puppets.)**

(Field Note 10, Appendix D)

The vocabulary items were introduced by using the story to gain the students involvement and added by using the pictures. The students reviewed the story by mentioning the transportations in the story. Then, the researcher sang 'Let's go to school' song while introducing the name

of the transportation. The vocabulary items were also introduced by using the expression “I go to school by…”, “She goes to school by…”, “Rio goes to Yogya by…” and the like. The students memorized the vocabulary well.

After that, the students were prepared for playing ‘Hangaroo’. It was a kind of guessing game for training the students’ writing skill. Each student got a set of alphabet card for playing the game. Then the rules of the game were explained. The example also was demonstrated. The researcher would ask letter by letter and the students had to give the letter and put it in blackboard for making a word or a sentence. In the first series of playing the game, the students guessed only words. Then, in the second series, the students had to guessed sentences. It was done for guiding the students to write in English. The student enjoyed the game. They played the game competitively with their friend. They were active for giving the letter that the researcher asked. They were motivated for becoming the winner of the game. The winner of the game was the student who had, at least three alphabet cards left. The figure of the students when played the game can be seen as follows.

Figure 15: A students is actively playing ‘Hangaroo’

After playing the game, the students work in pairs for doing writing activity. Each pairs got a paper with some pictures and random words. They had to write the name based on the pictures. Then, the last learning activity was doing worksheet individually. The students could do writing activities well. They loved to work through pictures. The students' comment of teaching and learning in the third meeting of Cycle 2 can be seen in the following interview transcript.

| | | |
|---|---|---|
| R | : | *Kumaha tadi belajarna?* **(How was the lesson?)** |
| S24 | : | *Resep.* **(It was enjoyable.)** |
| R | : | *Ngartos?* **(Do you understand the materials?)** |
| S24 | : | *Muhun.* **(Yes, I do.)** |
| R | : | *Naon tadi nu bikin resep?* **(What did make the lesson enjoyable?)** |
| S24 | : | *Cerita sareng game.* **(The story and the game.)** |
| R | : | *Oh resep pami mirengkeun carita?* **(Oh, so listening to the story is interesting?)** |
| S24 | : | *Resep pisan.* **(Yes, very inetersting.)** |
| S25 | : | *Resep tadi mah aya carita sareng gambar-gambar jiga wayang.* **(I loved the lesson that used the story and puppets.)** |
| R | : | *Oh jadi resep pami diajar nganggo carita teh?* **(Oh, Do you like listening to the story in learning?)** |
| S25 | : | *Muhun.* **(Yes, I do.)** |
| R | : | *Pami game natadi kumaha?* **(How about the game?)** |
| S25 | : | *Seru, Miss. Lomba. Pedah sok pahilo wae A, I sareng E.* **(It was interesting, Miss. I could work competitively with my friend. But sometimes I forgot how to differentiate A, I and E.)** |
| R | : | *Ayeuna masih bingung ngabedakeun?* **(Do you still confuse to differentiate them now?)** |
| S25 | : | *Henteu. Tadi pan dina game sering diulang-ulang nuhunkeun A, E, I, jadi ingeut deui.* **(No, I do not. The game was repeated for asking A, E and I, so I remembered the letters.)** |

S24, S25 : Students R: Researcher

(Interview 10, Appendix E)

Thus, from the explanation above, it can be concluded that the students loved playing communicative game. It motivated the students for learning and guided the students for writing. In addition, story helped the researcher for gaining the students interest. The students loved and enjoyed listening to the story.

c. Reflection

In Cycle 2, the communicative games played in two series with modification. In each meeting, the different communicative game was used followed by different follow up activities related to the language skills.

The implementation of communicative games in Cycle 2 was believed to be successful for improving the quality of English teaching and learning process in some aspects. There were no problems found when the students played the communicative game. The used of communicative games also did not make the students bored in learning. The pictures that used in the presentation and in the communicative games helped the students to easily memorize the vocabulary and the meaning. Moreover, the used of stars as reward were successful for motivating the students to be more active and totally involved in the learning activities.

In addition, the used of story in the teaching and learning process was useful for getting the students interests in learning English. And the used of song in learning helped the students familiar with English and

made fun atmosphere in learning. The students did not feel bored to learning by using song. It can be seen in the following interview transcript.

| | | |
|---|---|---|
| R | : | *Naon nu sesah tina belajar Bahasa Inggris?* **(What are the difficulties of learning English?)** |
| S26 | : | *Teu aya, entos garampang ayeuna mah.* **(There is no difficulty in learning English now.)** |
| R | : | *Bosen teu belajar nganggo game?* **(Do you feel bored learning by using game?)** |
| S27 | : | *Henteu.* **(No, I do not.)** |
| R | : | *Pami nyanyi?* **(How about singing a song?)** |
| S27 | : | *Henteu.* **(No, I do not.)** |
| R | : | *Belajar anu kumaha atuh anu bosen teh?* **(What kind of learning that make you bored?)** |
| S27 | : | *Anu kitu-kitu bae. Teu aya game. Teu aya nyanyi. Nulis bae.* **(The monotonous activities of learning. There is no song. Just writing.)** |
| R | : | *Oh jadi nu nulis bae teh ngabosenkeun.* **(Oh, writing is boring?)** |
| S27 | : | *Muhun.* **(Yes, it is.)** |
| R | : | *Nah, pami game ngabantos kana belajar teu?* **(Did the games help you to learn?)** |
| S27 | : | *Muhun.* **(Yes they did.)** |
| R | : | *Ngabantos tina naona?* **(In what way did the games help you?)** |
| S27 | : | *Urang mah bisa leuwih ngarti diajarna da osok diulang-ulang. Komo deui maenna dua kali mah. Jadi sering diulang-ulang lami-lami jadi inget.* **(I could understand the materials because the repetition. Moreover, the games were played in two series. So the materials were often repeated, by and by I could remember the materials.** |

S26, S27 : Students R: Researcher
(Interview 11, Appendix E)

From the interview transcript above, it can be concluded that the students were happy with the communicative game because it assisted them to learn English. The games helped the students to more understand the materials through repetitive activities. In addition, since they loved the

game, they felt free to practice English in the game. They also did not feel bored for learning by using the games.

In conclusion, there were some improvements dealing with the students' participation, motivation as well as the students' understanding of English. Thus, both the researcher and the teacher decided to stop the Cycle as the improvements were considered sufficient.

## C. General Finding

Both in Cycle 1 and 2, the implementation of communicative games and the supporting actions were successful to improve the quality of English teaching and learning process. As the result there were changes that occurred during the implementation of the actions. The summary of changes that happened before and after the actions can be seen in the table as follows.

**Table 6: The Changes that Happened After the Implementation**

| No | Before the Actions were Implemented | After the Action were Implemented | |
|---|---|---|---|
| | | Cycle 1 | Cycle 2 |
| 1 | The English teaching and learning were not interesting and monotonous. | The teaching and learning were interesting. The students involved the teaching and learning activities well. But some students were still passive in learning. | The students who were passive in the last Cycle become active. |
| | | | (Continued) |

| | | | |
|---|---|---|---|
| 2 | The English teaching and learning lacked fun activities. | The teaching and learning were fun and enjoyable by using the communicative games. | The use of music in the communicative games provided fun atmosphere in learning. |
| 3 | The teaching and learning lacked the use of media. | Pictures, realias and cards helped the students easily understood and memorized the vocabulary items. | Pictures and cards helped the students easily understood and memorized the vocabulary items. The use of puppets in the story gained the students' interest in learning and helped the students to comprehend the story. |
| 4 | The students had a low motivation in learning English. | The students participated in learning activities. They paid attention and gave response to the explanation. But some students were still passive and shy. | All the students made an effort to be active students. They were motivated by the reward provided. |
| 5 | The students had difficulties in practicing their English. | The students got English input by classroom English and song. But the students still needed more input text and more chances for practicing their English. | The communicative games that were played in two series effectively gave more chance to the students for practicing English. |
| 6 | The students were anxious to use English. | The students got chances for practicing their English with their friend. The researcher guided the students to use English. | The students got more chances for using English and they were courageous for using English as they could. |
| | | | (Continued) |

| | | | |
|---|---|---|---|
| 7 | The students had a lack of model of speaking English. | The students were familiar with English by using the classroom English followed by Indonesian. | The researcher minimized using Indonesian so the students more familiar with English. |
| 8 | Some students were still passive in learning and ashamed played in groups. | - | The students totally interacted with their friends in the group that they made by themselves. |
| 9 | Some students still had a low motivation and did not want to try something new. | - | The students were active to try what the researcher's asked as they could. They were motivated by the rewards. |
| 10 | Some students found the difficulties in comprehending the materials. | The use of communicative games helped the students for comprehending the materials subconsciously. | The students could easily understand the materials guiding by the communicative games that played in two series. |

Before the actions, there were many problems in the process of English teaching and learning. The monotonous learning activities made the students had low motivation in learning English. They easily got bored in learning and found difficulties in understanding the lesson. The lack of media in learning process made the students get difficulties in memorizing the vocabulary. All the factors led the students get difficulties in learning English. The problems influenced the quality of English teaching and learning process.

After the actions were implemented, the students tended to be active and enthusiastic in the process of English teaching and learning.

The communicative games created fun learning activities and good atmosphere of learning so the students felt happy and totally involved the lesson.

As the final reflection, both the researcher and the teacher discussed the result of this research. Both of them agreed that the implementation of actions were successful to improve the quality of English teaching and learning process in some aspects. In the other hand, the objective of the research was achieved. Therefore, after the result of Cycle 2 has shown a good improvement of the quality of English teaching and learning, they decided to stop the cycle.

## D. Research Discussion

From the results of interview transcripts and observations in the reconnaissance stage, there were a lot of problems found in the process of English teaching and learning that influenced the quality of English teaching and learning. The students' had a lot of problems because of inappropriate teaching techniques. The students had a low motivation in learning. They got many difficulties in understanding English. They also could not communicative in English, except "Good morning" and "I'm fine". The English teaching and learning also lacked the use of media. In the other word, the quality of English teaching and learning was low.

To overcome the problems that influenced the quality of English teaching and learning process, the researcher implemented some actions.

The main actions were applying the communicative games in the practice stage. The communicative game was chosen because it provided the students with a lot of English practices. It also gave positive atmosphere in learning and effective learning environment.

The implementation of communicative games was combined with other supporting actions, such as using various media, using song, using story, giving the follow up activities of the games based on the learning skills. All of these solutions aimed for improving the quality of English teaching and learning process.

The reflection of Cycle 1 and Cycle 2 showed that the use of communicative games and the accompanying actions was successful for improving the quality of English teaching and learning in some aspects of teaching and learning. The following discussion shows how the communicative games improved the quality of English teaching and learning in some aspects.

1. Communicative games were useful for giving the students chances for practicing English. The games provided the students with a lot of practice and repetitive activities. In addition the games created both cooperative and competitive activities for the students so they could interact with each others. The students could practice English and interact with their friends and the teacher well.
2. From the findings, the communicative games were useful for improving the students' motivation in learning. The games created fun learning

activities and fun atmosphere in the classroom. Thus, the students did not get bored in learning.

3. Communicative games were useful for helping the students to comprehend the materials easily. The games provided repetitive activities that drilled the students for learning. The games also provided pictures and realias that helped the students easily memorized the vocabulary items. The students interacted with their friends when they played the game, so they could learn from their friends when they forgot something. In addition, games guided the students to the materials, by the simple instruction to the complex one.
4. After the implementation of communicative games, the students' participations in learning English were improved. The games guided the students to be active. The students actively interacted with their friends, the teacher, and also the materials when they played the game.
5. The use of classroom English was effective to familiarize the students to English utterances. The researcher used classroom English in giving simple instruction, and sometimes was followed by Indonesian. The students never used English before except for greeting so they could not use and understand English. But, after implementing classroom English, the students were more challenge to use English.
6. From the findings, reward was effective for motivating the students in learning. The students were more active after the researcher provided the reward. The students who were very shy and did not want to try what they

could not do before became actively trying what the researcher asked them to do.

# CHAPTER V

# CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

## A. Conclusions

Based on the result of the findings, there are six conclusions that can be seen as follows.

1. Communicative games are useful for giving the students chances for practicing English. The games provide the students with a lot of practice and repetitive activities. Thus the students can practice English. In addition, repetitive activities in the games help the students to comprehend the materials easily. Games scaffold the students to comprehend the materials by the simple instruction to the complex one.
2. The games create both cooperative and competitive activities for the students so they can interact with each others. Before the implementation of the actions, the students often worked individually so they rarely interacted with their friend. After the implementation of communicative games, the students actively interact with their friends. Games help the students to practice English and interact with their friends and the teacher well.
3. Communicative games are helpful for improving the students' motivation to learn. The games create fun learning activities and fun atmosphere in the classroom. The games provide the variety of learning activities. Thus, the students do not get bored in learning.

4. The games also provide pictures and realias that help the students easily memorize the vocabulary items.
5. After the implementation of communicative games, the students' participations in learning English were improved. The games guide the students to be active. The students actively interact with their friends, the teacher, and also the materials through playing the game. In addition, the use of reward is helpful for motivating the students to be active learners.
6. The games provide English instructions that are effective to familiarize the students to English. Although the use of English instructions sometimes need to be followed by Indonesian, but by and by, the students get familiar with English. They give the simple instructions to their friends by saying "Sit down" to sing many songs.

## B. Implications

The results of the implementation give some implications. There are four implications of the actions that can be seen as follows.

1. The use of communicative games is very useful for motivating the students to learn. Games provide a fun atmosphere in learning. Thus the students can totally involve to the learning activities. This implies that the English teachers need to create fun learning activities like in the games for motivating the students to learn.
2. The use of English instruction in the classroom helps the students to be familiar with English. It is the effective way for giving the students the

model of using English. This implies that the English teachers need to use classroom English to make the students familiar and practice in using them. In the beginning of using classroom English, the teacher also can use Indonesian while using English instruction to anticipate that students do not understand the English utterances. In addition, the teachers need to use gestures to help the students comprehend the English utterances.

3. The use of media in teaching and learning is very useful for gaining the students' interest. Media also help the students to easily memorize the vocabulary items. This implies that the teachers need to provide media which can help the students learn easily. The media that can be used in teaching the young learners are pictures, cards, pup up books, realias, puppets and the like.
4. The use of reward motivates the students to be active in learning. Reward helps the students to actively involve in the leaning activities. In the implementation of the actions, the students were active to do what the researcher asked to do. This implies that the teacher needs to provide appreciate to students' efforts and achievement. The reward can be very simple for example by providing stickers of star, bullets and the like.

## C. Suggestions

Based on the conclusions and implications above, there are three suggestions. The suggestions can be seen as follows.

1. To the English teacher

   This research is expected to be additional reference for the teacher making improvement in the English teaching and learning. The teacher can create interesting learning activities based on the characteristics of the students. The teacher should provide fun learning atmosphere in the classroom. In addition, the teacher, especially the teacher of Elementary School should learn continuously and upgrade her/his creativity in order to help the students learn enjoyably.

2. To the Headmaster of Elementary School

   This research is expected to be additional reference for the headmaster providing the environment that supports the teaching and learning. The headmaster should provide good environment for supporting English teaching and learning such as provide media, use English classroom and the like.

3. To other researchers

   This research is not a perfect work. It still has weaknesses. It lacks variety of media. The limited time for preparing Cycle 2 made this research lack preparation. Thus, it can be the reference for other researchers to do such better research to make some improvements in the English teaching and learning process. Other researchers should be more prepared for doing the research. They also should provide the variety of media that support teaching and learning to young learner such as making pup up, making better puppets for storytelling, making better cards and pictures by

designing waterproof cards and pictures, and the like. In addition the other researchers who want to do the similar research and deal with the young learners should be creative, patient and really understand the characteristics of young learners.

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**COURSE GRID "USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING OF GRADE V STUDENTS OF SDN MANDAPA II"**

| Meeting | Basic Competence | Indicators | Learning Materials | Learning Activities | Media | Games | Time |
|---|---|---|---|---|---|---|---|
| I (cycle 1) | Listening<br>1.1.Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah. | The students are able to:<br>• respond to the simple instruction through action.<br>• take the correct object based on the instruction. | **Language function:**<br>Giving simple instruction<br>-Put the book<br>-Take the glue.<br><br>**Topic:**<br>Things in the classroom<br><br>**Vocabulary:**<br>notebook, pencil, glue, pencil case, pencil sharpener, pen, scissors, ruler, eraser | **Presentation:**<br>• The teacher shows 10 stationery items and asks the name both in Bahasa indonesia and English.<br>• The students are introduced to the vocabulary related to the topic by using "Take me…"<br>• The students are drilled the vocabulary and the expression with the correct pronunciation.<br>• The students stick the name of stationeries with the picture in the board.<br>**Practice:**<br>• The students play **Bandit and Sheriff** game.<br>- The students are divided into two groups. One group becomes bandits and another becomes sheriff. Each bandit and sheriff gets a number. They stand on opposite side in a large room/field.<br>- The teacher gives instruction by using "take a pen, four". The bandit number 4 should take the pen and the sheriff number 4 should catch the bandit before he/she takes the pen.<br>**Production: (follow up)**<br>• The students work in group of four for giving and responding to the instruction.<br>• Each group will give instruction and the others group respond to the instruction by taking the stationeries (cards).<br>• The students do an exercise: listen and stick the pictures based on the instruction. | Realia, pictures, interview boards. | • Bandit and Sheriff | 2X35 minutes |

**COURSE GRID "USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING OF GRADE V STUDENTS OF SDN MANDAPA II"**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| II (cycle 1) | Listening<br>1.2. Merespon instruksi sangat sederhana secara verbal. | The students are able to:<br>• tell the time.<br>• show the time based on what they heard.<br>• mention the time correctly by answering yes/no questions | **Language function:**<br>Giving information<br>A: what time is it?<br>B: It is ten o'clock.<br><br>A: is it ten o'clock?<br>B: Yes it is.<br>No it is not,<br>It is nine o'clock<br><br>**Topic:**<br>Time<br><br>**Vocabulary:**<br>One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, past, to, quarter, a half. | **Presentation:**<br>• The teacher shows the clock and asks "what time is it?"<br>• The students are introduced to the vocabulary related to the topic by using "what time is it?" "It is...."<br>• The students are drilled the vocabulary and the expression with the correct pronunciation.<br>• The students stick the time based on the clock in the board.<br>**Practice:**<br>• The students play the **Clock race** game.<br>- The students are divided into two groups. Each team has own clock in the floor. They stand at an equal distance away from the clock.<br>- All together, the students ask "what time is it?" The teacher calls out the time. For example it is seven o'clock.<br>- Two students from each team run t their clock and stand on number 7 to 12 to show the time.<br>- The teacher check the time by asking "is it seven o'clock" and the students answer by using "Yes/No"<br>**Production: (Follow up)**<br>• The students work in pairs for responding to the time.<br>• Each student will get a clock (card) and they guess the clock by using "is it…?" The students who can guess the time should shout "Bingo"<br>• The students do an exercise: listen and draw the time. | Clock (realia), Pictures. | • Clock race | 2X35 minutes |

**COURSE GRID "USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING OF GRADE V STUDENTS OF SDN MANDAPA II"**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| III (cycle 1) | Speaking<br>2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, **meminta barang dan memberi barang.** | The students are able to:<br>• mention the food based on the pictures.<br>• pronounce the words and sentences.<br>• ask for something.<br>• give something. | **Language function:**<br>Asking for and giving something.<br>A: Can I have spaghetti?<br>B: Sure, here you are.<br><br>**Topic:**<br>Food<br><br>**Vocabulary:**<br>Soup, bread, cheese, fish, egg, rice, chicken, steak, burger, spaghetti. | **Presentation:**<br>• The teacher shows the food (pictures).<br>• With the teacher, the students sing 'Can I have' song.<br>• The students are introduced to the vocabulary related to the topic by using "Can I have…?"<br>• The students are drilled the vocabulary and the expression with the correct pronunciation.<br>• The students stick the food with the correct name in the board.<br>**Practice:**<br>• The students play **Food in the middle** game.<br>- The students are divided into three groups. Each student has three food cards. Each group makes a line (queue).<br>- The students roll the dice. If they roll 1 or 2, give the food (card) to the player in the left. If they roll 3 or 4, give the food (card) to the player in the right. If they roll 5, keep the food (card). If they roll the star, put one food (card) in the middle.<br>- The students use "Can I have..." when they will get the food (card) form another player.<br>- The students use "Here you are" when they give the food (card).<br>**Production: (Follow up)**<br>• The students work in the group of four and do role play (in the canteen). Two students become visitors who order the menu. One student becomes a servant who writes and gives the order. One student becomes a cook who serves the order.<br>• The students perform in their own group.<br>• The students do an exercise (survey, finding someone who by asking 'can I have'). Each student will get three food cards. | Pictures, cards, dice. | • Food in the middle<br>• find someone who (survey) | 2X35 minutes |

**COURSE GRID "USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING OF GRADE V STUDENTS OF SDN MANDAPA II"**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| IV (cycle 2) | Speaking<br>2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: **mengenalkan diri,** mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui dan melarang. | The students are able to:<br>• mention some kinds of job.<br>• pronounce the words and sentences correctly.<br>• Mention the jobs based on the pictures.<br>• introduce own job.<br>• introduce someone's job. | **Language function:**<br>Giving information<br>My name is Rika.<br>I'm a student.<br>He is my father.<br>He is a doctor.<br><br>**Topic:**<br>jobs<br><br>**Vocabulary:**<br>Taxi driver, farmer, doctor, tailor, babysitter, fireman, teacher, and dentist. | **Presentation:**<br>• The teacher shows the jobs (pictures).<br>• The students are introduced to the vocabulary related to the topic by using 'Hi, my name is Susan, I'm a teacher. He is my father, he is a doctor.' Etc.<br>• The students are drilled the vocabulary and the expression with the correct pronunciation.<br>• The students stick the job with the correct name in the board.<br>**Practice:**<br>• The students play **whisper race** game.<br>- The students are divided into two groups. The groups stand in two lines, with about one meter between each student. The lines should be about the same distance from the cards.<br>- The teacher whispers a sentence (e.g. I'm a student) to the first player of each group and calls 'go' and then the race begins.<br>- The student runs to the next student in the team, whispers the sentence.<br>- The last student in the line runs to take the card while saying "I am a student" before the other group reaches it.<br>**Production: (Follow up)**<br>• Each student gets one job card.<br>• The students do a survey in the class by using 'What is your job?' 'I am a....'<br>• The students write the name in the interview board based on the job.<br>• The students tell the result of the survey to their friends by using 'Hi, I am...., I'm a... (Friend's name) is...' | Cards, pictures. | • Whisper race<br>• Survey | 2X35 minutes |

**COURSE GRID "USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING OF GRADE V STUDENTS OF SDN MANDAPA II"**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| V (cycle 2) | Reading<br>3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima. | The students are able to:<br>• mention the animals based on the short description.<br>• mention the physical appearance of the animals.<br>• respond to the short description through picture<br>• describe the animal based on the pictures. | **Language function:**<br>Describing something<br> <br>It is my cat. The cat has four legs. It is brown. It has whiskers and blue eyes.<br><br>**Topic:**<br>animals<br><br>**Vocabulary:**<br>*Animals:* Horse, mouse, rooster, cat, goat, sheep, rabbit, duck.<br><br>*Animals'' body:* Paw, whisker, claw, tail, fur, feather, and wing. | **Presentation:**<br>• The teacher shows the animals (picture) and asks some question about the animals. For example "Do you know what is it?" "Do you like this animal?" "What animal do you like?"<br>• The students are introduced to the animals by using "I have red rooster," etc.<br>• The teacher sticks the cat (picture) in the board and gives shorts description of the picture (written).<br>• The teacher gives short description of the animals in the board and the students guess the animals by sticking the pictures.<br>**Practice:**<br>• The students play **Monster waltz** game (draw based on the short descriptions).<br>- The students are divided into two groups. Each group has four sheets of papers and pens.<br>- The students dance around the table. When the music is paused, the students take the instruction (written) and draw based on the instruction nearest the sheet of paper.<br>- The game continues until the monsters are finished.<br>- The students describe the monster that they have drawn.<br>**Production: (Follow up)**<br>• The students work in the group of four and draw the picture based on the short description.<br>• The students do an exercise | Cards, pictures, coloring pens, papers, music. | • Monster waltz | 2X35 minutes |

**COURSE GRID "USING COMMUNICATIVE GAMES TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND LEARNING OF GRADE V STUDENTS OF SDN MANDAPA II"**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| VI (cycle 2) | Writing<br>4.3. Mengeja kalimat sangat sederhana secara tepat dan berterima. | The students are able to:<br>• mention the alphabets correctly.<br>• write the sentences/expression correctly.<br>• spell the words.<br>• complete the words/sentences. | **Language function:**<br>Giving information<br>I go to school by car.<br>She goes to the market by boat.<br><br>**Topic:**<br>Transportations<br><br>**Vocabulary:**<br>Bicycle, helicopter, plane, truck, bus, train, ship, car, motorbike, boat.<br><br>**Story:**<br>Mike the magic kite | **Presentation:**<br>• The students listen to the story: Mike the kite.<br>• The students mention the transportation in the story.<br>• The teacher shows the transportations (pictures).<br>• The students are introduced to the vocabulary by using 'I go to school by car'<br>• The students are drilled the vocabulary and the expression with the correct spelling.<br>• The students stick the name of transportations based on the pictures in the board.<br>• The students sing ABC song.<br>• The students mention the alphabets randomly.<br>• The students spell the name of transportations.<br>**Practice:**<br>• The students play **Hangaroo** game**.**<br>- Each student has some letters.<br>- One student becomes an operator of Hangaroo game who should ask letter by letter by using "give me S and put here".<br>- The student who has the letter raises the hand and put it in the board.<br>- The student who completes the words becomes the next operator.<br>**Production: (follow up)**<br>• The students work in pairs and write the name of transportation based on the pictures.<br>• The students do an exercise: completing the sentence | Cards, pictures, board, puppets. | • Hangaroo | 2X35 minutes |

**LESSON PLAN**

| | | |
|---|---|---|
| School | : | SDN Mandapa II |
| Level | : | V |
| Standard Competence | : | 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah. |
| Basic Competence | : | Listening<br>1.1.Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah. |
| Objective | | • Respond to the instruction through action. |
| Indikator | : | • Respond to the simple instruction through action<br>• Take the correct objects based on the instructions |
| Theme | : | **Things in the Classroom (Stationeries)** |
| Skill | : | Listening |
| Time Allocation | : | 2 X 35 minutes |

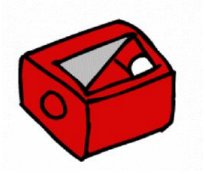
## I. Materials

### A. Vocabulary

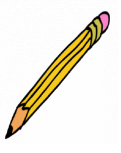
| | | | |
|---|---|---|---|
| 1 | a pencil sharpener | : | peraut pensil |
| 2 | a pencil | : | pensil |
| 3 | scissors | : | gunting |
| 4 | glue | : | lem |
| 5 | a pencil case | : | tempat pensil |
| 6 | a marker | : | spidol |
| 7 | a ruler | : | penggaris |
| 8 | an eraser | : | penghapus |
| 9 | a notebook | : | buku catatan |
| 10 | a pen | : | pena |

### B. Task

1. Identify the stationeries and pronounce correctly.



a pencil sharpener



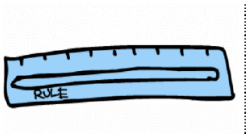
a pencil

scissors

Glue

a pencil case

Markers




a ruler

an eraser

a notebook

a pen

2. Play bandit and sheriff game by using expressions. (the procedure of the game will be found in the appendix)
   "Take a/an…."
   "I get a/an ..."
   "I catch ...."

3. Listen to the instruction and take the stationeries based on the instruction.
   The students will work in a group of four. Each group will have a set of stationeries. Firstly the teacher gives instruction. Then Each group will have a chance to give instruction by using "Take a/an…" and the others group have to respond the instructions by taking the stationeries and shout "We get…".
4. Work individually, listen to the instruction. (worksheet)
   Each student will get a board and a set of stationeries cards. The teacher will give instructions and the students take the pictures and put in their own board.

## II. Procedure

| PART 1 | Activities |
|---|---|
| 3 minutes | Opening<br>1. The teacher greets the students through a song.<br>2. With the teacher, the students play "rolling rolling up" |

| | |
|---|---|
| | with gestures to get attention.<br>3. The teacher asks the students to lead the pray.<br>4. The teacher calls the roll.<br>5. The teacher attracts the students' attention through game: 'Simon says'. |
| | Learning activities |
| 15 minutes | Presentation<br>1. The teacher asks the students some questions to lead the students to the topic.<br>For example, "Well, do you know what is it?"<br>2. The teacher shows some stationery and asks the name of the stationeries in Bahasa Indonesia.<br>3. The students guess the name of the stationeries.<br>4. The teacher uses "Take me a pencil", "I get a book" to introduce the name of stationeries.<br>5. With the teacher, the students pronounce the name of stationeries.<br>6. The teacher drills the name of the stationeries and the expressions.<br>7. The students mention the name of the stationeries based on the pictures shown by the teacher.<br>8. The students stick the name of stationeries with the picture in the board. |
| 25 minutes | Practice<br>1. The students are divided into two groups.<br>2. The teacher gives them a model of how to play the game.<br>3. The students play 'Bandit and sheriff' game. |
| 25 minutes | Production<br>1. The students work in a group of four.<br>2. Each group will give instruction to other groups.<br>3. The students take the stationeries (cards) based on the instructions.<br>4. The students shout "We get…"<br>5. The students tell the stationeries that they have got to their friends by using "We have…"<br>6. The students do an exercise individually. |
| 2 minutes | Closing |

| | |
|---|---|
| | 1. Together with the teacher, the students review the materials.<br>2. The teacher ends the lesson by praying |

**III. Media**

- Stationeries Cards
- Pictures
- Board
- Realia: Stationeries

**IV. Method/Technique**

- TPR
- Communicative learning
- Activities: Sticking, guessing, games

**V. Evaluation**

Technique : written

Form : Paper (Worksheet)

Teacher,

**Dea Damayanti Rustandi**

Researcher,

**Yesi Susanti**

Principal of SDN Mandapa II,

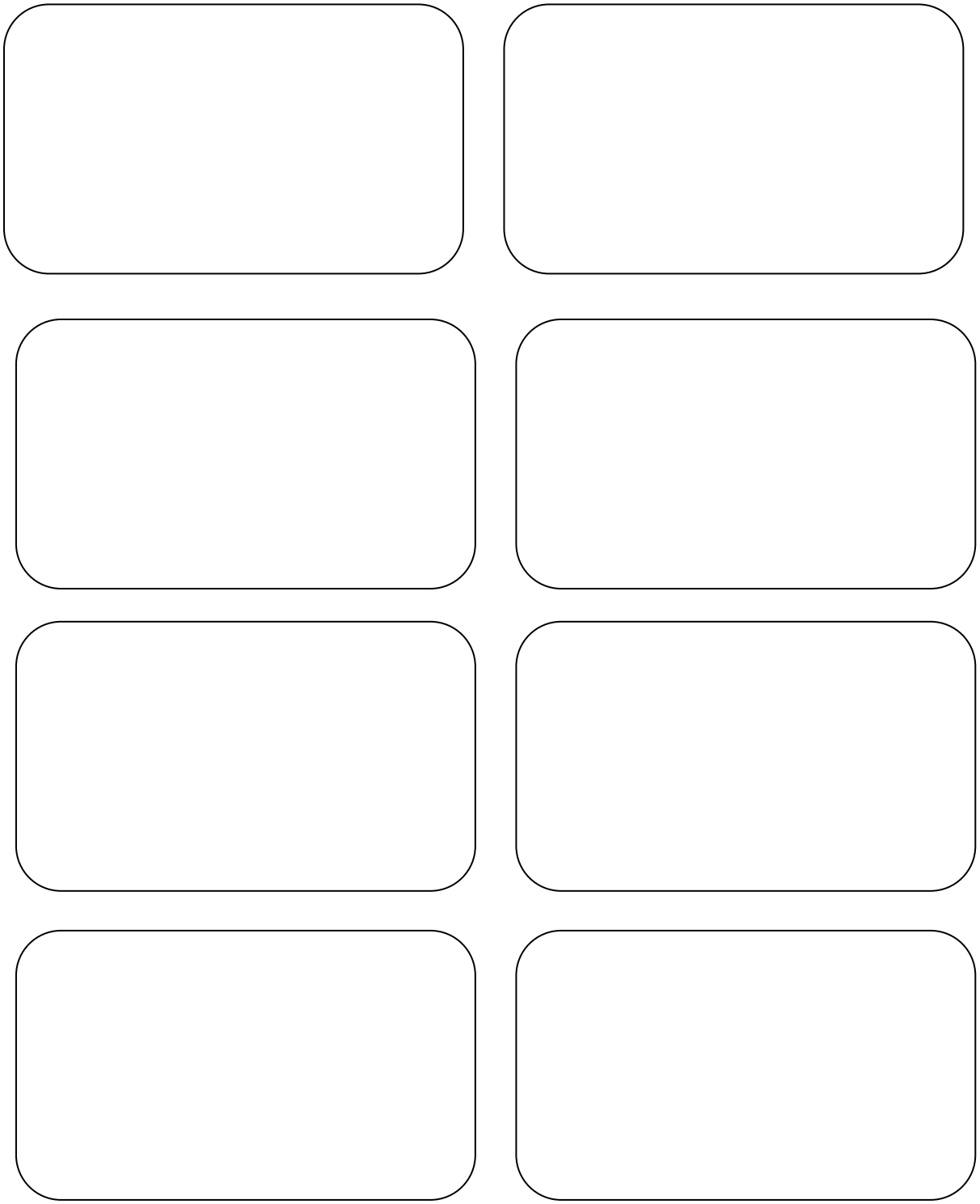
**Hj. N Icih Kalsih, S.Pd**

NIP. 1960612 197912 2006

**WORKSHEET**

☺ Listen carefully.

Put the picture in the box based on the teacher's instruction.



# SATATIONERIES CARDS

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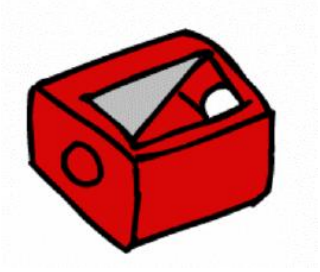
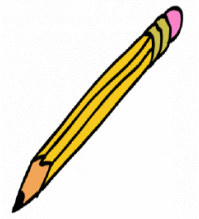
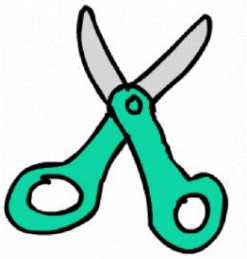
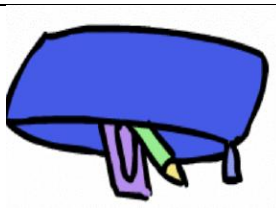
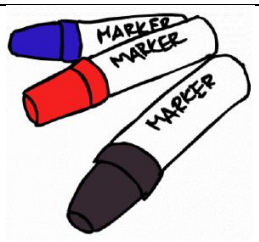
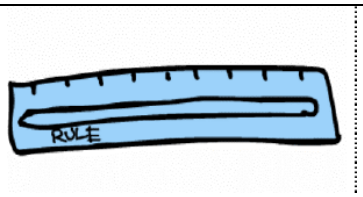
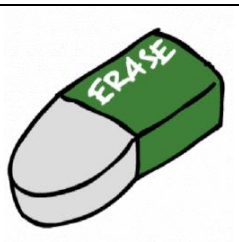
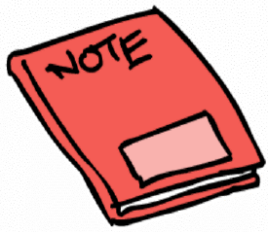
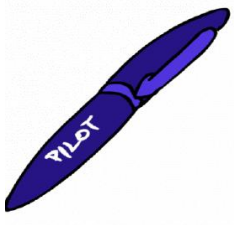
|---|---|
|  |  |
|  | |
|  |  |
|  |  |
|  |  |

*The Procedure of The game*

**Bandits and sheriffs**

| | | |
|---|---|---|
| Game type | : | Movement game |
| Materials | : | Classroom object (stationeries) |
| Skill(s) | : | Listening and Speaking |
| Time | : | 20 minutes |
| Procedure | : | • Split the children into two teams. One team is bandits, the other sheriffs. They stand on opposite sides of a large room or field. You are the 'Marshall' and stand at the end of the room, next to some chairs which are the 'prison'.<br>• Give each bandit and each sheriff a number.<br>• Place the classroom object in the middle, but slightly nearer to the bandits. Call out an object and say a number, for example, ruler, four. Bandit number four now runs to get the ruler. At the same time, sheriff number four chases the bandit.<br>• If the bandit manages to pick up the ruler and run back to his/her place without being caught (touched) by the sheriff, he or she shout out 'I get the ruler'. The bandits' team keeps the ruler. If the bandit is caught, the sheriff shouts 'I catch bandit number four'. Then the sheriff confiscates the ruler and the bandit goes to prison.<br>• The game continues until all the classroom objects have been stolen or confiscated, or all the bandits are in the prison. The team with the most objects wins. The teams swap roles and play a second round. |

**LESSON PLAN**

| | | |
|---|---|---|
| School | : | SDN Mandapa II |
| Level | : | V |
| Standard Competence | : | 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah. |
| Basic Competence | : | Listening<br>1.2. Merespon instruksi sangat sederhana secara verbal. |
| Objective | | • Respond to the instruction verbally (tell the time). |
| Indicator | : | • Tell the time correctly.<br>• Show the time based on what they heard.<br>• Mention the time correctly by answering yes/no questions. |
| Theme | : | **Time** |
| Skill | : | Listening |
| Time Allocation | : | 2 X 35 minutes |

## I. Materials

### A. Vocabulary

Number : one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

### B. Task

1. Identify the time and pronounce correctly.

It is eleven o'clock

It is a quarter past eight

It is a half past five

It is twenty five to four

2. Play clock race games. (the procedure of the game will be found in the appendix)

   Expressions:

   What time is it?

   It is…

   Is it….?

   Yes it is/ no it is not. It is…

3. Work in pairs. Each student will get a clock. She/he must guess his/her friend's clock. Be sure that every pairs do not know the time of each other. The students who can guess the time have to shout "Bingo".

   Expressions:

   Is it…?

   Yes/No

4. Wok individually. Listen carefully. (worksheet)

## II. Procedure

| PART 1 | Activities |
|---|---|
| 3 minutes | Opening<br>1. The teacher greets the students through a song.<br>2. With the teacher, the students play "rolling rolling up" with gestures to get attention.<br>3. The teacher asks the students to lead the pray. |

| | |
|---|---|
| | 4. The teacher calls the roll.<br>5. The teacher attracts the students' attention through a song or a simple game. |
| | Learning activities |
| 20 minutes | Presentation<br>1. The teacher asks the students some questions to lead the students to the topic.<br>For example "Do you know what is it?" (refer to the clock)<br>2. The teacher asks the time in Bahasa Indonesia.<br>3. The students answer by telling the time.<br>4. The teacher uses "What time is it?", "It is ten o'clock."<br>5. The students imitate the teacher to tell the time.<br>6. The teacher drills how to tell the time.<br>7. The students mention the time or answer yes/no based on the picture shown by the teacher.<br>8. The students stick the clock in the board with the correct name. |
| 20 minutes | Practice<br>1. The students are divided into two groups.<br>2. The teacher gives them a model of how to play the game.<br>3. The students play 'Clock race' game. |
| 25 minutes | Production<br>1. The students work in pairs.<br>2. Each student will get a clock.<br>3. The students guess their friends' clock (time) by using "Is it…?"<br>4. The students respond by using "Yes/No"<br>5. The students who can guess the time should shout "Bingo"<br>6. The students do an exercise individually. |
| 2 minutes | Closing |

| | |
|---|---|
| | 1. Together with the teacher, the students review the materials.<br>2. The teacher closes the class by praying. |

**III. Media**

- Stationeries Cards
- Pictures
- Realia.

**IV. Method/Technique**

- TPR
- Cooperative learning.
- Communicative learning
- Activities: Games, sticking, guessing.

**V. Evaluation**

Technique : written

Form : Paper (Worksheet)

Teacher,

**Dea Damayanti Rustandi**

Researcher,

**Yesi Susanti**

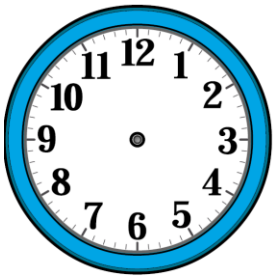
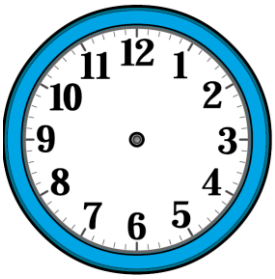
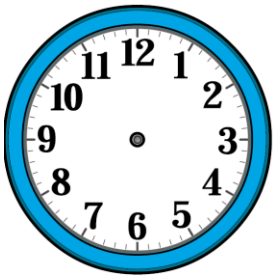
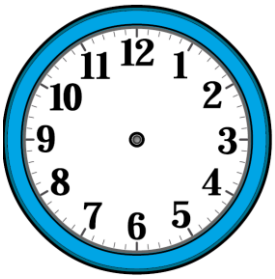
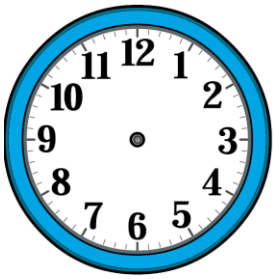
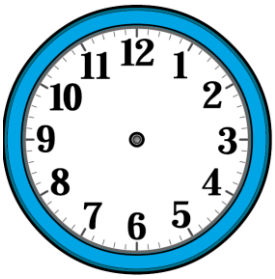
Principal of SDN Mandapa II,

**Hj. N Icih Kalsih, S.Pd**

NIP. 1960612 197912 2006

**WORKSHEET**

☺ Listen and Draw the time.

*The Procedure of the Game*

**Clock Race**

| | | |
|---|---|---|
| Game type | : | Movement and team game |
| Materials | : | A set or large number (1-12), drawn on pieces of thick A4 paper for each team; a score board. |
| Skill(s) | : | Listening |
| Time | : | 20 minutes |
| Procedure | : | - You need very large classroom or empty space, perhaps the school yard or playground. Lay the numbers on the floor in the form of two clocks, with a wide space between each clock, one clock for each team. The clock should be approximately the same size. The teams stand or sit at an equal distance away from their clocks.<br>- All together the children ask "What time is it?" call out the time, for example "it is seven o'clock". Two children from each team run to their clocks and stand on the numbers 7 to 12 to show the time. The first team to represent the time correctly gets a point on the scoreboard.<br>- The children go back to their teams and you call out a new time. Two new children from each team run to the clock. The game continues until one team has five or ten points. |

**LESSON PLAN**

| | | |
|---|---|---|
| School | : | SDN Mandapa II |
| Level | : | V |
| Standard Competence | : | 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah. |
| Basic Competence | : | Speaking<br>2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang dan memberi barang. |
| Objective | | • Asking for and giving things. |
| Indicator | : | • Mentions some kinds of food.<br>• Pronounce the names of food.<br>• Asking for something.<br>• Giving something. |
| Theme | : | **Food** |
| Skill | : | Speaking |
| Time Allocation | : | 2 X 35 minutes |

## I. Materials

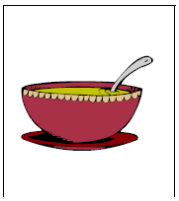
### A. Vocabulary

| | | | |
|---|---|---|---|
| 1 | Soup | : | sup |
| 2 | Bread | : | roti |
| 3 | cheese | : | keju |
| 4 | Fish | : | ikan |
| 5 | Egg | : | telur |
| 6 | Rice | : | nasi |
| 7 | Chicken | : | ayam |
| 8 | Steak | : | daging |

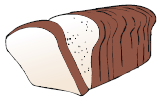
| | | | |
|---|---|---|---|
| 9 | Burger | : | burger |
| 10 | Spaghetti | : | spageti |

**B. Task**

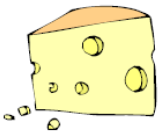
1. Identify the food and pronounce the names correctly.



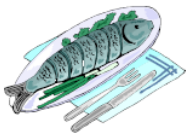
Soup



Bread



Cheese

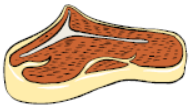


Fish

Egg

Rice

Chicken



Steak

Burger

Spaghetti

2. Play ‘food in the middle’ (the procedure of the game will be found in the appendix)

   Expressions:

   Can I have...

   Sure, here you are
3. Work in group of four and do role play (in the canteen). Two students will become visitors who order the menu, a student will become a servant who writes and gives the order and a student will become a cook, who serves the order.

   Expressions:

   Can I have…

   I want…

   Sure, here you are.
4. Each student will get a board and 3 food cards. Do a survey; find someone who has the food by asking “Can I have”. The students who have the food should give the food (cards) and say “Sure, here you are” (worksheet)

## II. Procedure

| PART 1 | Activities |
|---|---|
| 3 minutes | Opening<br>1. The teacher greets the students through a song.<br>2. With the teacher, the students play “rolling rolling up” with gestures to get attention.<br>3. The teacher asks the students to lead the pray.<br>4. The teacher calls the roll.<br>5. The teacher attracts the students’ attention through a song or a simple game. |
| | Learning activities |
| 15 minutes | Presentation |

| | |
|---|---|
| | 1. The teacher asks the students some questions to lead the students to the topic.<br>"Do you know what is it in Bahasa Indonesia?"<br>"Well, do you like this food?"<br>"Ok, what food do you like?"<br>2. The teacher shows some food and asks the names of the food in Bahasa Indonesia.<br>3. The students guess the names of the food.<br>4. The teacher uses "I like…"<br>5. With the teacher, the students pronounce the name of foods.<br>6. The teacher drills the names of the food and the expressions.<br>7. The students mention the names of the food based on the pictures shown by the teacher.<br>8. The students stick the names of food with the pictures. |
| 20 minutes | Practice<br>1. The students are divided into three groups.<br>2. The teacher gives them a model of how to play the game.<br>3. The students play 'Food in the middle' game. |
| 30 minutes | Production<br>1. The students are divided into the group of four.<br>2. The students do role play: in the canteen.<br>3. The students perform in their group.<br>4. The students do an exercise (survey). |
| 2 minutes | Closing<br>1. Together with the teacher, the students review the materials.<br>2. The teacher ends the lesson by praying |

**III. Media**

- Stationeries Cards
- Pictures
- Dice

**IV. Method/Technique**

- TPR
- Cooperative learning.
- Communicative learning
- Activities: Games, sticking, guessing.

**V. Evaluation**

Technique : Observation

Form : Performance and paper

Teacher,

**Dea Damayanti Rustandi**

Researcher,

**Yesi Susanti**

Principal of SDN Mandapa II,

**Hj. N Icih Kalsih, S.Pd**

NIP. 1960612 197912 2006

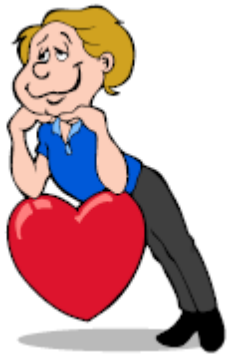
**WORKSHEET**

☺ Do a survey.

Find someone who has the food you need. Ask for the food and put the food in your board.

Can I have….

Can I have….



Can I have….

*The procedure of the Game*

**Food in the Middle**

| | | |
|---|---|---|
| Game type | : | Dice game |
| Materials | : | One star dice per group; cards of food. |
| Skill(s) | : | Speaking |
| Time | : | 20 minutes |
| Procedure | : | - Demonstrate the game to the whole class before dividing the children into groups. Give each child 3 cards of food at the beginning of the game.<br>- In turn, the children roll the dice. They must obey the following rules:<br>If you roll<br>1) 1 or 2: give 1 food (card) to the player on your left.<br>2) 3 or 4: give 1 food (card) to the player on tour right.<br>3) 5 : keep your food (card).<br>4) Star : put 1 food (card) in the middle.<br>- If a child rolls 1, 2, 3 or 4, the others say 'Can I have…' 'Sure, here you are'. Food put in the middle is out of the game.<br>- Children with no food left may not roll the dice, but are not out of the game, because they might still receive food or drink from children sitting next to them. When only one child has any food left, he or she wins the game. |

**LESSON PLAN**

| | | |
|---|---|---|
| School | : | SDN Mandapa II |
| Level | : | V |
| Standard Competence | : | 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah. |
| Basic Competence | : | 2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri, mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui dan melarang. |
| Objective | | • Introduce own and someone's job. |
| Indicator | : | • Mentions some kinds of job.<br>• Pronounce the names of job.<br>• Mentions the jobs based on the picture.<br>• Introduce own job.<br>• Introduce someone's job |
| Theme | : | **Job** |
| Skill | : | Speaking |
| Time Allocation | : | 2 X 35 minutes |

## I. Materials

### A. Vocabulary

1. A doctor : dokter
2. A fireman : pemadam kebakaran
3. A tailor : penjahit
4. A teacher : guru
5. A taxi driver : supir taxi
6. A farmer : petani
7. A dentist : dokter gigi
8. A babysitter : pengasuh bayi

**B. Task**

1. Identify the job and pronounce correctly

A Taxi Driver

A farmer

A doctor

A talior

A babysitter

A fireman

A teacher

A dentist

2. Play a whisper race game. (the procedure of the game will be found in the appendix)

   Expressions:

   I am a....

   My job is....

   My father's job is....

   She is a....

3. Do a survey and ask your friend what is her/his job. Write down your friends' job in your interview board. Then, present the result of your survey in front of the class. You have to introduce yourself and your job first.

   (The teacher will give each student a picture. The students should answer the what they job based on the picture that they have)

   Expressions:

   What is your job?

My job is…

I am a….

(For presenting)

Hallo I am....

My job is...

Dini's job is....

## II. Procedure

| PART 1 | Activities |
|---|---|
| 3 minutes | Opening<br>1. The teacher greets the students through a song.<br>2. With the teacher, the students play "rolling rolling up" with gestures to get attention.<br>3. The teacher asks the students to pray.<br>4. The teacher calls the roll.<br>5. The teacher attracts the students' attention through a song or a simple game. |
| | Learning activities |
| 20 minutes | Presentation<br>1. The teacher asks the students some questions to get attention.<br>For example "Hi, I'm a teacher and you are?'<br>2. The teacher shows some pictures of job and asks the names of the job in Bahasa Indonesia.<br>3. The students guess the names of job.<br>4. The teacher uses "I am a...." "My job is...." "She/he is a ..."<br>5. With the teacher, the students pronounce the names of job.<br>6. The teacher drills the names of job and the expressions. |

| | |
|---|---|
| | 7. The students mention the names of job based on the pictures shown by the teacher.<br>8. The students stick the names of job with the pictures. |
| 20 minutes | Practice<br>1. The students are divided into two groups.<br>2. The teacher gives them a model of how to play the game.<br>3. The students work in a group for playing 'whisper race' game.<br>4. The last students who get the card should say "I got the picture" and then say what she/he heard. |
| 25 minutes | Production<br>1. The teacher gives the students several cards and interview boards. Thus each student has a card and interview board.<br>2. The students do a survey in the class by using "What is your job?"<br>3. The students answer their friends' question based on the card they had by using "My job is…." Or "I am a ..."<br>4. The students presents the result of their survey by using "My job is...." and "(name of friend) job is …" |
| 2 minutes | Closing<br>1. Together with the teacher, the students review the materials.<br>2. The teacher ends the lesson by praying |

## III. Media

- Job Cards
- Survey Board
- Pictures

## IV. Method/Technique

- TPR
- Cooperative learning.
- Communicative learning
- Activities: Games, sticking, guessing.

## V. Evaluation

Technique : Observation

Form : Performance and paper

Teacher,

**Dea Damayanti Rustandi**

Researcher,

**Yesi Susanti**

Principal of SDN Mandapa II,

**Hj. N Icih Kalsih, S.Pd**

NIP. 1960612 197912 2006

**SURVEY BOARD**

☺ Ask your friend what is his/her job. Write down your friends' name near the job in your board.

*The Procedure of the Game*

**Whisper Race Game**

| | | |
|---|---|---|
| Game type | : | Team game |
| Materials | : | Three identical sets of 8-10 job cards |
| Skill(s) | : | Speaking |
| Time | : | 20 minutes |
| Procedure | : | • Split the class into two teams. Put one set of cards beside the wall at one end of the room. The teams sit in two lines, with about one meter between each child. The lines should be about the same distance from the cards.<br>• The teacher whispers the sentences to the first child from each team. For example 'I am a student'<br>• Call "Go!" and the race begins. The first child from each team runs to the next child in the team, whispers "I am a student". The first child then stands in the place of the second child, who runs to the next child.<br>• This continues until the last child in the line has heard the word. That child runs to the front and tries to take the job card from the set of cards by the wall while saying, "I am a student" before the other team reaches it. Whoever takes the correct card can keep it.<br>• The game continues until all the cards have been used. The teams with the most cards wins. |

**LESSON PLAN**

| | | |
|---|---|---|
| School | : | SDN Mandapa II |
| Level | : | V |
| Standard Competence | : | 3. Memahami tulisan Bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah. |
| Basic Competence | : | Reading<br>3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima. |
| Objective | | • Describe the animals. |
| Indicator | : | • Respond to the short description through picture.<br>• Mention the animals based on the short description.<br>• Mention the physical appearance of the animals.<br>• Describe the animals. |
| Theme | : | **Animals** |
| Skill | : | Reading |
| Time Allocation | : | 2 X 35 minutes |

## I. Materials

### A. Vocabulary

Animals

| | | | |
|---|---|---|---|
| 1. | A horse | : | Kuda |
| 2. | A mouse | : | Tikus |
| 3. | A rooster | : | Ayam jantan |
| 4. | A cat | : | Kucing |
| 5. | A goat | : | Kambing |
| 6. | A sheep | : | Biri-biri |
| 7. | A rabbit | : | Kelinci |
| 8. | A duck | : | Bebek |

Animal's body

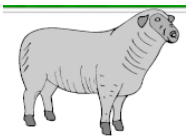
| | | | |
|---|---|---|---|
| 1. | Paw | : | Cakar (kaki) |
| 2. | Whisker | : | Kumis |
| 3. | Claw | : | Cakar (kuku) |
| 4. | Tail | : | Ekor |

5. Fur : Bulu
6 Feather : Bulu (pada unggas/aves)
7. Wing : Sayap

**B. Task**

1. Identify the job and pronounce correctly

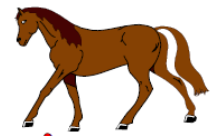
A cat



A sheep

A duck

A goat



A horse

A rooster

A mouse

A rabbit

2. Study the short descriptive text.

   Example

It is my cat. The cat has four legs. It is brown. It has whiskers and blue eyes.

3. Play ‘Monster Waltz’ game. (The procedure of the game will be found in the appendix).

4. Work in group of four; draw the picture based on the short description.
5. Work individually and do an exercise. (worksheet)

## II. Procedure

| PART 1 | Activities |
|---|---|
| 3 minutes | Opening<br>1. The teacher greets the students through a song.<br>2. With the teacher, the students play "rolling rolling up" with gestures to get attention.<br>3. The teacher asks the students to pray.<br>4. The teacher calls the roll.<br>5. The teacher attracts the students' attention through a song or a simple game. |
| | Learning activities |
| 20 minutes | Presentation<br>1. The teacher asks the students some questions to get attention.<br>"Hi, I have dome good pictures for you. Do you know what is it? Who have this animal in the house?"<br>2. The teacher shows some pictures of animal and asks the names of the animal in Bahasa Indonesia.<br>3. The students guess the names of the animal.<br>4. The teacher uses "I have a brown cat", "I have red rooster", etc<br>5. With the teacher, the students pronounce the names of animal.<br>6. The teacher drills the names of animal.<br>7. The students mention the names of animal based on the picture shown by the teacher.<br>8. The students stick the names of animal with the picture.<br>9. The teacher sticks the cat (picture) in the board and gives short descriptions of the picture (written).<br>10. The teacher gives short descriptions of the animals in the board and the students guess the animals by sticking the picture. |

| | |
|---|---|
| 20 minutes | Practice<br>1. The students are divided into two groups.<br>2. The teacher gives them a model of how to play the game.<br>3. The students work in a group for playing 'Monster waltz' game.<br>4. The students describe the 'monster' that they have drawn. |
| 25 minutes | Production<br>1. The students work in the group of four and draw the picture based on the short descriptions.<br>2. The students work individually and do an exercise. |
| 2 minutes | Closing<br>1. Together with the teacher, the students review the materials.<br>2. The teacher ends the lesson by praying. |

**III. Media**

- Animals cards
- Pictures
- Coloring pens

**IV. Method/Technique**

- TPR
- Cooperative learning.
- Communicative learning
- Activities: Games, sticking, guessing.

**V. Evaluation**

Technique : Writing

Form : Paper

Teacher,

**Dea Damayanti Rustandi**

Researcher,

**Yesi Susanti**

Principal of SDN Mandapa II,

**Hj. N Icih Kalsih, S.Pd**

NIP. 1960612 197912 2006

**GROUP ACTIVITY**

☺ Draw the picture based on the short description. (5 groups)

- It has four long legs.
- It has long tail.
- It has small ears.
- The color is pink.
- It eats grass.

- It has four short legs.
- It has long tail.
- It has whiskers.
- The color is blue.
- It eats cheese.

- It has four legs.
- It has tail.
- It has whiskers.
- The color is grey.
- It eats mouse.

- It has four short legs.
- It has tail.
- It has long ears.
- The color is yellow.
- It eats carrot.

- It has paws.
- It has feather.
- It has wings.
- The color is orange.
- It eats rice.

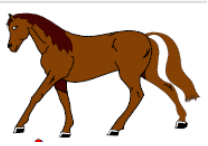
**WORKSHEET**

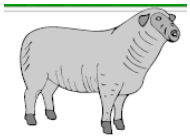
☺ Match the picture and the animals' name

☺ Draw and color the animals in the box

The mouse is green

I have pink sheep





**Goat** **Mouse**
**Cat** **Rabbit**
**Rooster** **Horse**
**Sheep** **Duck**

I have red horse

The rabbit is blue

*The Procedure of the Game*

**Monster Waltz**

| | | |
|---|---|---|
| Game type | : | Drawing game |
| Materials | : | Four large pieces of paper (such as A4) for each group; colored pens; short description |
| Skill(s) | : | Reading |
| Time | : | 20 minutes |
| Procedure | : | • Divide the children into two groups.<br>• Put the four large sheets of paper on the four sides of a long rectangular table and the pens in the middle. Turn on the music.<br>• The children dance around the table. Stop the music at random. Each child takes one instruction and colored pen and start drawing based on the instruction on the nearest sheet of paper. Allow only a few seconds for this, and then start the music again.<br>• During each pause in the music, the children may only draw one body part on one of the sheet of paper, but it can have many body parts, for example five legs, two tails, three eyes, etc. the game continues until you consider the monsters are finished.<br>• Hold up each of the finished monsters and let the children describe them. |

**LESSON PLAN**

| | | |
|---|---|---|
| School | : | SDN Mandapa II |
| Level | : | V |
| Standard Competence | : | 4. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah. |
| Basic Competence | : | Writing<br>4.3. Mengeja kalimat sangat sederhana secara tepat dan berterima. |
| Objective | | • Spell the name of transportations. |
| Indicator | : | • Mention the alphabets correctly.<br>• Write the sentences correctly.<br>• Spell the words.<br>• Complete the words/sentences. |
| Theme | : | **Transportation** |
| Skill | : | Writing |
| Time Allocation | : | 2 X 35 minutes |

## I. Materials

### A. Vocabulary

| | | | |
|---|---|---|---|
| 1. | Bicycle | : | Sepeda |
| 2. | Helicopter | : | Helicopter |
| 3. | Plane | : | Pesawat terbang |
| 4. | Truck | : | Truk |
| 5. | Bus | : | Bis |
| 6. | Train | : | Kereta api |
| 7. | Ship | : | Kapal |
| 8. | Car | : | Mobil |
| 9 | Motorbike | : | Sepeda motor |
| 10. | Boat | : | Perahu |

**B. Story**

**MIKE THE MAGIC KITE**

Sam : Look, Pam! A toy shop

Sam : Let's go inside

Mike : Hello, my name is Mike. Mike the magic Kite. And who are you?

S : Uh, hello my name is Sam

P : Hi! My name is Pam

M : Nice to meet you. Do you want to meet my friends, the toys?

S+P : Of course

M : Here, hold my tail. Up, Up, and away.

M : Look! Here is my friend the doll. She can fly a HELICOPTER

Doll : Hello mike! Hello Pam! Hello Sam!

Doll : Look, I can fly. Bye. . . Bye . . .

P+S+M: Bye…Bye…

M : Look! Here comes another friend. It is Jane the PLANE. How are you Jane?

Jane : I'm fine thank you. Look I can fly. Bye. . . Bye. . .

P+S+M: Bye. . . Bye . . .

Pam : Look, Mike. A flying bike

M : Oh yes. My friend Bill the monster rides a flying BIKE. He loves it.

Sam : Hi Bill, your' flying bike is super.

Bill : Thank you.

M : Look down now. Can you see that TRUCK? There is a robot in the back.

P : That's right! A robot is in the back of a truck.

M : all right, it's time to go back now. Hold tight we're landing.

Pam : Thank you Mike. It was a lovely ride.

M : Oh yes! Look, I've got presents for you from me and my friends.

Sam : Wow, a football super!

Pam : And a computer game! Great!

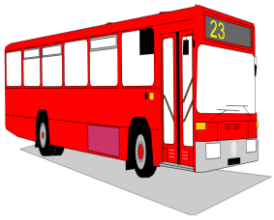
P+S : Thank you, Mike

Mike : You're welcome.

**C. Task**

1. Identify the transportation and pronounce correctly

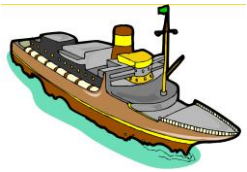
A plane



A bus

A bicycle

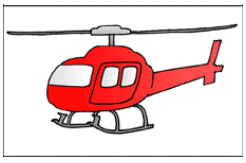
A car



A ship

A train

A truck



A helicopter

A motorbike

A boat

2. Play “hangaroo game” (the procedure of the game can be found in the appendix)
3. Work in pairs; write the names of the transportation based on the pictures.
4. Work individually and do an exercise.

## II. Procedure

| PART 1 | Activities |
|---|---|
| 3 minutes | Opening<br>1. The teacher greets the students through a song.<br>2. With the teacher, the students play “rolling rolling up” with gestures to get attention.<br>3. The teacher asks the students to pray.<br>4. The teacher calls the roll.<br>5. The teacher attracts the students’ attention through a song or a simple game. |
| | Learning activities |
| 25 minutes | Presentation<br>1. The students listen to the story ‘Mike the Kite’<br>2. The students mention the transportations in the story.<br>3. The teacher shows some pictures of transportation and asks the names of transportation in Bahasa Indonesia.<br>4. The students guess the names of transportation.<br>5. The teacher uses “I go to school by…”<br>6. With the teacher, the students pronounce the name of transportation.<br>7. The teacher drills the names of transportations and the expressions.. |

| | |
|---|---|
| | 8. The students mention the names of transportation based on the pictures shown by the teacher.<br>9. The students stick the names of transportation with the pictures.<br>10. The students sing ABC song.<br>11. The students mention the alphabets randomly.<br>12. The students spell the names of transportation. |
| 20 minutes | Practice<br>1. The students get own alphabet cards.<br>2. The teacher gives them a model of how to play the game.<br>3. The students play 'Hangaroo' game (the procedure in the appendix)<br>4. For starting the game, the teacher becomes an operator of the game. She gives simple clues to guess the transportation and says "give me R" etc. |
| 20 minutes | Production<br>1. The students work in pairs and write the names of transportation based on the picture.<br>2. The students do an exercise. |
| 2 minutes | Closing<br>1. Together with the teacher, the students review the materials.<br>2. The teacher ends the lesson by praying. |

**III. Media**

- Transportations cards
- Alphabets cards
- Pictures
- Puppets

**IV. Method/Technique**

- TPR
- Cooperative learning.

- Communicative learning
- Activities: Games, sticking, guessing.

## V. Evaluation

Technique : writing

Form : paper

Teacher,

**Dea Damayanti Rustandi**

Researcher,

**Yesi Susanti**

Principal of SDN Mandapa II,

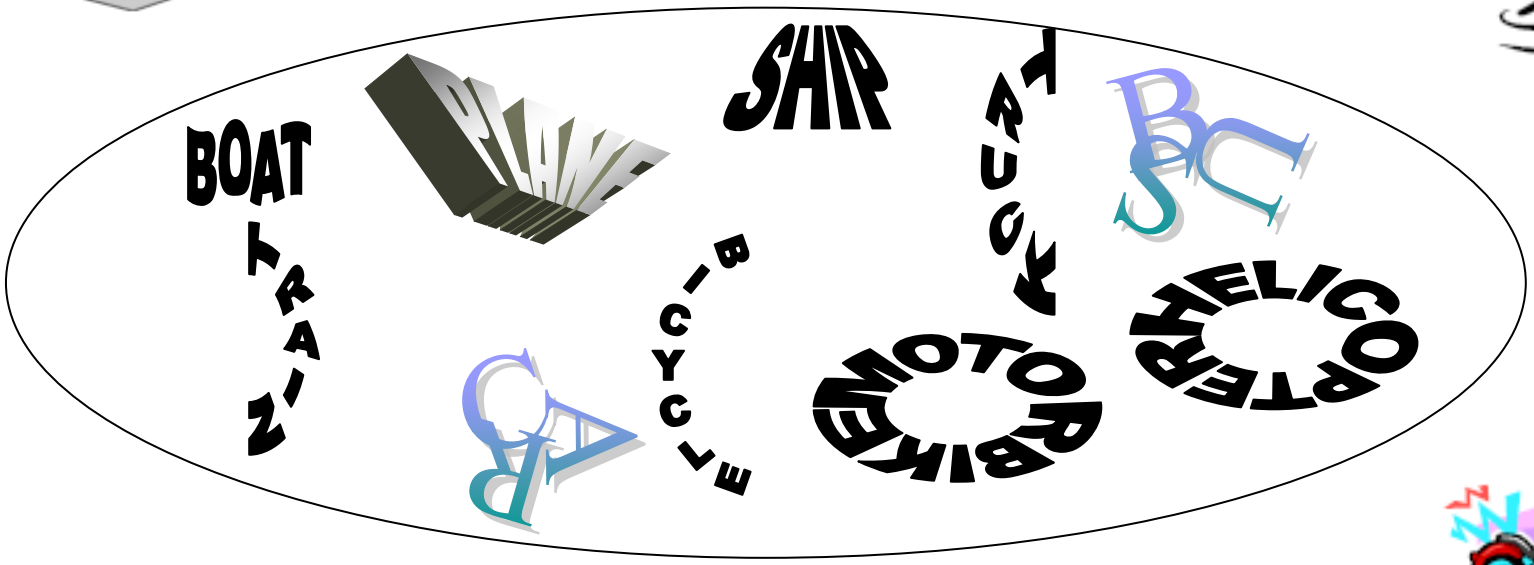
**Hj. N Icih Kalsih, S.Pd**

NIP. 1960612 197912 2006

**WORK IN PAIRS**

☺ Write the name of the transportations based on the pictures.

How Do You Go To School? I Go To School By. . . .

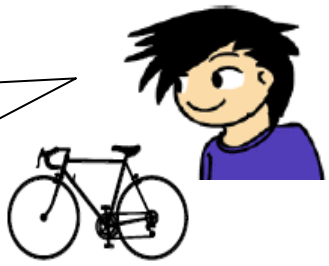


**WORKSHEET**

☺ Fill in the blank box based on the picture.

Raihan goes to school by

| | | | | | | |
|---|---|---|---|---|---|---|
| | | C | | | L | E |



Ahmad goes to Jakarta by

| | | | | | |
|---|---|---|---|---|---|
| P | | | | E | |

Hilmi

.....

| | | | |
|---|---|---|---|
| | | R | |

Deny

.....

| | | | | | |
|---|---|---|---|---|---|
| | R | | | N | |

Faqih.....

.....

| | | | |
|---|---|---|---|
| | | S | |

*The Procedure of the Game*

**Hangaroo**

| | | |
|---|---|---|
| Game type | : | Guessing game |
| Materials | : | Sets of alpabhet (for each student) |
| Skill(s) | : | Writing (Spelling) |
| Time | : | 20 minutes |
| Procedure | : | • Each students has some letters.<br>• One students become the operator of 'Hangaroo Games" who shoud ask letter by letter to put on the board based on the name of the job that is given by the teacher.<br>For example: the teacher give the picture of "bus" to the operator. The the opeartor guess the name of the transportation. The teacher make a blank line as much as the letters needed. Then the operator says 'Give me S and put here' and so on.<br>• The students who have the letter raise the hand and then stick the letter on the blank line.<br>• The last students who complete the name of the transportation should find the picture and he/she will be the next operator. |

**DAFTAR HADIR SISWA KELAS V SDN MANDAPA II**

| No | Nama | Pertemuan ke- | | | | | | Jumlah | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | S | I | A | K |
| 1 | Abdi Rohmanudin | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |
| 2 | Ade Yuhan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 3 | Adi Lukman Hakim | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |
| 4 | Agung Nugraha | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 5 | Dadan Ramadhan | A | K | ✓ | ✓ | I | A | - | 1 | 2 | 1 |
| 6 | Dede Andani | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |
| 7 | Diva Yuniar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 8 | Dzikri Saeful Muzaki | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |
| 9 | Gilang Ramadhan | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |
| 10 | Ii Kulsum | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 11 | Jujun | ✓ | ✓ | S | ✓ | ✓ | ✓ | 1 | - | - | - |
| 12 | Laela Nur Azizah | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 13 | Lilis Lisnawati | ✓ | ✓ | ✓ | ✓ | A | ✓ | - | - | 1 | - |
| 14 | M. Fajar Fairuzaman Al Ashfahani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 15 | Moh. Rizal Rusdianto | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 16 | Nalisa Rifki Kamilah | P | P | P | P | P | P | | | | |
| 17 | Nisa Anisa | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 18 | Revana Khatarina Salsa. D | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |
| 19 | Silvi Sevia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | - | - |
| 20 | Ujang Jumsadi | S | ✓ | ✓ | ✓ | ✓ | ✓ | 1 | - | - | - |
| 21 | Suci Barokah | A | ✓ | ✓ | ✓ | ✓ | ✓ | - | - | 1 | - |
| 22 | Ramanda Viandini | ✓ | K | ✓ | ✓ | ✓ | ✓ | - | - | - | 1 |

Keterangan:

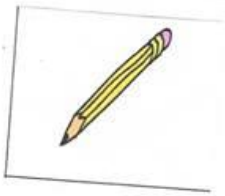
S : sakit
I : izin
A : Alfa/tanpa keterangan
K : Kemah
P : Pindah sekolah

**WORKSHEET** AGUNG.N

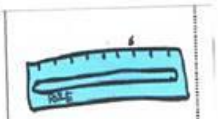
☺ Listen carefully.

Put the picture in the box based on the teacher's instruction.

1



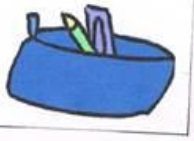
2



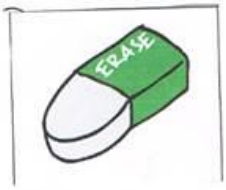
3

4

5



6




8

**WORKSHEET**

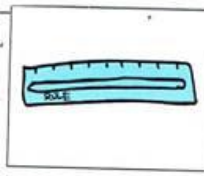
Reya

☺ Listen carefully.

Put the picture in the box based on the teacher's instruction.

1.

2.




3.

4.

5.

6.

7.

8.

Nisa. Annisa
Kls. 5

**WORKSHEET**

☺ Listen and Draw the time.

1.

2.

3.

4.

5.

6.

7. Yes

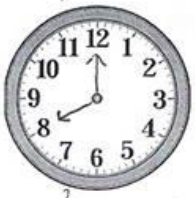
8. No

Nama MIRIZAL.
Kelas: 5

**WORKSHEET**

☺ Listen and Draw the time.

1

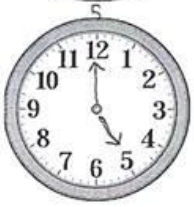


2

3

4

5



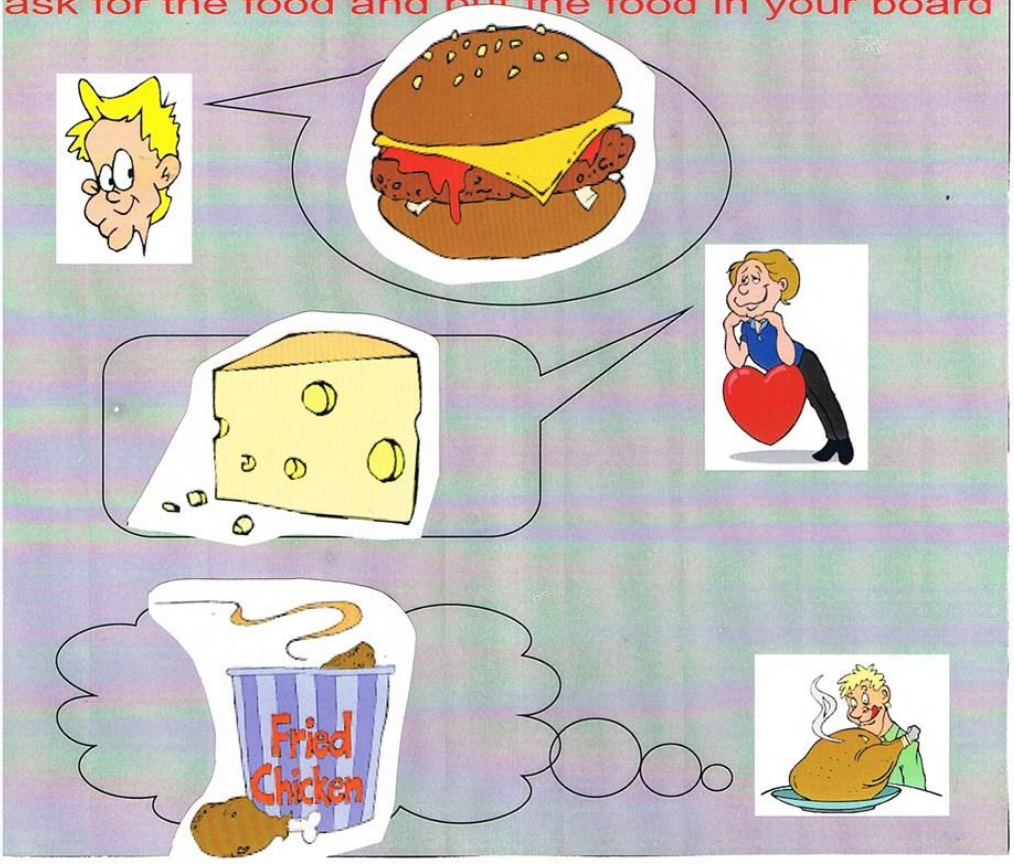
6

X

7. yes
8. No

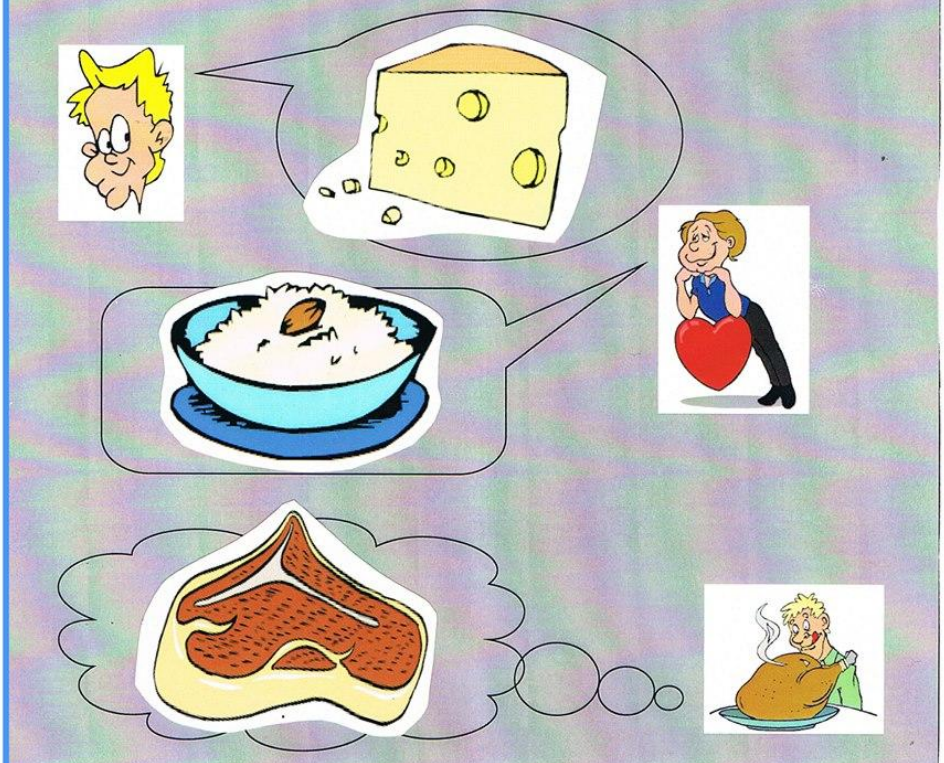
🍽 Do a survey

Find someone who has the food you need, ask for the food and put the food in your board



🍽 Do a survey

Find someone who has the food you need,
ask for the food and put the food in your board



## SURVEY BOARD

❤ Ask your friend what his/her job.
write down your friend's name near the job in your board

manda
gilang
adi
ujang
misyesi

ii
Pajar

silvi
cera

ADeyuhan

suci
Dixi

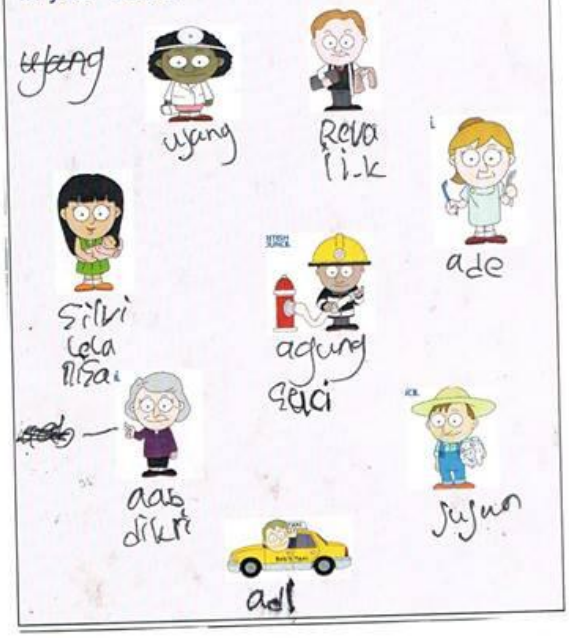
DeDeandani
aab

iilis
Jujun

agung

## SURVEY BOARD

❤ Ask your friend what his/her job.
write down your friend's name near the job in your board



- It has four short legs.
- It has long tail.
- It has whiskers.
- The color is blue.
- It eats cheese.

Nama Grup
1. Nisa . A
2. Revana . K . S.D.
3. Ramanda . V
4. Diva . Y

ADi
agung
Giang
Rizal
Pasar
AAB

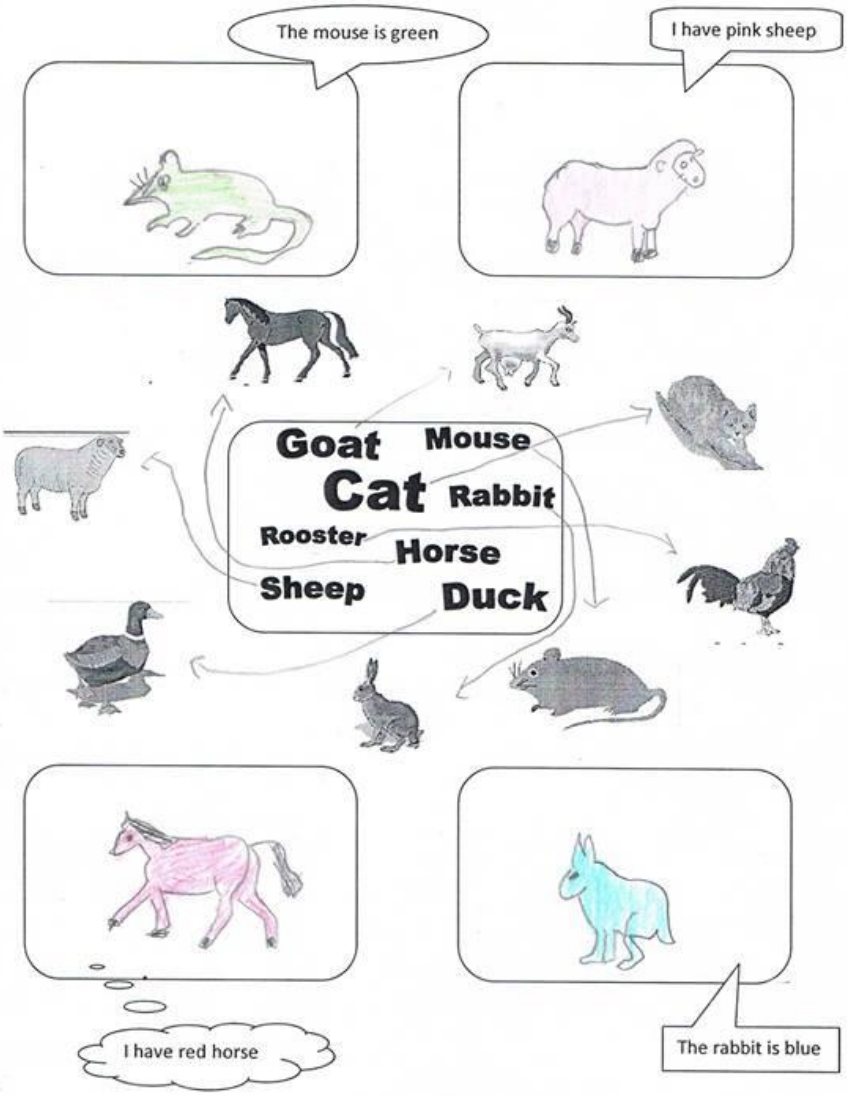
- It has paws.
- It has feather.
- It has wings.
- The color is orange.
- It eats rice.

Dede

**WORKSHEET**

☺ Match the picture and the animals' name

☺ Draw and color the animals in the box

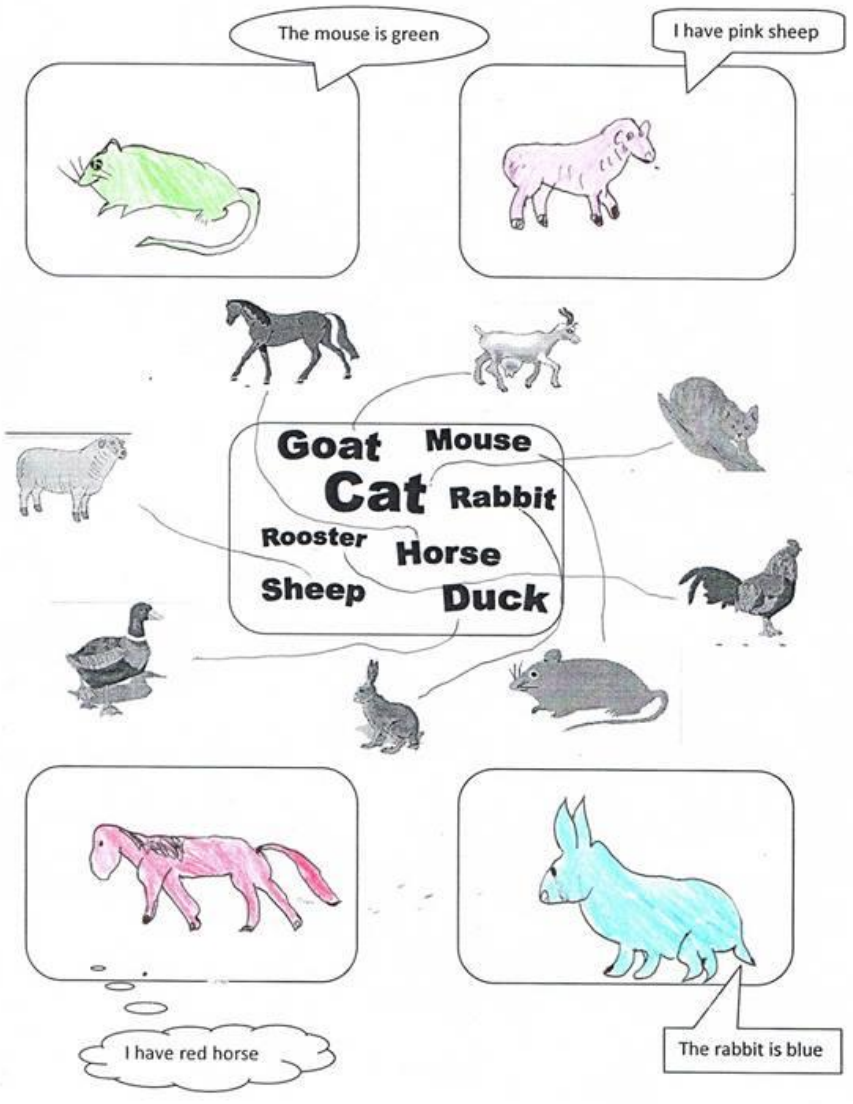


JuJun

**WORKSHEET**

☺ Match the picture and the animals' name

☺ Draw and color the animals in the box

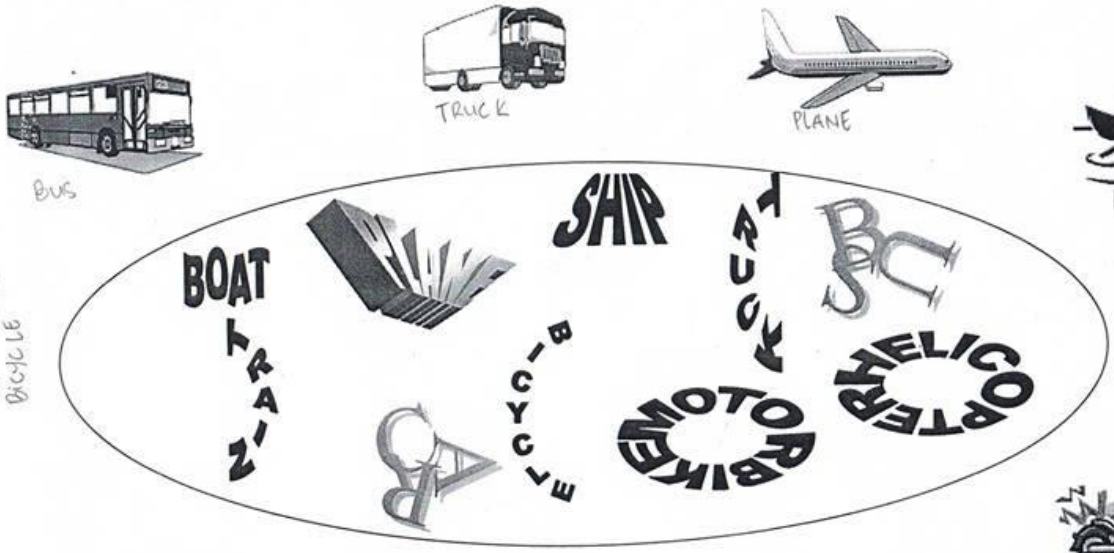


Suci, lela

**PAIRS ACTIVITY**

☺ Write the name of the transportations based on the pictures.

How Do You Go To School? I Go To School By. . . .





BUS


TRUCK


PLANE

Boat

BICYCLE

SHIP

MOTOR-BIKE

Helicopter

TRAIN

CAR

Ramanda

**PAIRS ACTIVITY**

☺ Write the name of the transportations based on the pictures.

How Do You Go To School? I Go To School By. . . .

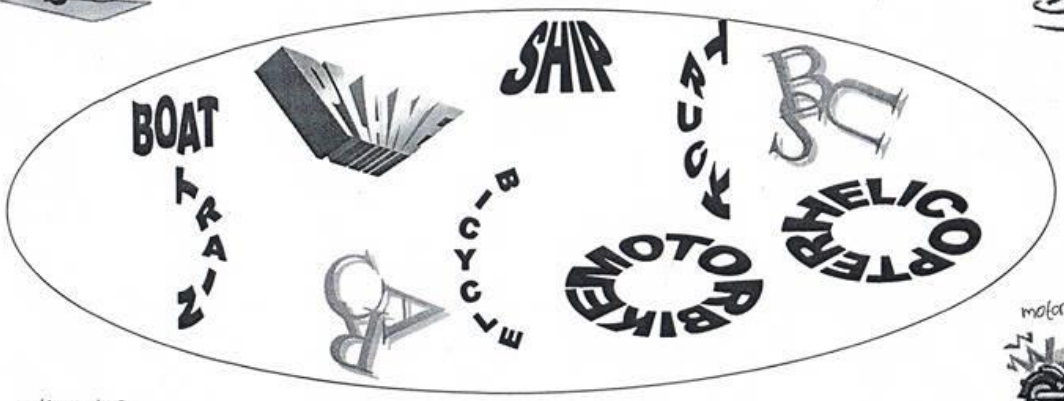
truck

Plane

bus

boat

bicycle




ship

motor bike

helicopter

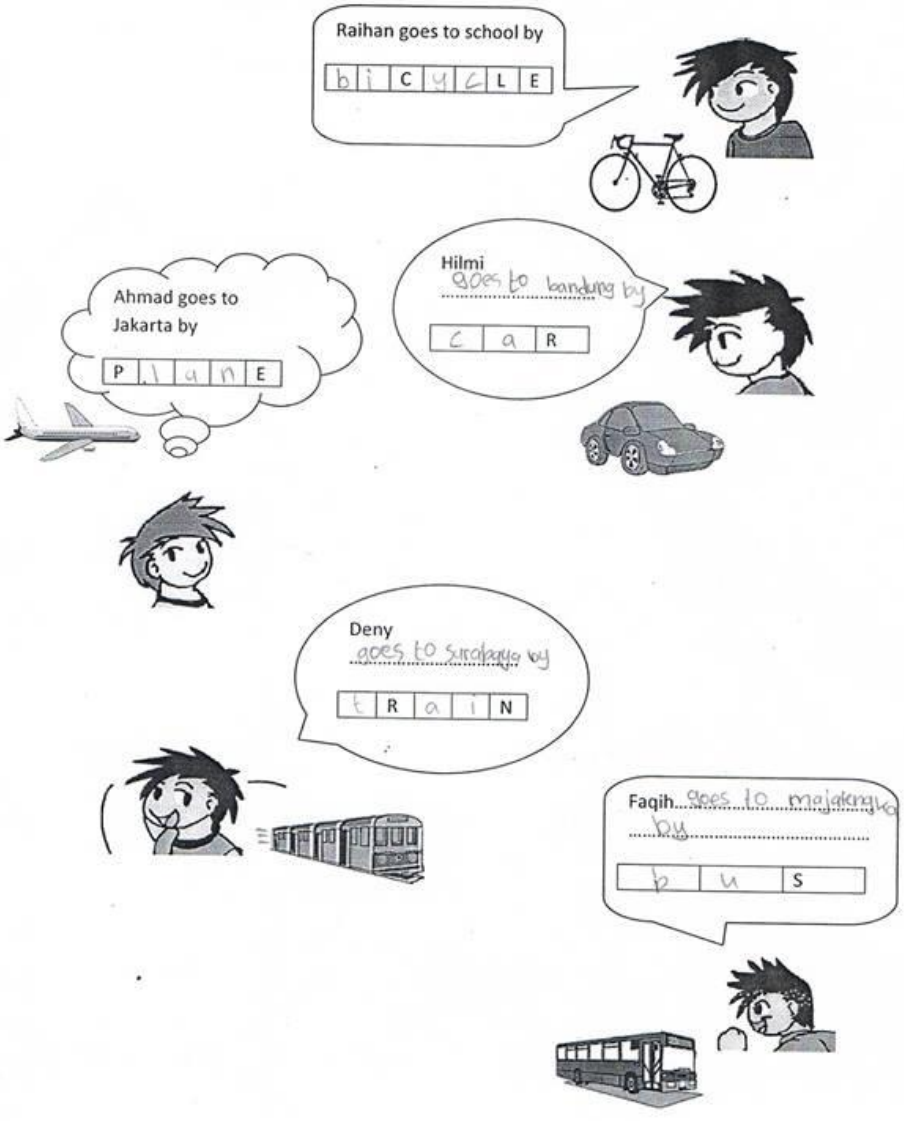
train

car

Kamanda

**WORKSHEET**

☺ Fill in the blank box based on the picture.



M - Fajar

**WORKSHEET**

☺ Fill in the blank box based on the picture.

**LEMBAR OBSERVASI KEGIATAN GURU DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/Tanggal : Rabu, 21 Agustus 2013

Kompetensi Dasar : 1.1. Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah.

Kelas : V

Observer : Dea Damayanti Rustandi

Aktivitas Guru pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak |
|---|---|---|---|
| | **A. Pendahuluan** | | |
| 1 | Guru menarik perhatian siswa sebelum memulai pelajaran. | ✓ | |
| 2 | Guru membuka kelas dengan berdoa. | ✓ | |
| 3 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 4 | Guru melakukan apresiasi pada siswa. | ✓ | |
| 5 | Guru memberikan motivasi pada siswa | ✓ | |
| 6 | Guru memberikan brain-storming pada siswa. | ✓ | |
| 7 | Guru menyampaikan tema yang akan dipelajari dan tujuannya. | ✓ | |
| 8 | Guru menggunakan Bahasa Inggris untuk membuka kelas. | ✓ | |
| | **B. Kegiatan Inti** | | |
| 9 | Guru memperkenalkan kosakata Bahasa Inggris yang berhubungan dengan tema | ✓ | |
| 10 | Guru mengajarkan cara pengucapan dari kosakata Bahasa Inggris. | ✓ | |
| 11 | Guru memeriksa pengucapan kosakata pada siswa Bahasa Inggris. | ✓ | |
| 12 | Guru mengajarkan ungkapan Bahasa Inggris saat memperkenalkan kosakata Bahasa Inggris. | ✓ | |
| 13 | Guru menarik siswa untuk aktif. | ✓ | |

| | | | |
|---|---|---|---|
| 14 | Guru mengarahkan siswa untuk melakukan permainan (misal membagi kelompok) | ✓ | |
| 15 | Guru menjelaskan aturan permainan. | ✓ | |
| 16 | Guru memberi contoh. | ✓ | |
| 17 | Guru memastikan semua siswa memahami aturan permainan dan peran mereka dalam permainan. | ✓ | |
| 18 | Guru mengontrol jalannya permainan. | ✓ | |
| 19 | Guru mengobservasi kegiatan siswa dalam permainan. | ✓ | |
| 20 | Guru memotivasi siswa agar antusias mengikuti permainan. | | ✓ |
| 21 | Guru mengarahkan siswa untuk bermain sesuai peraturan. | ✓ | |
| 22 | Guru memberikan apresiasi selesai melakukan permainan. | ✓ | |
| 23 | Guru memberikan tindak lanjut dengan memberikan worksheet untuk memerikasa pemahaman siswa. | ✓ | |
| 24 | Guru memeriksa proses belajar siswa dengan berkeliling kelas. | | ✓ |
| 25 | Guru membantu hanya siswa yang mengalami kesulitan. | ✓ | |
| 26 | Guru menggunakan bahasa Inggris dalam memberikan instruksi sederhana di kelas. | ✓ | |
| 27 | Guru menggunakan bahasa tubuh ketika berbicara untuk memperjelas maksud dari ucapan. | ✓ | |
| | **C. Penutup** | | |
| 28 | Guru membahas *worksheet*. | | ✓ |
| 29 | Guru memberikan penghargaan pada siswa. | ✓ | |
| 30 | Guru mengajak siswa untuk menyimpulkan apa yang telah dipelajari. | ✓ | |
| 31 | Guru menutup kelas dengan berdoa. | ✓ | |
| 32 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 33 | Guru menggunakan Bahasa Inggris untuk menutup kelas. | ✓ | |

**LEMBAR OBSERVASI KEGIATAN GURU DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 28 Agustus 2013
Kompetensi Dasar : 1.2. Merespon instruksi sangat sederhana secara verbal
Kelas : V
Observer : Dea Damayanti Rustandi

Aktivitas Guru pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak |
|---|---|---|---|
| | **A. Pendahuluan** | | |
| 1 | Guru menarik perhatian siswa sebelum memulai pelajaran. | ✓ | |
| 2 | Guru membuka kelas dengan berdoa. | ✓ | |
| 3 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 4 | Guru melakukan apresiasi pada siswa. | ✓ | |
| 5 | Guru memberikan motivasi pada siswa | ✓ | |
| 6 | Guru memberikan brain-storming pada siswa. | ✓ | |
| 7 | Guru menyampaikan tema yang akan dipelajari dan tujuannya. | ✓ | |
| 8 | Guru menggunakan Bahasa Inggris untuk membuka kelas. | ✓ | |
| | **B. Kegiatan Inti** | | |
| 9 | Guru memperkenalkan kosakata Bahasa Inggris yang berhubungan dengan tema | ✓ | |
| 10 | Guru mengajarkan cara pengucapan dari kosakata Bahasa Inggris. | ✓ | |
| 11 | Guru memeriksa pengucapan kosakata pada siswa Bahasa Inggris. | ✓ | |
| 12 | Guru mengajarkan ungkapan Bahasa Inggris saat memperkenalkan kosakata Bahasa Inggris. | ✓ | |
| 13 | Guru menarik siswa untuk aktif. | ✓ | |
| 14 | Guru mengarahkan siswa untuk melakukan permainan | ✓ | |

| | | | |
|---|---|---|---|
| | (misal membagi kelompok) | | |
| 15 | Guru menjelaskan aturan permainan. | ✓ | |
| 16 | Guru memberi contoh. | ✓ | |
| 17 | Guru memastikan semua siswa memahami aturan permainan dan peran mereka dalam permainan. | ✓ | |
| 18 | Guru mengontrol jalannya permainan. | ✓ | |
| 19 | Guru mengobservasi kegiatan siswa dalam permainan. | ✓ | |
| 20 | Guru memotivasi siswa agar antusias mengikuti permainan. | ✓ | |
| 21 | Guru mengarahkan siswa untuk bermain sesuai peraturan. | ✓ | |
| 22 | Guru memberikan apresiasi selesai melakukan permainan. | ✓ | |
| 23 | Guru memberikan tindak lanjut dengan memberikan worksheet untuk memerikasa pemahaman siswa. | ✓ | |
| 24 | Guru memeriksa proses belajar siswa dengan berkeliling kelas. | ✓ | |
| 25 | Guru membantu hanya siswa yang mengalami kesulitan. | ✓ | |
| 26 | Guru menggunakan bahasa Inggris dalam memberikan instruksi sederhana di kelas. | ✓ | |
| 27 | Guru menggunakan bahasa tubuh ketika berbicara untuk memperjelas maksud dari ucapan. | ✓ | |
| | **C. Penutup** | | |
| 28 | Guru membahas *worksheet*. | | ✓ |
| 29 | Guru memberikan penghargaan pada siswa. | ✓ | |
| 30 | Guru mengajak siswa untuk menyimpulkan apa yang telah dipelajari. | ✓ | |
| 31 | Guru menutup kelas dengan berdoa. | ✓ | |
| 32 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 33 | Guru menggunakan Bahasa Inggris untuk menutup kelas. | ✓ | |

**LEMBAR OBSERVASI KEGIATAN GURU DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 4 September 2013

Kompetensi Dasar : 2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, **meminta barang dan memberi barang.**

Kelas : V

Observer : Dea Damayanti Rustandi

Aktivitas Guru pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak |
|---|---|---|---|
| | **A. Pendahuluan** | ✓ | |
| 1 | Guru menarik perhatian siswa sebelum memulai pelajaran. | ✓ | |
| 2 | Guru membuka kelas dengan berdoa. | ✓ | |
| 3 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 4 | Guru melakukan apresiasi pada siswa. | ✓ | |
| 5 | Guru memberikan motivasi pada siswa | ✓ | |
| 6 | Guru memberikan brain-storming pada siswa. | ✓ | |
| 7 | Guru menyampaikan tema yang akan dipelajari dan tujuannya. | ✓ | |
| 8 | Guru menggunakan Bahasa Inggris untuk membuka kelas. | ✓ | |
| | **B. Kegiatan Inti** | | |
| 9 | Guru memperkenalkan kosakata Bahasa Inggris yang berhubungan dengan tema | ✓ | |
| 10 | Guru mengajarkan cara pengucapan dari kosakata Bahasa Inggris. | ✓ | |
| 11 | Guru memeriksa pengucapan kosakata pada siswa Bahasa Inggris. | ✓ | |
| 12 | Guru mengajarkan ungkapan Bahasa Inggris saat | ✓ | |

| | | | |
|---|---|---|---|
| | memperkenalkan kosakata Bahasa Inggris. | | |
| 13 | Guru menarik siswa untuk aktif. | ✓ | |
| 14 | Guru mengarahkan siswa untuk melakukan permainan (misal membagi kelompok) | ✓ | |
| 15 | Guru menjelaskan aturan permainan. | ✓ | |
| 16 | Guru memberi contoh. | ✓ | |
| 17 | Guru memastikan semua siswa memahami aturan permainan dan peran mereka dalam permainan. | ✓ | |
| 18 | Guru mengontrol jalannya permainan. | ✓ | |
| 19 | Guru mengobservasi kegiatan siswa dalam permainan. | ✓ | |
| 20 | Guru memotivasi siswa agar antusias mengikuti permainan. | ✓ | |
| 21 | Guru mengarahkan siswa untuk bermain sesuai peraturan. | ✓ | |
| 22 | Guru memberikan apresiasi selesai melakukan permainan. | ✓ | |
| 23 | Guru memberikan tindak lanjut dengan memberikan worksheet untuk memerikasa pemahaman siswa. | ✓ | |
| 24 | Guru memeriksa proses belajar siswa dengan berkeliling kelas. | ✓ | |
| 25 | Guru membantu hanya siswa yang mengalami kesulitan. | ✓ | |
| 26 | Guru menggunakan bahasa Inggris dalam memberikan instruksi sederhana di kelas. | ✓ | |
| 27 | Guru menggunakan bahasa tubuh ketika berbicara untuk memperjelas maksud dari ucapan. | ✓ | |
| | **C. Penutup** | | |
| 28 | Guru membahas *worksheet*. | ✓ | |
| 29 | Guru memberikan penghargaan pada siswa. | ✓ | |
| 30 | Guru mengajak siswa untuk menyimpulkan apa yang telah dipelajari. | ✓ | |
| 31 | Guru menutup kelas dengan berdoa. | | ✓ |
| 32 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | | ✓ |
| 33 | Guru menggunakan Bahasa Inggris untuk menutup kelas. | | ✓ |

**LEMBAR OBSERVASI KEGIATAN GURU DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 11 September 2013

Kompetensi Dasar : 2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: **mengenalkan diri**, mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui dan melarang.

Kelas : V

Observer : Dea Damayanti Rustandi

Aktivitas Guru pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak |
|---|---|---|---|
| | **A. Pendahuluan** | | |
| 1 | Guru menarik perhatian siswa sebelum memulai pelajaran. | ✓ | |
| 2 | Guru membuka kelas dengan berdoa. | ✓ | |
| 3 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 4 | Guru melakukan apresiasi pada siswa. | ✓ | |
| 5 | Guru memberikan motivasi pada siswa | ✓ | |
| 6 | Guru memberikan brain-storming pada siswa. | ✓ | |
| 7 | Guru menyampaikan tema yang akan dipelajari dan tujuannya. | ✓ | |
| 8 | Guru menggunakan Bahasa Inggris untuk membuka kelas. | ✓ | |
| | **B. Kegiatan Inti** | | |
| 9 | Guru memperkenalkan kosakata Bahasa Inggris yang berhubungan dengan tema | ✓ | |
| 10 | Guru mengajarkan cara pengucapan dari kosakata Bahasa Inggris. | ✓ | |
| 11 | Guru memeriksa pengucapan kosakata pada siswa Bahasa Inggris. | ✓ | |
| 12 | Guru mengajarkan ungkapan Bahasa Inggris saat | ✓ | |

| | | | |
|---|---|---|---|
| | memperkenalkan kosakata Bahasa Inggris. | | |
| 13 | Guru menarik siswa untuk aktif. | ✓ | |
| 14 | Guru mengarahkan siswa untuk melakukan permainan (misal membagi kelompok) | ✓ | |
| 15 | Guru menjelaskan aturan permainan. | ✓ | |
| 16 | Guru memberi contoh. | ✓ | |
| 17 | Guru memastikan semua siswa memahami aturan permainan dan peran mereka dalam permainan. | ✓ | |
| 18 | Guru mengontrol jalannya permainan. | ✓ | |
| 19 | Guru mengobservasi kegiatan siswa dalam permainan. | ✓ | |
| 20 | Guru memotivasi siswa agar antusias mengikuti permainan. | ✓ | |
| 21 | Guru mengarahkan siswa untuk bermain sesuai peraturan. | ✓ | |
| 22 | Guru memberikan apresiasi selesai melakukan permainan. | ✓ | |
| 23 | Guru memberikan tindak lanjut dengan memberikan worksheet untuk memerikasa pemahaman siswa. | ✓ | |
| 24 | Guru memeriksa proses belajar siswa dengan berkeliling kelas. | ✓ | |
| 25 | Guru membantu hanya siswa yang mengalami kesulitan. | ✓ | |
| 26 | Guru menggunakan bahasa Inggris dalam memberikan instruksi sederhana di kelas. | ✓ | |
| 27 | Guru menggunakan bahasa tubuh ketika berbicara untuk memperjelas maksud dari ucapan. | ✓ | |
| | **C. Penutup** | | |
| 28 | Guru membahas *worksheet*. | | ✓ |
| 29 | Guru memberikan penghargaan pada siswa. | ✓ | |
| 30 | Guru mengajak siswa untuk menyimpulkan apa yang telah dipelajari. | | ✓ |
| 31 | Guru menutup kelas dengan berdoa. | | ✓ |
| 32 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | | ✓ |
| 33 | Guru menggunakan Bahasa Inggris untuk menutup kelas. | | ✓ |

**LEMBAR OBSERVASI KEGIATAN GURU DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 18 September 2013

Kompetensi Dasar : 3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

Aktivitas Guru pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak |
|---|---|---|---|
| | **A. Pendahuluan** | | |
| 1 | Guru menarik perhatian siswa sebelum memulai pelajaran. | ✓ | |
| 2 | Guru membuka kelas dengan berdoa. | ✓ | |
| 3 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 4 | Guru melakukan apresiasi pada siswa. | ✓ | |
| 5 | Guru memberikan motivasi pada siswa | ✓ | |
| 6 | Guru memberikan brain-storming pada siswa. | ✓ | |
| 7 | Guru menyampaikan tema yang akan dipelajari dan tujuannya. | ✓ | |
| 8 | Guru menggunakan Bahasa Inggris untuk membuka kelas. | ✓ | |
| | **B. Kegiatan Inti** | | |
| 9 | Guru memperkenalkan kosakata Bahasa Inggris yang berhubungan dengan tema | ✓ | |
| 10 | Guru mengajarkan cara pengucapan dari kosakata Bahasa Inggris. | ✓ | |
| 11 | Guru memeriksa pengucapan kosakata pada siswa Bahasa Inggris. | ✓ | |
| 12 | Guru mengajarkan ungkapan Bahasa Inggris saat memperkenalkan kosakata Bahasa Inggris. | ✓ | |
| 13 | Guru menarik siswa untuk aktif. | ✓ | |

| | | | |
|---|---|---|---|
| 14 | Guru mengarahkan siswa untuk melakukan permainan (misal membagi kelompok) | ✓ | |
| 15 | Guru menjelaskan aturan permainan. | ✓ | |
| 16 | Guru memberi contoh. | ✓ | |
| 17 | Guru memastikan semua siswa memahami aturan permainan dan peran mereka dalam permainan. | ✓ | |
| 18 | Guru mengontrol jalannya permainan. | ✓ | |
| 19 | Guru mengobservasi kegiatan siswa dalam permainan. | ✓ | |
| 20 | Guru memotivasi siswa agar antusias mengikuti permainan. | ✓ | |
| 21 | Guru mengarahkan siswa untuk bermain sesuai peraturan. | ✓ | |
| 22 | Guru memberikan apresiasi selesai melakukan permainan. | ✓ | |
| 23 | Guru memberikan tindak lanjut dengan memberikan worksheet untuk memerikasa pemahaman siswa. | ✓ | |
| 24 | Guru memeriksa proses belajar siswa dengan berkeliling kelas. | ✓ | |
| 25 | Guru membantu hanya siswa yang mengalami kesulitan. | ✓ | |
| 26 | Guru menggunakan bahasa Inggris dalam memberikan instruksi sederhana di kelas. | ✓ | |
| 27 | Guru menggunakan bahasa tubuh ketika berbicara untuk memperjelas maksud dari ucapan. | ✓ | |
| | **C. Penutup** | | |
| 28 | Guru membahas *worksheet*. | | ✓ |
| 29 | Guru memberikan penghargaan pada siswa. | ✓ | |
| 30 | Guru mengajak siswa untuk menyimpulkan apa yang telah dipelajari. | ✓ | |
| 31 | Guru menutup kelas dengan berdoa. | | ✓ |
| 32 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | | ✓ |
| 33 | Guru menggunakan Bahasa Inggris untuk menutup kelas. | | |

**LEMBAR OBSERVASI KEGIATAN GURU DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 25 September 2013

Kompetensi Dasar : 4.3. Mengeja kalimat sangat sederhana seacra tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

Aktivitas Guru pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak |
|---|---|---|---|
| | **A. Pendahuluan** | | |
| 1 | Guru menarik perhatian siswa sebelum memulai pelajaran. | ✓ | |
| 2 | Guru membuka kelas dengan berdoa. | ✓ | |
| 3 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | ✓ | |
| 4 | Guru melakukan apresiasi pada siswa. | ✓ | |
| 5 | Guru memberikan motivasi pada siswa | ✓ | |
| 6 | Guru memberikan brain-storming pada siswa. | ✓ | |
| 7 | Guru menyampaikan tema yang akan dipelajari dan tujuannya. | ✓ | |
| 8 | Guru menggunakan Bahasa Inggris untuk membuka kelas. | ✓ | |
| | **B. Kegiatan Inti** | | |
| 9 | Guru memperkenalkan kosakata Bahasa Inggris yang berhubungan dengan tema | ✓ | |
| 10 | Guru mengajarkan cara pengucapan dari kosakata Bahasa Inggris. | ✓ | |
| 11 | Guru memeriksa pengucapan kosakata pada siswa Bahasa Inggris. | ✓ | |
| 12 | Guru mengajarkan ungkapan Bahasa Inggris saat memperkenalkan kosakata Bahasa Inggris. | ✓ | |
| 13 | Guru menarik siswa untuk aktif. | ✓ | |

| | | | |
|---|---|---|---|
| 14 | Guru mengarahkan siswa untuk melakukan permainan (misal membagi kelompok) | ✓ | |
| 15 | Guru menjelaskan aturan permainan. | ✓ | |
| 16 | Guru memberi contoh. | ✓ | |
| 17 | Guru memastikan semua siswa memahami aturan permainan dan peran mereka dalam permainan. | ✓ | |
| 18 | Guru mengontrol jalannya permainan. | ✓ | |
| 19 | Guru mengobservasi kegiatan siswa dalam permainan. | ✓ | |
| 20 | Guru memotivasi siswa agar antusias mengikuti permainan. | ✓ | |
| 21 | Guru mengarahkan siswa untuk bermain sesuai peraturan. | ✓ | |
| 22 | Guru memberikan apresiasi selesai melakukan permainan. | ✓ | |
| 23 | Guru memberikan tindak lanjut dengan memberikan worksheet untuk memerikasa pemahaman siswa. | ✓ | |
| 24 | Guru memeriksa proses belajar siswa dengan berkeliling kelas. | ✓ | |
| 25 | Guru membantu hanya siswa yang mengalami kesulitan. | ✓ | |
| 26 | Guru menggunakan bahasa Inggris dalam memberikan instruksi sederhana di kelas. | ✓ | |
| 27 | Guru menggunakan bahasa tubuh ketika berbicara untuk memperjelas maksud dari ucapan. | ✓ | |
| | **C. Penutup** | | |
| 28 | Guru membahas *worksheet*. | | ✓ |
| 29 | Guru memberikan penghargaan pada siswa. | ✓ | |
| 30 | Guru mengajak siswa untuk menyimpulkan apa yang telah dipelajari. | ✓ | |
| 31 | Guru menutup kelas dengan berdoa. | | ✓ |
| 32 | Guru memberikan kesempatan pada siswa untuk memimpin doa. | | ✓ |
| 33 | Guru menggunakan Bahasa Inggris untuk menutup kelas. | | |

**LEMBAR OBSERVASI KEGATAN BELAJAR SISWA DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/Tanggal : Rabu, 21 Agustus 2013

Kompetensi Dasar : 1.1. Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah.

Kelas : V

Observer : Dea Damayanti Rustandi

Kegiatan Belajar Siswa pada Siklus I/ Siklus II

| No | Kegiatan | Sangat baik | Baik | Cukup | Kurang |
|---|---|---|---|---|---|
| 1 | Antusias siswa mengikuti KBM | ✓ | | | |
| 2 | Keaktifan siswa mengikuti pelajaran | | ✓ | | |
| 3 | Praktik bahasa Inggris siswa yang dipelajarinya di kelas | | | ✓ | |
| 4 | Kerjasama siswa dengan temannya dalam permainan | ✓ | | | |
| 5 | Keberanian siswa bertanya saat mengalami kesulitan. | | ✓ | | |
| 6 | Pemahaman siswa terhadap peraturan dalam permainan | ✓ | | | |
| 7 | Kepatuhan siswa terhadap peraturan dalam permaianan | ✓ | | | |
| 8 | Kontribusi siswa baik dalam permaianan. | | ✓ | | |
| 9 | Respon siswa terhadap pembelajaran Bahasa Inggris dengan menggunakan permainan. | ✓ | | | |
| 10 | Respon siswa terhadap keseluruhan KBM. | ✓ | | | |
| 11 | Respon siswa terhadap guru. | ✓ | | | |

**LEMBAR OBSERVASI KEGATAN BELAJAR SISWA DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 28 Agustus 2013

Kompetensi Dasar : 1.2. Merespon instruksi sangat sederhana secara verbal

Kelas : V

Observer : Dea Damayanti Rustandi

Kegiatan Belajar Siswa pada Siklus I/ Siklus II

| No | Kegiatan | Sangat baik | Baik | Cukup | Kurang |
|---|---|---|---|---|---|
| 1 | Antusias siswa mengikuti KBM | ✓ | | | |
| 2 | Keaktifan siswa mengikuti pelajaran | ✓ | | | |
| 3 | Praktik bahasa Inggris siswa yang dipelajarinya di kelas | | | ✓ | |
| 4 | Kerjasama siswa dengan temannya dalam permainan | ✓ | | | |
| 5 | Keberanian siswa bertanya saat mengalami kesulitan. | ✓ | | | |
| 6 | Pemahaman siswa terhadap peraturan dalam permainan | ✓ | | | |
| 7 | Kepatuhan siswa terhadap peraturan dalam permaianan | | ✓ | | |
| 8 | Kontribusi siswa baik dalam permaianan. | ✓ | | | |
| 9 | Respon siswa terhadap pembelajaran Bahasa Inggris dengan menggunakan permainan. | ✓ | | | |
| 10 | Respon siswa terhadap keseluruhan KBM. | | ✓ | | |
| 11 | Respon siswa terhadap guru. | | ✓ | | |

**LEMBAR OBSERVASI KEGATAN BELAJAR SISWA DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 4 September 2013

Kompetensi Dasar : 2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, **meminta barang dan memberi barang.**

Kelas : V

Observer : Dea Damayanti Rustandi

Kegiatan Belajar Siswa pada Siklus I/ Siklus II

| **No** | **Kegiatan** | **Sangat baik** | **Baik** | **Cukup** | **Kurang** |
|---|---|---|---|---|---|
| 1 | Antusias siswa mengikuti KBM | ✓ | | | |
| 2 | Keaktifan siswa mengikuti pelajaran | ✓ | | | |
| 3 | Praktik bahasa Inggris siswa yang dipelajarinya di kelas | ✓ | | | |
| 4 | Kerjasama siswa dengan temannya dalam permainan | ✓ | | | |
| 5 | Keberanian siswa bertanya saat mengalami kesulitan. | ✓ | | | |
| 6 | Pemahaman siswa terhadap peraturan dalam permainan | ✓ | | | |
| 7 | Kepatuhan siswa terhadap peraturan dalam permaianan | ✓ | | | |
| 8 | Kontribusi siswa baik dalam permaianan. | | ✓ | | |
| 9 | Respon siswa terhadap pembelajaran Bahasa Inggris dengan menggunakan permainan. | ✓ | | | |
| 10 | Respon siswa terhadap keseluruhan KBM. | ✓ | | | |
| 11 | Respon siswa terhadap guru. | ✓ | | | |

**LEMBAR OBSERVASI KEGATAN BELAJAR SISWA DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 11 September 2013

Kompetensi Dasar : 2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: **mengenalkan diri**, mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui dan melarang.

Kelas : V

Observer : Dea Damayanti Rustandi

Kegiatan Belajar Siswa pada Siklus I/ Siklus II

| No | Kegiatan | Sangat baik | Baik | Cukup | Kurang |
|---|---|---|---|---|---|
| 1 | Antusias siswa mengikuti KBM | ✓ | | | |
| 2 | Keaktifan siswa mengikuti pelajaran | ✓ | | | |
| 3 | Praktik bahasa Inggris siswa yang dipelajarinya di kelas | ✓ | | | |
| 4 | Kerjasama siswa dengan temannya dalam permainan | ✓ | | | |
| 5 | Keberanian siswa bertanya saat mengalami kesulitan. | | ✓ | | |
| 6 | Pemahaman siswa terhadap peraturan dalam permainan | ✓ | | | |
| 7 | Kepatuhan siswa terhadap peraturan dalam permaianan | | ✓ | | |
| 8 | Kontribusi siswa baik dalam permaianan. | | ✓ | | |
| 9 | Respon siswa terhadap pembelajaran Bahasa Inggris dengan menggunakan permainan. | ✓ | | | |
| 10 | Respon siswa terhadap keseluruhan KBM. | ✓ | | | |
| 11 | Respon siswa terhadap guru. | ✓ | | | |

**LEMBAR OBSERVASI KEGATAN BELAJAR SISWA DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 18 September 2013

Kompetensi Dasar : 3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

Kegiatan Belajar Siswa pada Siklus I/ Siklus II

| No | Kegiatan | Sangat baik | Baik | Cukup | Kurang |
|---|---|---|---|---|---|
| 1 | Antusias siswa mengikuti KBM | ✓ | | | |
| 2 | Keaktifan siswa mengikuti pelajaran | ✓ | | | |
| 3 | Praktik bahasa Inggris siswa yang dipelajarinya di kelas | ✓ | | | |
| 4 | Kerjasama siswa dengan temannya dalam permainan | ✓ | | | |
| 5 | Keberanian siswa bertanya saat mengalami kesulitan. | ✓ | | | |
| 6 | Pemahaman siswa terhadap peraturan dalam permainan | ✓ | | | |
| 7 | Kepatuhan siswa terhadap peraturan dalam permaianan | | ✓ | | |
| 8 | Kontribusi siswa baik dalam permaianan. | ✓ | | | |
| 9 | Respon siswa terhadap pembelajaran Bahasa Inggris dengan menggunakan permainan. | ✓ | | | |
| 10 | Respon siswa terhadap keseluruhan KBM. | ✓ | | | |
| 11 | Respon siswa terhadap guru. | ✓ | | | |

**LEMBAR OBSERVASI KEGATAN BELAJAR SISWA DALAM PROSES PEMBELAJARAN DAN PENGAJARAN DENGAN MENGGUNAKAN *GAMES***

Hari/tanggal : Rabu, 25 September 2013

Kompetensi Dasar : 4.3. Mengeja kalimat sangat sederhana seacra tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

Kegiatan Belajar Siswa pada Siklus I/ Siklus II

| No | Kegiatan | Sangat baik | Baik | Cukup | Kurang |
|---|---|---|---|---|---|
| 1 | Antusias siswa mengikuti KBM | ✓ | | | |
| 2 | Keaktifan siswa mengikuti pelajaran | ✓ | | | |
| 3 | Praktik bahasa Inggris siswa yang dipelajarinya di kelas | | ✓ | | |
| 4 | Kerjasama siswa dengan temannya dalam permainan | ✓ | | | |
| 5 | Keberanian siswa bertanya saat mengalami kesulitan. | ✓ | | | |
| 6 | Pemahaman siswa terhadap peraturan dalam permainan | ✓ | | | |
| 7 | Kepatuhan siswa terhadap peraturan dalam permaianan | ✓ | | | |
| 8 | Kontribusi siswa baik dalam permaianan. | ✓ | | | |
| 9 | Respon siswa terhadap pembelajaran Bahasa Inggris dengan menggunakan permainan. | ✓ | | | |
| 10 | Respon siswa terhadap keseluruhan KBM. | ✓ | | | |
| 11 | Respon siswa terhadap guru. | ✓ | | | |

**LEMBAR OBSERVASI PENGAMATAN KELAS**

Hari/Tanggal : Rabu, 21 Agustus 2013

Kompetensi Dasar : 1.1. Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah.

Kelas : V

Observer : Dea Damayanti Rustandi

Pengamatan Kelas Pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Materi sesuai dengan kecenderungan siswa. | ✓ | | |
| 2 | Materi mudah difahami siswa. | ✓ | | |
| 3 | Materi terlalu sulit untuk siswa. | | ✓ | |
| 4 | Adanya media yang digunakan guru dalam mengajar | ✓ | | |
| 5 | Media membantu siswa untuk lebih mudah memahami materi yang disampaikan. | ✓ | | |
| 6 | Guru menggunakan Bahasa inggris dalam memberikan instruksi sederhana. | ✓ | | |
| 7 | Peran guru dalam pembelajaran bervariasi. | ✓ | | |
| 8 | Guru memiliki selera humor. | ✓ | | |
| 9 | Kelas terdiri dari banyak siswa yang memiliki kemampuan dan asal usul yang berbeda-beda. | ✓ | | |
| 10 | Adanya peraturan yang harus diikuti siswa. | ✓ | | |
| 11 | Siswa mengalami kesulitan dalam mengikuti tahapan-tahapan pembelajaran. | | ✓ | |
| 12 | Siswa mengalami kesulitan dalam memahami bahasa Inggris. | ✓ | | Sebelumnya siswa memang sangat jarang mendapat input bahasa Inggris |
| 13 | Siswa mengalami kesulitan dalam mempraktikkan | ✓ | | Sebelumnya siswa sangat |

| | | | | |
|---|---|---|---|---|
| | bahasa Inggris. | | | jarang mempraktikan bahasa Inggris |
| 14 | Siswa mengalami kesulitan dalam mengerjakan tugas. | | ✓ | |
| 15 | Teknik yang digunakan menarik perhatian siswa. | ✓ | | |
| 16 | Teknik yang digunakan sesuai dengan karakteristik siswa. | ✓ | | |
| 17 | Teknik yang digunakan memfasilitasi siswa untuk belajar Bahasa. | ✓ | | |
| 18 | Aktivitas yang dilakukan mendukung/sesuai 4 *skills*. | ✓ | | |
| 19 | Aktivitas yang digunakan sesuai dengan kondisi siswa. | ✓ | | |
| 20 | Aktivitas yang dilakukan rumit bagi siswa. | ✓ | | |
| 21 | Aktivitas mendukung terpenuhinya tujuan pembelajaran. | | ✓ | |

**LEMBAR OBSERVASI PENGAMATAN KELAS**

Hari/tanggal : Rabu, 28 Agustus 2013

Kompetensi Dasar : 1.2. Merespon instruksi sangat sederhana secara verbal

Kelas : V

Observer : Dea Damayanti Rustandi

Pengamatan Kelas Pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Materi sesuai dengan kecenderungan siswa. | | | Bingung, bisa iya bisa tidak. Yang jelas siswa sulit memahami jam sekalipun dalam bahasa Indonesia. beberapa siswa masih suka bingung. |
| 2 | Materi mudah difahami siswa. | | ✓ | |
| 3 | Materi terlalu sulit untuk siswa. | ✓ | | Beberapa sisswa masih sulit memahami jam dalam bahasa Indonesia, apalagi dalam bahasa Inggris. |
| 4 | Adanya media yang digunakan guru dalam mengajar | ✓ | | Guru menggunakan jam dinding asli. |
| 5 | Media membantu siswa untuk lebih mudah memahami materi yang disampaikan. | ✓ | | |
| 6 | Guru menggunakan Bahasa inggris dalam memberikan instruksi sederhana. | ✓ | | |

| | | | | |
|---|---|---|---|---|
| 7 | Peran guru dalam pembelajaran bervariasi. | ✓ | | |
| 8 | Guru memiliki selera humor. | ✓ | | |
| 9 | Kelas terdiri dari banyak siswa yang memiliki kemampuan dan asal usul yang berbeda-beda. | ✓ | | |
| 10 | Adanya peraturan yang harus diikuti siswa. | ✓ | | |
| 11 | Siswa mengalami kesulitan dalam mengikuti tahapan-tahapan pembelajaran. | | ✓ | |
| 12 | Siswa mengalami kesulitan dalam memahami bahasa Inggris. | ✓ | | Siswa masih belum terbiasa dengan Bahasa Inggris |
| 13 | Siswa mengalami kesulitan dalam mempraktikkan bahasa Inggris. | | ✓ | |
| 14 | Siswa mengalami kesulitan dalam mengerjakan tugas. | ✓ | | |
| 15 | Teknik yang digunakan menarik perhatian siswa. | ✓ | | |
| 16 | Teknik yang digunakan sesuai dengan karakteristik siswa. | ✓ | | |
| 17 | Teknik yang digunakan memfasilitasi siswa untuk belajar Bahasa. | ✓ | | |
| 18 | Aktivitas yang dilakukan mendukung/sesuai 4 *skills*. | ✓ | | |
| 19 | Aktivitas yang digunakan sesuai dengan kondisi siswa. | ✓ | | |
| 20 | Aktivitas yang dilakukan rumit bagi siswa. | | ✓ | |
| 21 | Aktivitas mendukung terpenuhinya tujuan pembelajaran. | ✓ | | |

**LEMBAR OBSERVASI PENGAMATAN KELAS**

Hari/tanggal : Rabu, 4 September 2013

Kompetensi Dasar : 2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, **meminta barang dan memberi barang.**

Kelas : V

Observer : Dea Damayanti Rustandi

Pengamatan Kelas Pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Materi sesuai dengan kecenderungan siswa. | ✓ | | Materi sangat dekat dengan siswa yang sangat suka dengan jajanan/makanan. |
| 2 | Materi mudah difahami siswa. | ✓ | | |
| 3 | Materi terlalu sulit untuk siswa. | | ✓ | |
| 4 | Adanya media yang digunakan guru dalam mengajar | ✓ | | |
| 5 | Media membantu siswa untuk lebih mudah memahami materi yang disampaikan. | ✓ | | |
| 6 | Guru menggunakan Bahasa inggris dalam memberikan instruksi sederhana. | ✓ | | |
| 7 | Peran guru dalam pembelajaran bervariasi. | ✓ | | |
| 8 | Guru memiliki selera humor. | ✓ | | |
| 9 | Kelas terdiri dari banyak siswa yang memiliki kemampuan dan asal usul yang berbeda-beda. | ✓ | | |
| 10 | Adanya peraturan yang harus diikuti siswa. | ✓ | | |

| | | | | |
|---|---|---|---|---|
| 11 | Siswa mengalami kesulitan dalam mengikuti tahapan-tahapan pembelajaran. | | ✓ | |
| 12 | Siswa mengalami kesulitan dalam memahami bahasa Inggris. | | ✓ | Siswa mulai terbiasa dengan Bahasa Inggris yang dipakai sebagai instruksi sederhana. |
| 13 | Siswa mengalami kesulitan dalam mempraktikkan bahasa Inggris. | | ✓ | |
| 14 | Siswa mengalami kesulitan dalam mengerjakan tugas. | | ✓ | Siswa memahami materi dengan baik. |
| 15 | Teknik yang digunakan menarik perhatian siswa. | ✓ | | Penggunaan lagu menarik perhatian siswa |
| 16 | Teknik yang digunakan sesuai dengan karakteristik siswa. | ✓ | | |
| 17 | Teknik yang digunakan memfasilitasi siswa untuk belajar Bahasa. | ✓ | | |
| 18 | Aktivitas yang dilakukan mendukung/sesuai 4 *skills*. | ✓ | | |
| 19 | Aktivitas yang digunakan sesuai dengan kondisi siswa. | ✓ | | |
| 20 | Aktivitas yang dilakukan rumit bagi siswa. | | ✓ | |
| 21 | Aktivitas mendukung terpenuhinya tujuan pembelajaran. | ✓ | | |

**LEMBAR OBSERVASI PENGAMATAN KELAS**

Hari/tanggal : Rabu, 11 September 2013

Kompetensi Dasar : 2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: **mengenalkan diri**, mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui dan melarang.

Kelas : V

Observer : Dea Damayanti Rustandi

Pengamatan Kelas Pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Materi sesuai dengan kecenderungan siswa. | ✓ | | |
| 2 | Materi mudah difahami siswa. | ✓ | | |
| 3 | Materi terlalu sulit untuk siswa. | | ✓ | |
| 4 | Adanya media yang digunakan guru dalam mengajar | ✓ | | |
| 5 | Media membantu siswa untuk lebih mudah memahami materi yang disampaikan. | ✓ | | |
| 6 | Guru menggunakan Bahasa inggris dalam memberikan instruksi sederhana. | ✓ | | |
| 7 | Peran guru dalam pembelajaran bervariasi. | ✓ | | |
| 8 | Guru memiliki selera humor. | ✓ | | |
| 9 | Kelas terdiri dari banyak siswa yang memiliki kemampuan dan asal usul yang berbeda-beda. | ✓ | | |
| 10 | Adanya peraturan yang harus diikuti siswa. | ✓ | | |
| 11 | Siswa mengalami kesulitan dalam mengikuti tahapan-tahapan pembelajaran. | | ✓ | |
| 12 | Siswa mengalami kesulitan dalam memahami bahasa Inggris. | | ✓ | Sebagian masih kesulitan |
| 13 | Siswa mengalami kesulitan dalam mempraktikkan | | ✓ | Sebagian masih |

| | | | | |
|---|---|---|---|---|
| | bahasa Inggris. | | | kesulitan |
| 14 | Siswa mengalami kesulitan dalam mengerjakan tugas. | | ✓ | |
| 15 | Teknik yang digunakan menarik perhatian siswa. | ✓ | | Guru memotivasi siswa dengan menyediakan papan prestasi yang membuat siswa semakin aktif. |
| 16 | Teknik yang digunakan sesuai dengan karakteristik siswa. | ✓ | | |
| 17 | Teknik yang digunakan memfasilitasi siswa untuk belajar Bahasa. | ✓ | | |
| 18 | Aktivitas yang dilakukan mendukung/sesuai 4 *skills*. | ✓ | | |
| 19 | Aktivitas yang digunakan sesuai dengan kondisi siswa. | ✓ | | |
| 20 | Aktivitas yang dilakukan rumit bagi siswa. | | ✓ | |
| 21 | Aktivitas mendukung terpenuhinya tujuan pembelajaran. | ✓ | | |

**LEMBAR OBSERVASI PENGAMATAN KELAS**

Hari/tanggal : Rabu, 18 September 2013

Kompetensi Dasar : 3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

Pengamatan Kelas Pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Materi sesuai dengan kecenderungan siswa. | ✓ | | |
| 2 | Materi mudah difahami siswa. | ✓ | | |
| 3 | Materi terlalu sulit untuk siswa. | | ✓ | |
| 4 | Adanya media yang digunakan guru dalam mengajar | ✓ | | |
| 5 | Media membantu siswa untuk lebih mudah memahami materi yang disampaikan. | ✓ | | |
| 6 | Guru menggunakan Bahasa inggris dalam memberikan instruksi sederhana. | ✓ | | |
| 7 | Peran guru dalam pembelajaran bervariasi. | ✓ | | |
| 8 | Guru memiliki selera humor. | ✓ | | |
| 9 | Kelas terdiri dari banyak siswa yang memiliki kemampuan dan asal usul yang berbeda-beda. | ✓ | | |
| 10 | Adanya peraturan yang harus diikuti siswa. | ✓ | | |
| 11 | Siswa mengalami kesulitan dalam mengikuti tahapan-tahapan pembelajaran. | | ✓ | |
| 12 | Siswa mengalami kesulitan dalam memahami bahasa Inggris. | | ✓ | |
| 13 | Siswa mengalami kesulitan dalam mempraktikkan bahasa Inggris. | | ✓ | |

| | | | | |
|---|---|---|---|---|
| 14 | Siswa mengalami kesulitan dalam mengerjakan tugas. | | ✓ | |
| 15 | Teknik yang digunakan menarik perhatian siswa. | ✓ | | |
| 16 | Teknik yang digunakan sesuai dengan karakteristik siswa. | ✓ | | |
| 17 | Teknik yang digunakan memfasilitasi siswa untuk belajar Bahasa. | ✓ | | |
| 18 | Aktivitas yang dilakukan mendukung/sesuai 4 *skills*. | ✓ | | |
| 19 | Aktivitas yang digunakan sesuai dengan kondisi siswa. | ✓ | | |
| 20 | Aktivitas yang dilakukan rumit bagi siswa. | | ✓ | |
| 21 | Aktivitas mendukung terpenuhinya tujuan pembelajaran. | ✓ | | |

**LEMBAR OBSERVASI PENGAMATAN KELAS**

Hari/tanggal : Rabu, 25 September 2013

Kompetensi Dasar : 4.3. Mengeja kalimat sangat sederhana seacra tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

Pengamatan Kelas Pada Siklus I/ Siklus II

| No | Kegiatan | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Materi sesuai dengan kecenderungan siswa. | ✓ | | |
| 2 | Materi mudah difahami siswa. | ✓ | | |
| 3 | Materi terlalu sulit untuk siswa. | | ✓ | |
| 4 | Adanya media yang digunakan guru dalam mengajar | ✓ | | Media berupa wayang sangat menarik siswa untuk mengikuti pelajaran. |
| 5 | Media membantu siswa untuk lebih mudah memahami materi yang disampaikan. | ✓ | | Wayang yang digunakan sangat membantu siswa memahami cerita yang diceritakan guru. |
| 6 | Guru menggunakan Bahasa inggris dalam memberikan instruksi sederhana. | ✓ | | |
| 7 | Peran guru dalam pembelajaran bervariasi. | ✓ | | |
| 8 | Guru memiliki selera humor. | ✓ | | |
| 9 | Kelas terdiri dari banyak siswa yang memiliki kemampuan dan asal usul yang berbeda-beda. | ✓ | | |
| 10 | Adanya peraturan yang harus diikuti siswa. | ✓ | | |

| | | | | |
|---|---|---|---|---|
| 11 | Siswa mengalami kesulitan dalam mengikuti tahapan-tahapan pembelajaran. | | ✓ | |
| 12 | Siswa mengalami kesulitan dalam memahami bahasa Inggris. | | ✓ | Siswa sudah lebih komunikatif menggunakan Bahasa Inggris di kelas daripada sebelumnya. |
| 13 | Siswa mengalami kesulitan dalam mempraktikkan bahasa Inggris. | | ✓ | Banyak siswa yang berani mempraktikan Bahasa Inggris di kelas. |
| 14 | Siswa mengalami kesulitan dalam mengerjakan tugas. | | ✓ | |
| 15 | Teknik yang digunakan menarik perhatian siswa. | ✓ | | Penggunaan *storytelling* menjadi model pengajaran baru yang menarik. |
| 16 | Teknik yang digunakan sesuai dengan karakteristik siswa. | ✓ | | Siswa menyukai game, cerita dan bernyanyi. |
| 17 | Teknik yang digunakan memfasilitasi siswa untuk belajar Bahasa. | ✓ | | Sesuai. |
| 18 | Aktivitas yang dilakukan mendukung/sesuai 4 *skills*. | ✓ | | |
| 19 | Aktivitas yang digunakan sesuai dengan kondisi siswa. | ✓ | | Sangat sesuai. |
| 20 | Aktivitas yang dilakukan rumit bagi siswa. | | ✓ | |
| 21 | Aktivitas mendukung terpenuhinya tujuan pembelajaran. | ✓ | | |

**LEMBAR OBSERVASI PENGGUNAAN *GAMES***

Hari/Tanggal : Rabu, 21 Agustus 2013

Kompetensi Dasar : 1.1. Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah.

Kelas : V

Observer : Dea Damayanti Rustandi

| No | Pengaruh penggunaan games | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Siswa terlibat secara menyeluruh dalam *games* | ✓ | | |
| 2 | Siswa mengikuti *games* tanpa merasa bingung | ✓ | | Peraturan sudah dijelaskan |
| 3 | *Games* yang digunakan jelas, mudah dijelaskan dan juga dimainkan. | ✓ | | |
| 4 | Dalam *games*, fokus bahasa jelas. | ✓ | | Fokus bahasa: instruksi |
| 5 | Dengan menggunakan *games*, siswa menjadi lebih komunikatif. | ✓ | | |
| 6 | Siswa mempraktikan penggunaan bahasa Inggris dalam *games.* | ✓ | | Praktik siswa masih kaku |
| 7 | Siswa mendapat kesempatan untuk memilih dalam *games*. | ✓ | | |
| 8 | Siswa dapat berinisiasi dalam *games.* | ✓ | | |
| 9 | Siswa memahami *games* yang dimainkan. | ✓ | | Awalnya butuh penjelasan beberapa kali |
| 10 | *Games* menudukung 4 *skills.* | ✓ | | Listening |
| 11 | Siswa dapat berkerjasama dalam *games*. | ✓ | | |
| 12 | Siswa antusias mengikuti *games*. | ✓ | | |

*Adapted from Brewster and Ellis*

**LEMBAR OBSERVASI PENGGUNAAN *GAMES***

Hari/tanggal : Rabu, 28 Agustus 2013

Kompetensi Dasar : 1.2. Merespon instruksi sangat sederhana secara verbal

Kelas : V

Observer : Dea Damayanti Rustandi

| No | Pengaruh penggunaan games | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Siswa terlibat secara menyeluruh dalam *games* | ✓ | | |
| 2 | Siswa mengikuti *games* tanpa merasa bingung | ✓ | | Pada awalnya kebingungan karena belum benar-benar memahami materi. |
| 3 | *Games* yang digunakan jelas, mudah dijelaskan dan juga dimainkan. | ✓ | | Game jelas, tetapi materi yang sulit difahami siswa |
| 4 | Dalam *games*, fokus bahasa jelas. | ✓ | | |
| 5 | Dengan menggunakan *games*, siswa menjadi lebih komunikatif. | ✓ | | |
| 6 | Siswa mempraktikan penggunaan bahasa Inggris dalam *games.* | ✓ | | Merespon dengan tindakan |
| 7 | Siswa mendapat kesempatan untuk memilih dalam *games*. | ✓ | | |
| 8 | Siswa dapat berinisiasi dalam *games.* | ✓ | | |
| 9 | Siswa memahami *games* yang dimainkan. | ✓ | | |
| 10 | *Games* menudukung 4 *skills.* | ✓ | | Listening |
| 11 | Siswa dapat berkerjasama dalam *games*. | ✓ | | |
| 12 | Siswa antusias mengikuti *games*. | ✓ | | Awalnya siswa masih nampak bingung karena belum menguasai materi. Tetapi lama kelamaan siswa sangat antusias setelah sedikit demi sedikit dapat memahami materi melalui game. |

*Adapted from Brewster and Ellis*

**LEMBAR OBSERVASI PENGGUNAAN *GAMES***

Hari/tanggal : Rabu, 4 September 2013

Kompetensi Dasar : 2.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, **meminta barang dan memberi barang.**

Kelas : V

Observer : Dea Damayanti Rustandi

| No | Pengaruh penggunaan games | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Siswa terlibat secara menyeluruh dalam *games* | ✓ | | |
| 2 | Siswa mengikuti *games* tanpa merasa bingung | ✓ | | |
| 3 | *Games* yang digunakan jelas, mudah dijelaskan dan juga dimainkan. | ✓ | | |
| 4 | Dalam *games*, fokus bahasa jelas. | ✓ | | |
| 5 | Dengan menggunakan *games*, siswa menjadi lebih komunikatif. | ✓ | | Survey game sangat membantu siswa menjadi lebih komunikatif |
| 6 | Siswa mempraktikan penggunaan bahasa Inggris dalam *games.* | ✓ | | Beberapa siswa masih nampak malu dan kesulitan |
| 7 | Siswa mendapat kesempatan untuk memilih dalam *games*. | ✓ | | |
| 8 | Siswa dapat berinisiasi dalam *games.* | ✓ | | Siswa memilih sendiri makanan yang mereka inginkan |
| 9 | Siswa memahami *games* yang dimainkan. | ✓ | | |
| 10 | *Games* menudukung 4 *skills.* | ✓ | | Speaking |
| 11 | Siswa dapat berkerjasama dalam *games*. | ✓ | | Siswa melakukan survey game dengan baik |
| 12 | Siswa antusias mengikuti *games.* | ✓ | | Siswa sangat antusias dapat berbicara bahasa Inggris dengan temannya. |

**LEMBAR OBSERVASI PENGGUNAAN *GAMES***

Hari/tanggal : Rabu, 11 September 2013

Kompetensi Dasar : 2.3. Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: **mengenalkan diri**, mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui dan melarang.

Kelas : V

Observer : Dea Damayanti Rustandi

| No | Pengaruh penggunaan games | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Siswa terlibat secara menyeluruh dalam *games* | ✓ | | |
| 2 | Siswa mengikuti *games* tanpa merasa bingung | ✓ | | |
| 3 | *Games* yang digunakan jelas, mudah dijelaskan dan juga dimainkan. | ✓ | | Game yang digunakan biasa dimainkan di agenda kepramukaan |
| 4 | Dalam *games*, fokus bahasa jelas. | ✓ | | |
| 5 | Dengan menggunakan *games*, siswa menjadi lebih komunikatif. | ✓ | | |
| 6 | Siswa mempraktikan penggunaan bahasa Inggris dalam *games.* | ✓ | | |
| 7 | Siswa mendapat kesempatan untuk memilih dalam *games*. | ✓ | | |
| 8 | Siswa dapat berinisiasi dalam *games.* | ✓ | | |
| 9 | Siswa memahami *games* yang dimainkan. | ✓ | | |
| 10 | *Games* menudukung 4 *skills.* | ✓ | | Speaking |
| 11 | Siswa dapat berkerjasama dalam *games*. | ✓ | | Kompetisi menambah kekompakan dalam kelompok. |
| 12 | Siswa antusias mengikuti *games*. | ✓ | | Siswa sangat antusias dengan game yang dilakukan secara kompetisi |

*Adapted from Brewster and Ellis*

**LEMBAR OBSERVASI PENGGUNAAN *GAMES***

Hari/tanggal : Rabu, 18 September 2013

Kompetensi Dasar : 3.2. Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

| No | Pengaruh penggunaan games | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Siswa terlibat secara menyeluruh dalam *games* | ✓ | | |
| 2 | Siswa mengikuti *games* tanpa merasa bingung | ✓ | | |
| 3 | *Games* yang digunakan jelas, mudah dijelaskan dan juga dimainkan. | ✓ | | |
| 4 | Dalam *games*, fokus bahasa jelas. | ✓ | | |
| 5 | Dengan menggunakan *games*, siswa menjadi lebih komunikatif. | ✓ | | |
| 6 | Siswa mempraktikan penggunaan bahasa Inggris dalam *games.* | ✓ | | Siswa belajar memahami teks Bahasa Inggris dengan bantuan gambar. |
| 7 | Siswa mendapat kesempatan untuk memilih dalam *games*. | ✓ | | |
| 8 | Siswa dapat berinisiasi dalam *games.* | ✓ | | Banyak siswa berinisiasi membuat gambar sebaik-baiknya sesuai imajinasi mereka. |
| 9 | Siswa memahami *games* yang dimainkan. | ✓ | | |
| 10 | *Games* menudukung 4 *skills.* | ✓ | | |
| 11 | Siswa dapat berkerjasama dalam *games*. | ✓ | | |
| 12 | Siswa antusias mengikuti *games*. | ✓ | | Kebanyakan siswa suka bermain dengan gambar dan pensil warna.<br>Penggunaan lagu membuat siswa semakin antusias. |

**LEMBAR OBSERVASI PENGGUNAAN *GAMES***

Hari/tanggal : Rabu, 25 September 2013

Kompetensi Dasar : 4.3. Mengeja kalimat sangat sederhana seacra tepat dan berterima.

Kelas : V

Observer : Dea Damayanti Rustandi

| No | Pengaruh penggunaan games | Ya | Tidak | Catatan |
|---|---|---|---|---|
| 1 | Siswa terlibat secara menyeluruh dalam *games* | ✓ | | |
| 2 | Siswa mengikuti *games* tanpa merasa bingung | ✓ | | |
| 3 | *Games* yang digunakan jelas, mudah dijelaskan dan juga dimainkan. | ✓ | | |
| 4 | Dalam *games*, fokus bahasa jelas. | ✓ | | Game menuntun siswa untuk dapat membuat kalimat. |
| 5 | Dengan menggunakan *games*, siswa menjadi lebih komunikatif. | ✓ | | |
| 6 | Siswa mempraktikan penggunaan bahasa Inggris dalam *games.* | ✓ | | Menulis. |
| 7 | Siswa mendapat kesempatan untuk memilih dalam *games*. | ✓ | | |
| 8 | Siswa dapat berinisiasi dalam *games.* | ✓ | | |
| 9 | Siswa memahami *games* yang dimainkan. | ✓ | | |
| 10 | *Games* menudukung 4 *skills.* | ✓ | | |
| 11 | Siswa dapat berkerjasama dalam *games*. | ✓ | | |
| 12 | Siswa antusias mengikuti *games*. | ✓ | | |

*Adapted from Brewster and Ellis*

# FIELD NOTES

**Field Note 1**
Senin, 29 April 2013
Pukul 8 pagi R mendatangi sekolah dan menemui kepala sekolah untuk membicarakan perihal rencana penelitian di sekolah SDN Mandapa II. Kepala sekolah menyambut baik rencana penelitian yang akan dilakukan R. Karena adanya isu penerapan kurikulum 2013 yang berisi penghapusan mata pelajaran Bahasa Inggris di tingkat SD, maka R menanyakan keberadaan mata pelajaran Bahasa Inggris di SDN Mandapa II pada tahun ajaran baru. Kepala sekolah menjelaskan rencana penerapan kurikulum 2013 yang akan diterapkan secara bertahap sehingga pada tahun ajaran semester 1 masih akan menggunakan KTSP.
Beberapa saat kemudian setelah R berdialog dengan kepala sekolah, R bertemu dengan T. R berdialog dengan T terkait kondisi kelas, khususnya di kelas V yang akan menjadi subjek penelitian. R menanyakan kondisi pengajaran dan pembelajaran di kelas V dan juga kecenderungan S calon kelas V. Kemudian R menginterview beberapa S untuk mengetahui kondisi S. R menarik kesimpulan untuk meningkatkan kualitas pengajaran dan pembelajaran di kelas dengan menggunakan games.

**Field Note 2**
Senin, 29 Juli 2013
Pukul 9 pagi R datang ke sekolah untuk menemui kepala sekolah. Di ruang guru, R menemui kepala sekolah untuk memberikan surat izin penelitian dan juga propsal penelitian. R menjelaskan rancangan penelitan. Kepala sekolah sangat setuju dengan rancangan penelitian. Kemudian R meminta izin untuk kembali melakukan observasi untuk pengambilan data awal sebelum diberikan perlakuan. Karena T mata pelajaran Bahasa Inggris tidak berada di sekolah, maka Kepala sekolah meminta R untuk kembali ke sekolah besok untuk menentukan jadwal bersama T mata pelajaran Bahasa Inggris.

**Field Note 3**
Selasa, 30 Juli 2013
Pukul 8 pagi R mendatangi sekolah sesuai dengan janji kemarin. Kepala sekolah menyambut R dan mempertemukan R dengan T. R mendapat jadwal mata pelajaran Bahasa Inggris yang fleksibel pada hari Rabu, artinya setiap hari rabu mata pelajaran bahasa Inggris bisa dimulai pada jam pelajaran ke berapa pun. R pamit untuk besok datang kembali.

**Field Note 4**
Rabu, 31 Juli 2013
Pukul 7.20 pagi R mendatangi sekolah yang masih sepi karena pada bulan Ramadhan pelajaran dimulai jam 7.30. R menunggu para guru yang ternyata bel masuk baru dibunyikan pukul 8 pagi. R menemui T dan langsung masuk kelas. Ketika R dan T masuk kelas, siswa masih asyik bermain. T berkata pada para S "Ayeuna pelajaran Bahasa inggris helua nya." S duduk dan menyiapkan buku catatan masing-masing. R duduk di kursi belakang dan T berdiri di depan kelas.
T menyapa S dengan ucapan "Good moorning. How are you?" S menjawab, "Good morning, I'm fine." T bertanya, "Entos ngadoa teu acan?" S menjawab, "Entos". T memperkenalkan R pada siswa secara singkat. Setelah itu T menyiapkan S untuk belajar dengan berkata, "Sok ayeuna siapkeun buku catatan Bahasa Inggrisna." T membuka-buka

LKS lalu menulis beberapa kosakata di papan tulis. Setelah selesai menulis di papan tulis T berkata, “Sok ditulis ya yang ada di papan tulis.” S menulis di buku catatan masing-masing. Ketika S menulis, T berjalan mendekati R lalu meminta R untuk melanjutkan pembelajaran. T berkata, “Teh, punten nya, ieu kelas mangga diisi ku teteh. Abi bade ka kelas VI sareng bade legalisir ka sakola.” R menanyakan pada T rencana pembelajaran seperti apa dan apa saja yang harus diajarkan. T meminta agar R menanyakan arti kosakata yang ada di papan tulis pada S. Jika S tidak tahu maka S diminta untuk membuka kamus. T meminta R untuk mengikuti aktivitas yang sudah ada di LKS. Sebelum meninggalkan kelas T berkata pada S, “Sekarang belajar Bahasa Inggrisnya sama Bu Yesi ya.” T meninggalkan ruang kelas V.

R mempelajari isi LKS sambil menunggu S selesai menulis. Beberapa menit kemudian R mulai melanjutkan pembelajaran. Sebelum melanjutkan pembelajaran R menyapa S dengan lagu. S antusias dan belajar menjawab dengan lagu. R menyapa S beberapa kali untuk melatih S. R memperkenalkan diri lagi dan menjelaskan tujuan R yang akan mengajar selama 6 kali setelah liburan idul fitri. Karena selama ini penggunaan Bahasa Inggris di kelas hanya unuk menyapa, maka R menjelaskan bahwa R akan lebih sering menggunakan bahasa Inggris di kelas. S setuju untuk sama-sama belajar menggunakan Bahasa Inggris. Setelah perkenalan, R mulai melanjutkan pembelajaran dan bertanya arti kata ‘clothes’. S membuka kamus dan menjawab, “pakaian”. R membacakan kosakata di papan tulis dan meminta siswa mengulangi untuk mengucapkan kosakata. R melatih pengucapan kosakata dan menggunakan “I wear...” R mengechek pelafalan S. Setelah itu, R menanyakan arti kosakata yang ada di papan tulis satu per satu. Saat S kesulitan menjawab, T memberikan clue dengan menggunakan bahasa Inggris. S nampak kesulitan memahami Bahasa Inggris. R membantu S dengan mengiringi Bahasa Inggris dengan Bahasa Indonesia.

Setelah mengartikan semua kosakata, S kembali menulis sedangkan R merancang game sederhana secara mendadak. R membagi S kedalam beberapa kelompok. S bermain ‘Guessing game’. S antusias mengikuti game. S mulai belajar mempraktikan Bahasa Inggris dalam game. Selesai bermain game, R mengajak S bernyayi ‘If you happy’ untuk membuat S kembali tenang. Setelah itu R mengecheck pemahaman S terhadap materi. R melanjutkan pembelajaran mengikuti aktivitas di LKS sesuai dengan permintaan T. Selesai pembelajaran, R mewawancarai beberapa S.

R menunggu T hingga pukul 11. R bertemu T untuk refleksi dan juga wawancara.

**Field Note 5**

Rabu, 21 Agustus 2013

Pukul 8 pagi R datang ke sekolah dan menemui wali kelas V. Setelah disepakati R akan mulai mengajar pada jam pelajaran ke 4, setelah selesai jam istirahat.

Pukul 09.15 R memasuki ruang kelas V. S sudah nampak siap belajar meskipun masih ada beberapa S yang masih mengobrol dengan temannya. R menggeser posisi meja T ke tengah dan S menjadi lebih tenang. S diam dan menyiapkan buku catatan mereka. R membuka kelas dengan mengucap salam dan juga menyapa S dengan bernyanyi. S antusias menanggapi. R meminta S untuk berdoa dan memberikan kesempatan pada S untuk memimpin doa. Mulanya S malu-malu dan tak berani memimpin doa dengan menggunakan bahasa Inggris namun setelah R memotivasi dan berkata akan mengajari S untuk memimpin doa dengan menggunakan Bahasa Inggris, salah satu S berani memimpin doa. R membisikkan S apa yang harus diucapkan. R mengecheck presensi dan memberikan game ringan (simon says) untuk menarik perhatian S. S nampak senang dengan game ringan yang diberikan.

R menunjukkan beberapa alat tulis sambil bertanya nama alat tulis dalam bahasa Indonesia dan bahasa Inggris. S menebak nama alat tulis dalam bahasa Inggris. R memperkenalkan kosakata dengan menggunakan ungkapan "take me..." S menirukan pengucapan kosakata beberapa kali. R mengecheck pelafalan S dengan menunjuk S secara acak. Setelah S dapat melafalkan dengan baik, R mengajak S untuk bermain. S menjadi antusias. R memperkenalkan nama game dan meminta S untuk berpasangan untuk membuat dua kelompok besar. R menjelaskan peraturan dalam permainan dan memberikan contoh cara bermain. S bermain 'bandit and sherrif' game dengan antusias.
Selesai bermain 'bandit and sherif' game, R meminta S kembali duduk dengan diiringi lagu 'sit down'. R bertanya "Are you happy?" S tidak langsung menjawab. R kembali bertanya menggunakan bahasa Indonesia kemudian S langsung menjawab "Iya Miss, seneng." R meminta S berdiri dan bernyayi "If you happy". R mengevaluasi permainan sehingga S faham apa yang dipelajari. Setelah itu, R membagi S untuk bekerja dalam kelompok. Satu kelompok terdiri dari 4 orang. Setiap kelompok mendapatkan satu set gambar alat tulis. Setiap kelompok mempraktikkan memberikan dan merespon instruksi dari kelompok lain. Dengan demikian, S bisa berinisiasi membuat instruksi sendiri. setelah beberapa kali putaran memberikan dan merespon instruksi, R membagikan lembar kerja pada S berupa satu lembar kertas dan satu set gambar alat tulis. R meminta S untuk menuliskan nama dan nomor pada box di kertas. R memberikan instruksi dan S merespon dengan menempelkan gambar pada kertas. Selesai mengerjakan lembar kerja, S bersama R merangkum pelajaran hari ini. R memberikan kesempatan pada S untuk bertanya sebelum pelajaran ditutup. R meminta S memimpin doa kemudian R menutup kelas.

**Field Note 6**

Rabu, 28 Agustus 2013

Pukul 07.10 R sudah sampai ke sekolah sebab hari ini pelajaran Bahasa Inggris akan dimulai lebih awal pada jam pertama. Suasana sekolah masih ramai dengan persiapan keberangkatan siswa yang akan pergi kemah selama 3 hari. R menemui T dan wali kelas dan pada pukul 07.20 langsung diminta masuk ke kelas V.
Suasana kelas masih ramai. Jumlah S di kelas V berkurang karena 8 orang mengikuti perkemahan. Dua orang dari kelas VI yang tidak ikut ke perkemahan ikut belajar di kelas V. Begitu R memasuki ruang kelas beberapa S nampak bersorak, "Asyik Bahasa Inggris dulu sama miss Yesi, nanti mainan lagi ya Miss." R menjawab, "Iya sok, nanti mainan lagi. Sekarang siap belajar? Are you ready?" S menjawab "yes" dan langsung menyiapkan diri untuk belajar.
R menyapa S dengan lagu dan S menjawab dengan lagu dengan kompak dan semangat, kecuali 2 orang dari kelas VI yang nampak bingung. R meminta salah satu S untuk memimpin doa belajar. S sudah mulai berani tampil memimpin doa, lebih baik dari minggu kemarin yang masih harus ditunjuk. Setelah berdoa, R mengecheck presensi dan S sudah lebih terbiasa mempraktikkan bahasa Inggris. R menanyakan pelajaran minggu kemarin untuk mengingatkan kembali pada S apa yang sudah dipelajari. Kemudian R menuntun S untuk masuk pada materi yang akan dipelajari. "Do you know what is this?" tanya R sambil mengangkat tas. "Tas, miss," jawab S. "In English, please," pinta R. "case, Miss, hehe," jawab salah satu S. "No," tanggap R. "Bag. Miss," jawab S yang lain. "Yes, great. This is my magic bag. Tas ajaib," ucap R. S tertarik. R bertanya ada apa dalam magic bag dan S menjawab alat-alat tulis dalam bahasa inggris. "No no no...it can tell us the time," jelas R. S nampak bingung memahami bahasa Inggris. "Time. Do you know time?" tanya R sambil menunjuk ke pergelangan tangan. "Jam," jawab salah satu S. "Yes, very good," tanggap R sambil mengeluarkan jam dinding. "Well, what is this?" tanya R. "Jam dinding," jawab S. "Yes, but in English?" tanya R. "Clock, Miss," jawab salah satu S

dengan pelafalan ‘clok’. “Okay great. But say clock, not clok apalagi cilok,” ucap R yang membuat S tertawa. “Ok all, repeat after me, ‘clock’,” ucap R. S menirukan ucapan R. Lalu, R memutar jarum jam dan bertanya, “What time is it? Jam berapa ini?”. “Jam salapan, Miss,” jawab salah satu S. “What is salapan in Bahasa Inggris?” tanya R. “Nine,” jawab S. “Great. So, it is nine o’clock,” ucap R. R memberikan contoh beberapa waktu dan juga mengecheck pengetahuan S tentang angka. R mengecheck pemahaman S tentang ‘telling the time’ dengan cara berkeliling dan menanyai S satu per satu dan mengajari S hingga S faham. Meskipun masih ada S yang masih nampak kebingungan.
Setelah itu R mengajak S bermain ‘clock race game’. S bermain dalam dua kelompok dengan masing-masing kelompok memiliki jam berukuran besar. R menjelaskan mengajak S bermain di halaman sekolah karena permaianan ini membutuhkan tempat yang luas. R menjelaskan peraturan dalam permainan dan memberi contoh. Saat bermain pada putaran pertama S masih bingung menyebutkan jam karena S belum benar-benar faham cara menggambarkan jam sesuai dengan yang diminta dalam bahasa Inggris. Oleh karena itu R menambahkan putaran kedua dalam permainan. Saat bermain di putaran ke-2, S sudah mulai lancar menyebutkan jam. S bermain antusias dan diakhiri dengan bernyanyi ‘if you happy’. Selesai bermain R kembali memutar jarum jam dan S menyebutkan jam. R menanyakan jam ‘”Is it ten o’clock?” S menjawab dengan yes atau no. Untuk menindak lanjuti S mendapat satu jam dengan waktu yang berbeda-beda. Masing-masing S menuliskan waktu yang tertera pada jam. R membantu S yang kesulitan menyebutkan waktu. Kemudian R memberikan worksheet dan menjelaskan pada S apa yang akan dikerjakan. R menyebutkan beberapa waktu dan S menggambar jam. R memperlihatkan jam dan menyebutkan waktu, S menjawab Yes atau No. S mereview pelajaran bersama S. Kemudian R meminta S untuk memimpin doa. R menutup kelas dengan ucapan salam.

**Field Note 7**
Rabu, 4 September 2013
Pukul 07.30 jam pertama dimulai. R masuk kelas, S masih asyik bermian dengan teman-temannya. “Asyik Miss Yesi Bahasa Inggris,” ucap salah satu S yang langsung duduk di tempat duduknya. “Miss nanti mainan lagi ya?” tanya S. “Yes,” jawab R. “Are you ready for studying English. Siap belajar bahasa Inggris nggak nih?” tanya R menarik perhatian. “Yes,” jawab S. “Okay, lets start, Assalamu’alaikum warrahmatullahi wabarakatuh,” Sapa R. S menjawab salam. R meyapa S dengan lagu ‘good morning’ memakai nada lagu ‘happy birthday’ beberapa kali hingga S mengikuti. R menyanyi ‘hello hello how are you’ dan S menanggapi dengan bernyanyi. R memberi kesempatan pada S memimpin doa sebelum belajar. Kemudian R mengecheck presensi. Setelah itu R mereview kembali meteri minggu yang lalu dan membahas worksheet. S aktif ingin mengerjakan pembahasan worksheet di papan tulis tanpa diminta.
R memperlihatkan beberapa gambar makanan sambil bernyanyi ‘Can I have’. S menebak nama-nama makanan dalam bahasa Indonesia dan Bahasa Inggris sesuai gambar kemudian menyanyi ‘Can I have’ sesuai gambar. R mengecheck pelafalan pada S. “It’s time for playing game,” ucap R yang disambut dengan ucapan “Hurray.” R membagi S kedalam tiga kelompok dengan cara berhitung. R mengatur posisi S untuk bermain ‘food in the middle’ game kemudian menjelaskan peraturan permainan. R memberikan contoh cara bermain dan menggunakan dadu. S bermain game dengan antusias. S mempraktikan meminta dan memberi makanan dalam permainan. Setelah bermain R mengajak S untuk duduk dengan bernyanyi ‘sit down’. S ikut bernyanyi ‘sit down’ ketika mereka meminta temannya untuk duduk. R mereview apa yang dipeajari dalam game kemudian R membagi S untuk bermain dalam kelompok. Setiap kelompok terdiri dari 4-5 orang. R menjelaskan bahwa S akan bermain peran ‘in the restaurant’. R menjelaskan cara bermain peran

kemudian S bermain peran. S melakukan roleplay dalam kelompok, kemudian R memintas S mempaktikkan peran mereka di depan kelas. Setelah bermain peran, masing-masing S mendapat 3 gambar makanan. S melakukan survey. S mempraktikkan bahasa Inggris dalam survey. Setelah melakukan survey, bersama R, S mereview apa yang dipalajari hari ini. Kelas ditutup pada jam istirahat.

**Field Note 8**

Rabu, 11 September 2013

R memasuki ruang kelas dan S langsung bersorak, "Asyik bahasa Inggris nya, Miss." S duduk di tempat masing-masing dan nampak siap belajar. Beberapa S bernyanyi 'hallo hallo how are you'. "Okay, Are you ready for learning English?". "Yes," jawab S. "Berdoa dulu ya, Miss?" tanya S. "Yes of course," jawab R. R membuka kelas dengan mengucap salam dan menyapa S dengan lagu. Kemudian S memimpin doa sebelum belajar. Sebelum memulai pelajaran R mengecheck presensi. Alhamdulillah, S lengkap, tidak ada yang absen. R menerangkan peraturan baru di kelas dengan adanya papan prestasi S untuk memotivasi S. S antusias ingin mendapat bintang. Salah satu S berkata, "Asyik ada bintang-bintangnya. "Yang kemarin-kemarin berprestasi dapat bintang juga nggak, Miss?" R menanggapi, "Yang dapat bintang mulai hari ini ya." "Aku mau dapat bintang, Miss," ucap beberapa S sambil mengangkat tangan. "Okay, you have to be good learners. Jadi pembelajar yang baik ya…" Beberapa siswa bertanya keriteria yang akan mendapat bintang. R menjelaskan beberapa criteria siswa yang layak mendapat bintang. Setelah itu R mereview materi minggu yang lalu dengan memberikan pertanyaan. S menjawab pertanyaan R dengan tepat. Selesai review materi, R memberikan pertanyaan seputar pekerjaan kemudian memperlihatkan beberapa gambar pada S. S menyebutkan nama pekerjaan sesuai dengan gambar dengan menggunakan bahasa Indonesia kemudian menebak dalam bahasa Inggris. R menggunakan "Hi, I'm Susan. I'm a teacher. Look! he is my father, he is a farmer." S berlatih mengucapkan kosakata beserta ungkapan sesuai contoh dari R. Setelah mempelajari ungkapan dan juga kosakata, R meminta S untuk menempelkan kosakata sesuai dengan gambar di papan tulis. R kembali mengecheck pemahaman S.

R mempersiapkan S untuk bermain. Jika sebelumnya pembagian kelompok diatur oleh R, kali ini S diberikan kesempatan untuk membuat kelompok sendiri. R menjelaskan pertauran dalam permainan dan memberikan contoh cara bermain. S bermain 'whisper race game' untuk dapat mempraktikkan dan juga memproduksi bahasa Inggris. Pada putaran pertama, pesan yang dibiskkan masih sederhana dalam bentuk kata. Kemudian pada putaran kedua, untuk membuat S lebih familiar dengan penggunaan Bahasa Inggris, pesan yang dibisikkan dalam bentuk kalimat yang lebih lengkap. S mempraktikkan ungkapan bahasa Inggris dan mencoba mengoreksi pengucapan yang salah dari teman-temannya. S bermain antusias. Setelah bermain 'whisper race game' S melakukan survey. Masing-masing S mendapat satu papan survey dan satu gambar pekerjaan. S bertanya, '"What is your job?" kepada temannya kemudian S harus menjawab pekerjaan sesuai dengan gambar. S harus mengumpulkan nama sebanyak-banyaknya di survey board. R memberikan catatan untuk tidak memberitahukan pekerjaan pada orang yang tidak menggunakan bahasa Inggris dalam bertanya. Setelah satu putaran S masih belum puas dengan hasil survey, R kembali memberikan tambahan waktu survey sekitar 2 menit dan juga tambahan untuk menanyakan pekerjaan pada R. S kembali antusias melakukan survey. Beberapa S berani bertanya pada R dengan menggunakan, "Miss, what is your job?". Setelah melakukan survey, R memberikan kesempatan pada S yang ingin menyampaikan hasil survey. R memberi contoh kemudian semua S mengangkat tangan, ingin maju ke depan kelas untuk membacakan hasil survey. Hingga jam istirahat berbunyi

hampir semua R maju untuk menyampaikan hasil survey. Beberapa S mendapat penghargaan bintang yang ditempel di papan prestasi. S termotivasi untuk mengumpukan bintang sebanyak-banyaknya.

**Field Note 9**

Rabu, 18 Sepetember 2013

R memasuki ruang kelas begitu bel berbunyi. "Miss, ayeuna bahasa Inggrisna mainnan deui?" tanya salah satu S. "Yes, of course," jawab R. "Atuh eta nyandak naon, Miss?" tanya S kembali. "Speaker," jawab R. "Ogeh bade aya musikan?" tanyanya kembali. "Yes, do you like music?" tanya R. "Asyik...," jawab S. R menarik perhatian S dengan menyanyi 'sit down'. S langsung berlarian ke tempat duduk masing-masing sambil ikut menyanyi 'sit down'. Setalah kelas tenang, R membuka kelas dengan mengucapkan salam dan menyapa S dengan lagu 'hallo hallo hallo how are you?'. Setelah itu R memberikan kesempatan pada S untuk memimpin doa. Beberapa S nampak mengangkat tangan ingin memimpin doa. R memilih salah satu S yang paling duluan mengangkat tangan untuk memimpin doa, kemudian R mengecheck presensi.

Sebelum memulai materi yang baru, bersama R, S mereview kembali pelajaran minggu kemarin. R mengajukan beberapa pertanyaan dan meminta S untuk memperkenalkan pekerjaan orang tuanya dalam bahasa Inggris di depan kelas. Beberapa S mengangkat tangan ingin mencoba memperkenalkan pekerjaan orang tuanya di depan kelas. Selesai mereview materi, R mengajak S untuk masuk ke materi berikutnya. R memperlihatkan gambar kucing dan memberikan deskripsi singkat sesuai dengan gambar. R menuliskan deskripsi di papan tulis. R mengganti gambar beserta deskripsi singkat. R memberikan deskripsi dengan menggunakan alat bantu gambar anggota tubuh binatang hingga S dapat menyebutkan beberapa deskripsi binatang. Beberapa S masih kebingungan menyebutkan warna dalam Bahasa Inggris. Mereka bertanya, "Miss, Blue itu apa?" R menjawab pertanyaan S seputar warna dengan memberikan contoh warna pada benda. R mengurangi penggunaan dan penjelasan dengan menggunakan Bahasa Indonesia agar S lebih familiar dengan Bahasa Inggris.

S bekerja dalam dua kelompok besar untuk bermain 'monsetr walz' game. R memberikan kesempatan pada S untuk menentukan anggota kelompok masing- masing. R menjelaskan peraturan permainan dan memberikan contoh. S bermain dengan antusias dengan diiringi lagu 'old mc.donald'. S membaca perintah untuk menggambar dan merespon dengan menggambar sesuai perintah. Pada putaran pertama, teks instruksi masih sederhana untuk menggambar bagian tubuh. Sedangkan pada putaran kedua, instruksi bertambah menjadi menggambar bagian tubuh dengan warna yang juga sudah disesuaikan. R mengobservasi S saat bermain. Selesai bermain, R memberikan kesempatan pada S untuk mendeskripsikan gambar monster yang mereka buat. Setelah itu, S bekerja dalam kelompok yang lebih kecil. Satu kelompok terdiri dari 4-5 orang. Setiap kelompok mendapat satu lembar kertas kosong dan juga teks deskripsi tertulis menganai binatang. Masing-masing kelompok harus menggambar sesuai dengan teks deskripsi yang dimiliki.

Setelah selesai bekerja dalam kelompok, S mengerjakan tugas individu hinggal bel tanda istirahat berbunyi. Bersama R, S mereview materi sejenak kemudian S berlarian untuk istirahat. Kelas ditutup tanpa berdoa.

**Field Note 10**

Rabu, 25 September 2013

R memasuki ruang kelas dan S langsung menyambut dengan dengan ucapan, "Asyik Bahasa Inggris sama Miss Yesi. Mainan lagi ya, Miss." "Yes, of course we will," jawab R. R menyiapkan S untuk belajar. R membuka kelas dengan mengucap salam kemudian

menyapa S dengan menyanyi. S ikut menyanyi dengan senang. R meminta S untuk memimpin doa sebelum memulai pelajaran dan banyak S yang ingin memimpin doa. Ini terlihat dari banyaknya S yang mengangkat tangan ketika ditanya, “Who want to lead the pray?”. Salah satu S memimpin doa. Setelah itu R mengecheck presnsi, satu orang S tidak hadir. S sudah terbiasa mengucap “present” dan “absent”. Kemudian, bersama R, S mereview apa yang dipelajari minggu kemarin.

Setelah itu, R menarik siswa dengan berkata, “Do you like story?”. S masih bingung. “Do you know what story is? Tahu nggak, story itu apa?” R menambahkan dengan menambahkan pengucapan dalam bahasa Indonesia. S hanya menggelengkan kepala dan berkata, “No.” R menjelaskan arti story dengan memberikan contoh, “Hmm…okay, I’ll give you the example of story, something like Cinderella, Sangkuriang, Lutung Kasarung, snow White or Putri Salju, Si Kancil dan Buaya and so on.” “Dongeng, Miss,” tebak salah satu S. “Yes, great student,” tanggap R. “Well, do you like story?” tanya R. “Yes,” jawab S serempak.. “Okay, I have a story for you and I will tell it for you. Can you give me your attention for listening to my story?” tanya R sambil menggunakan bahasa tubuh ketika menyebut ‘listening’. S manggut-manggut. “Okay thank you, the story is about Mike, Mike the magic kite,” ucap R sambil mengangkat wayang. S langsung bersorak, “hurray.” R memberikan cerita sambil memainkan wayang. S menikmati ceritanya dan focus perhatian mereka pada wayang-wayang. Setelah mendengarkan cerita, S menyebutkan nama-nama kendaraan yang ada di cerita. Setelah itu R memperkenalkan kosakata yang berhubungan dengan materi dengan menggunakan, contoh ‘I go to school by car’ dan menanyakan pada S bagaimana menulis dan mengeja kata ‘car’ dalam bahasa Inggris dan seterusnya S memperhatikan penjelasan dari R. R memberikan contoh penggunaan She goes, they go, he goes dan sebagainya.

Beberapa S masih belum hafal alphabet dalam bahasa Inggris, maka R mengajak S untuk bernyayi ABC. S antusias bernyanyi. Mereka mengulang nyanyian beberapa kali. Setelah itu R mengecheck pemahaman S terhadap alphabet dalam bahasa Inggris. Beberapa S masih kebingungan membedakan huruf A, E dan I kemudian R mengajarkan cara menghafalkan huruf A, E, dan I dalam bahasa Inggris dengan menggunakan tangan. Cara ini efektif membantu S untuk mempermudah mengingat huruf.

Setelah itu, S bersiap untuk bermain hangaroo. Permainan akan dilakukan secara kompetitif. Setiap S mendapat satu set huruf yang akan digunakan untuk bermain. Kemudian R menjelaskan peraturan permanian dan memberikan contoh cara bermaian. S bermain hangaroo games. pada putaran pertama tebakan hanya pada kata yang berhubungan dengan topic. Saat R berkata ‘Give me…and put here,” S antusias menganggakat tangan sambil menunjukkan huruf yang diminta. Mereka antusias berkompetisi dengan teman-temannya untuk dapat menempelkan huruf yang diminta R pada tempat yang tersedia untuk membuat satu kata. Kemudian pada putaran kedua, game dilakukan untuk menebak sebuah kalimat. Pertama-tama R meminta satu huruf untuk diletakkan di tempat yang R tunjuk. Selanjutnya R meminta huruf dan S yang memiliki huruf tersebut harus meletakan di tempat yang mereka pilih. Ketika terjadi kesalahan peletakan huruf, S aktif merevisi peletakan huruf menjadi kalimat yang tepat. Putaran kedua efektif mengajarkan S untuk dapat menulis dengan baik dan benar. S bermain antusias.

Setelah bermain hangaroo game, S bekerja secara berpasangan. S menyukai lembar kerja yang memiliki banyak gambar. Setelah itu, S bekerja secara individu untuk melakukan aktivitas menulis hingga bel berbunyi S langsung mengumpulkan pekerjaan mereka. R merivew materi sejenak dengan bertanya pada S, kemudian kelas ditutup tanpa berdoa.

## INTERVIEW TRANSCIPTS

**Interview 1**

**Senin 29 April 2013**

| | | |
|---|---|---|
| R | : | Kumaha A, belajar Bahasa Inggris teh? |
| S1 | : | Nya kitu lah. |
| R | : | Ngartos teu salami ieu belajar Bahasa Inggris? |
| S1 | : | Henteu. |
| R | : | Kitu belajarna kumaha? |
| S1 | : | Nya kitu da nulis bae. |
| R | : | Nulis diartikeun, kitu? |
| S1 | : | Muhun. Jadi bosen. |
| R | : | Oh...nah engke mah pami teu ngartos belajarna teh naroskeun atuh ka Ibuna. Sok naros teu? |
| S1 | : | Muhun, tapi da anggeur bae teu ngarti. |
| R | : | Ibu na sok ngajelaskeun sanes? |
| S1 | : | Jarang. |
| R | : | Kumaha wae atuh Ibuna ngajar? |
| S1 | : | Nya nulis, diartikeun. Terus masihan contoh kena ngeusian. |
| R | : | Sok diterangkeun heula? |
| S1 | : | Henteu. Ngan merean contoh bae. |
| R | : | Oh kitu. |
| R | : | Pami Ibu sok ngajar Bahasa Inggris sok nganggo permainan? |
| S2 | : | Henteu. |
| R | : | Nyanyi? |
| S2 | : | Henteu. |
| R | : | Dongeng Bahasa Inggris? |
| S2 | : | Henteu. |
| R | : | Naon wae atuh? |
| S2 | : | Nulis jeung ngeusian. |

**Inetrview 2**

**Rabu, 31 Juli 2013**

| | | |
|---|---|---|
| R | : | Namina saha? |
| S3 | : | Eva |
| R | : | Oh Reva nya...pami belajar bahasa Inggris kaungkur-kapungkur kumaha? Resep teu bahasa Inggris teh? |
| S3 | : | Resep. |
| R | : | Seneng Bahasa Inggris teu? |
| S3 | : | Seneng. |
| R | : | Belajarna kumaha? Sok ngartos teu? |
| S3 | : | Agak |
| R | : | Agak. Tiasa nyarios Bahasa Inggris teu? |
| S3 | : | Henteu. |
| R | : | Henteu? Jadi belajar bahasa inggrisna kumaha wae kamari-kamari? |
| S3 | : | Nya belajar bae. Biasa teh nulis, diartikeun, pedah teu aya nyanyi-nyayi |
| R | : | Oh henteu nyanyi. Pami nyanyi resep teu? |

| | | |
|---|---|---|
| S3 | : | Resep. |
| R | : | Nah ntos, haturnuhun nya neng. |
| R | : | Saha namina? |
| S4 | : | Agung. |
| R | : | Agung naon? |
| S4 | : | Agung Nugraha |
| R | : | Seneng teu bahasa Inggris? |
| S4 | : | Seneng. |
| R | : | Seneng. Ari iasana belajar bahasa inggris sok kumaha? Hayo... |
| S4 | : | Nulis. |
| R | : | Nulis kata-kata terus diartikeun kitu? |
| S4 | : | Muhun. |
| R | : | Ngarti teu? |
| S4 | : | Lumayan. |
| R | : | Tiasa nyarios bahasa Inggris teu? |
| S4 | : | Tiasa. |
| R | : | Kumaha keun contohna? |
| S4 | : | Hmm... |
| R | : | Osok nyarios bahasa Inggris |
| S4 | : | Osok. |
| R | : | Sareng Ibuna nyarios bahasa Inggris? |
| S4 | : | Muhun |
| R | : | Kumaha bae nyarios bahasa Inggrisna? |
| S4 | : | Good morning. I am fine. |
| R | : | Ok thank you. |
| R | : | Aa namina saha? |
| S5 | : | Gilang |
| R | : | Aa resep bahasa Inggris? |
| S5 | : | Resep. |
| R | : | Ibuna sok nyarios Bahasa Inggris teu dikelas? |
| S5 | : | Osok. |
| R | : | Naon bae nyarios Bahasa Inggrisna teh? |
| S5 | : | Good morning. |
| R | : | Teras naon deui? |
| S5 | : | How are you today? |
| R | : | How are you today. Okay. Teras naon deui? |
| S5 | : | Entos |
| R | : | Entos? Dua. Dua berarti nya... |
| R | : | Jadi henteu jiga Ibu tadi kan tadi ngajarna seueur nganggo Bahasa Inggris.henteu kitu? |
| S5 | : | Henteu. |
| R | : | Tiasa nyarios bahasa Inggris teu Gilang? |
| S5 | : | Uhm... |
| R | : | Tiasa? |
| S5 | : | Sakedik. |
| R | : | Sakedk, okay. Resep teu pami belajar bahasa Inggris nganggo nyanyi jiga tadi? |
| S5 | : | Resep. |
| R | : | Pami game? |

| | | |
|---|---|---|
| S5 | : | Resep. |
| R | : | Okay, haturnuhun. |
| R | : | Saha namina? |
| S6 | : | Fajar |
| R | : | Ah fajar. Fajar naon? |
| S6 | : | Fairuzzaman Al Ashfahani. |
| R | : | Seneng bahasa Inggris teu? |
| S6 | : | Seneng. |
| R | : | Tiasa nyarios bahasa inggris? |
| S6 | : | Henteu. |
| R | : | Ngartos teu lamun belajar Bahasa Inggris? |
| S6 | : | Rada. |
| R | : | Biasana belajar bahasa Inggrisna belajar naon? |
| S6 | : | Maca |
| R | : | Oh sok maca nya? ngartos teu maca teh? |
| S6 | : | Henteu. |
| R | : | Henteu. Oh OK OK Ok. Tiasa nya nyarios Bahasa Inggris? |
| S6 | : | Tiasa. |
| R | : | Pami pami ter ngarti nya, teu ngarti Bahasa Inggris sok naroskeun teu ka Ibuna? |
| S6 | : | Osok. |
| R | : | Nyaan? |
| S6 | : | Nyaan. |
| R | : | Teu bohong? |
| S6 | : | Henteu. |
| R | : | Nya ntos atuh |
| R | : | Saha namina? |
| S7 | : | Ujang. |
| R | : | Ujang. Ehm...resep teu ka Bahasa Inggris? |
| S7 | : | Resep. |
| R | : | Tiasanya nyarios Bahasa Inggris? |
| S7 | : | Rada. |
| R | : | Ari Ibuna sok nyarios Bahasa Inggris teu di kelas. |
| S7 | : | Osok. |
| R | : | Ibu Dea nya... |
| S7 | : | Muhun |
| R | : | Naon Bahasa Inggrisna nu sok dianggo? |
| S7 | : | Nya eta nulis |
| R | : | Oh nulis |
| S7 | : | Jeung maca. |
| R | : | Eh-em..Jeung maca. Nyarios mah jarang berarti. |
| S7 | : | He euh |
| R | : | Sok ngarti teu Bahasa Inggrisna, belajar Bahasa Inggrisna? |
| S7 | : | Rada. |
| R | : | Rada. Pami teu ngartos, sok naros teu? |
| S7 | : | Osok. |
| R | : | Osok ka Ibuna naros ‘Bu ieu teh naon?’ kitu nya. Pami ieu, pami a Ujang osok nyarios Bahasa Inggris teu di kelas? |
| S7 | : | Tara |

| | | |
|---|---|---|
| R | : | Tara. Ka rerencangan tara nyarios Bahasa Inggris? |
| S7 | : | Tara. |
| R | : | Tara praktik bahasa Inggris sareng Ibuna? |
| S7 | : | Teu |
| R | : | Oh nya haturnuhun |

**Interview 3**

**Rabu, 31 Juli 2013**

| | | |
|---|---|---|
| R | : | Pami Pengajaran Bahasa inggris di Kelas V itu biasana jiga kumaha sih, Bu, pami di dideu? |
| T | : | Nya ari kelas V nu ayeuna mah da aktif nya, ter sapertos kelas VI nu ayeuna, janten nya paling permainan. Paliing materi heula nya materi. Ari sabenernya mah cuman misalna dikasih materi, dilafalkeun kitu dieja, cara nyebutkeuna kumaha, di eja na kumaha. Lebih fokus ka pengejahanna, pelafalan katana. |
| R | : | Oh fokusnya ke pelafalannya. |
| T | : | Muhun. Misalna padi sareng nu kararitu. |
| R | : | Oh muhun-muhun. Oh enya-enya. |
| T | : | Pami etamah, artimah da sesah. Paling anu kata-kata dasar wae. |
| R | : | Ieu teh nyarandak kamusnya? |
| T | : | Muhun. |
| R | : | Eh aya ding nu teu nyandak kamus ge. |
| T | : | Ari abi mah paling ningali ti kamus pengejahana, pengucapanna. |
| R | : | Pengucapanna. Pami kendalana sih tina naon? |
| T | : | Kendalana, paling eta sih murangkalih anu males teh. Misalna saurang-saurang maca, tah budak teh males pisan, alim pisan diajar. |
| R | : | Oh ho |
| T | : | Nyebat nu kieu padahalma ku urang teh tah pengucapanna teh kie. Sok coba diulangi. Teu tiasaeun tateh malah ka hereuy. Tah hesena teh dina kitu. |
| R | : | Sanes pedah isineun? |
| T | : | Henteu. Henteu isinan. |
| R | : | Pedah malesan mereunan nya. |
| T | : | Males. |
| R | : | Oh iya ya, berarti fokusna kan ke tu nya pelafalan. Sering itu teu sih, mraktikkeun anu listening, speaking, reading, writing. Anu paling paling sering nu mana diantara nu 4 eta? apa lebih fokusna memang ke palafalan. |
| T | : | Paling ke reading. Misalana kan sok aya nu teks kararitu. Dibaca saurang-saurang. Nya muhun dina maca nu kararitu. |
| R | : | Oh read aloud nya... |
| T | : | Muhun. Setiap belajar setiap nanaon ge setiap nyerat sok diucapkeun deui, diucapkeun deui ku urangna teh beh naon sih, beh fasih. Kan ari sering mireng mah kitu meureun mah oh asana teh mirengkeun teh kieu nyebatna teh. |
| R | : | Oh enya-enya. Pami media nu paling sering dianggo di kelas naon wae? |
| T | : | Media. Palingan ari eta mah sok aya kamus bergambar. Aya kamus bergambar. Aya di dinya aya sabaraha...Aya 10 mah asana teh. Janten misalna sabangku hiji eh sameja hiji kitu teh. Tingal nu ieu gambar naon namina naon, teras ditutup bukuna teh. Lamun misal animal, jerapah naon Bahasa Inggrisna. Paling kitu sih. |
| R | : | Oh memorizing kitu nya. |

| | | |
|---|---|---|
| T | : | Muhun. |
| R | : | Sumber belajarna tadi meureun buku itu nya? |
| T | : | Muhun. |
| R | : | Buku naon tadi teh, LKS eta teh? |
| T | : | LKS. |
| R | : | Tapi sadaya mata pelajaran didinya? |
| T | : | Muhun aya. Da ari buku paket mah teu puguh Bahasa Inggris. Materi numana na teh teu puguh, jadi urang teh kedah milari buku rujukan nu sanes deui. Ari eta mah kan misalna tadi ge golongan pakaian nukararitu, aya heula disebutan pakaian, kakara dimasuk-masukkeun. Tah ari buku paket teu aya. |
| R | : | Oh LKS mah tematik nya. |
| T | : | Muhun. |
| R | : | Pami kondisi siswa teh kumaha, nya Bu. Seuseurna teh siswa teh tipe na teh kumaha? Mayoritas anak itu nu kumaha. Tina type belajar. |
| T | : | Seusernamah sih emang aktif. Tapi aktif na teh benten-benten. Emang aktif leres misalana ehm bener memahami teh. Kadang aya nu sok sktif oge aktif pak celetuk bae. |
| R | : | Hehe...aktif sakarep kitu nya. |
| T | : | He-eh sakarep. Jadi lieurna teh lieur na teh ku nu kitu, lamun misalna teh sok aya games atawa permainan, resep misalna anu aktif leres mah kitu nya, ieu mah teu resep na teh lamun aya nu ntos pak celetuk kitu teh, sasareuriean, heboh deui kelas teh. Nya dina kituna, aktif na mah aktif sadayana oge. |
| R | : | Oh enya-enya. Pami aya nu teu ngartos sok naroskeun? |
| T | : | Muhun. |
| R | : | Sok naroskeun. |
| T | : | Kadang na mah pami misalna aya nu teu ngartos ‘Ibuna ka kantor heula’ sok nyerat kena pami aya nu teu ngartos kantun naroskeun, sok araya ka kantor. Ieu teh naon sih, Bu? Ieu teh naon? Misalna teu dipiwarang ngartikeun kumaha oge sok hoyong iieu teh artina teh naon sih, Bu. Ka kantor teh naroskeun. |
| R | : | Oh berarti teu isin-isin lah pami naros mah nya. Bilih teh aya nu isinan. Naros ngartos. Ditaros ngartos, ngan cicing kitu nya. Eh horengan teu ngartos. |
| T | : | Oh muhun, teu ieu mah. |
| R | : | Pami pembelajaran menarik jiga kumaha? |
| T | : | Paling eta, da murangkalih mah pengen na pengen maen. Janten ari pembelajaran teh nya pasti larina ka permaianan, belajar sambil bermain. |
| R | : | Oh enya enya |
| T | : | Tah piwarang ngeusian, hoyong ngeusian ta hoyong permaianan. Pasti permainan. Hoyong nyerat ta hoyong permaianan? Permaianan. |
| R | : | permaianan terus, hehe |
| T | : | Padahal mah sabener na mah permaianan teh sami wae da ngasah otak, nya piwarang ngeusian piwarang naon kitu ngarah mikir. Tapi nya resep na teh da permainan. Piwarang nyerat mah cenah ge nyerat mah bosen, Bu. Teu keyeng. Ari permainan mah paling lari na ge ka ingetan, kitu teh memorizing. |

**Interview 4**

**Rabu, 21 Agustus 2013**

| | | |
|---|---|---|
| R | : | Neng, tadi gimana belajar Bahasa Inggrisnya? |
| S8 | : | Resep |

| | | |
|---|---|---|
| R | : | Resep ku naonna? |
| S8 | : | Mecak wae, aya permainan. |
| R | : | A, tadi kumaha belajar Bahasa Inggrisna? |
| S9 | : | Mecak |
| R | : | Resep nganggo permainan? |
| S9 | : | Muhun |
| R | : | Kunaon? |
| S9 | : | Rame, tiasa mainan sareng teman-teman. Tiasa lomba. |
| R | : | Tapi ngartos belajarna? |
| S9 | : | Ngartos. Jadi tiasa praktek. |
| R | : | Tadi kumaha belajarna? |
| S10 | : | Gampang |
| R | : | Naon anu bikin gampang? |
| S10 | : | Hmm... |
| R | : | Barang-barang anu tadi dianggo ngabantu memahami kosakata? |
| S10 | : | Muhun |

**Interview 5**

**Rabu, 28 Agustus 2013**

| | | |
|---|---|---|
| R | : | Tadi gimana belajarna? |
| S11 | : | Asyik |
| R | : | Susag nggak memahami jam? |
| S11 | : | Muhun |
| R | : | Setelah main game, ngerti cara nyebutkeun jam? |
| S11 | : | Ngerti |
| R | : | Jadi, game tadi ngebantu jadi lebih ngerti ke materi? |
| S11 | : | Muhun |
| R | : | Kumaha game na tadi? |
| S12 | : | Seru |
| R | : | Ngartos teu belajarna? |
| S12 | : | Ngartos, ku permainan sareng ningali jam. |

**Interview 6**

**Rabu, 4 September 2013**

| | | |
|---|---|---|
| R | : | Tadi gimana belajarnya, A Gilang? |
| S13 | : | Asyik |
| R | : | Ngartos teu? |
| S13 | : | Muhun |
| R | : | Pas main peran, kumaha? Tiasa? |
| S13 | : | Tiasa. Resep jiga di restaurant |
| R | : | Janten tiasa nyarios Bahasa Inggrisna? |
| S13 | : | Tiasa |
| R | : | Tadi gimana praktik bicara Bahasa Inggrisna? |
| S14 | : | Resep. |
| R | : | Asyik apanya? |
| S14 | : | Tiasa sakedik-sakedik nyarios |

| | | |
|---|---|---|
| R | : | Berani? |
| S14 | : | Muhun |
| R | : | Neng tadi kumaha permainanna? |
| S15 | : | Mecak |
| R | : | Mecak naona? |
| S15 | : | Survey |
| R | : | Tiasa nganggo Bahasa Inggris? |
| S15 | : | Muhun |
| R | : | Gampil kan Bahasa Inggris? |
| S15 | : | Muhun |
| R | : | Tiasa nyarios Bahasa inggrisna tadi? |
| S16 | : | Tiasa |
| R | : | Gampil teu? |
| S16 | : | Muhun |
| R | : | Tadi anu resep belajarna pas naon? |
| S17 | : | Mainan. Food in the middle sareng survey. |

**Interview 7**

**Rabu, 4 September 2013**

| | | |
|---|---|---|
| T | : | Kumaha neng ngajarna? |
| R | : | Ya...seru, Bu.<br>Menurut Ibu, gimana pembelajaran Bahasa Inggris sekarang? |
| T | : | Sae, Neng. Ieu gambar-gambar nu kawas kieu ngabantu barudak tereh ngarti. Bagus lah aya media jiga kieu. Terus ayeuna mah katingali barudak leuwih aktif. |
| R | : | Nuhun atuh nya, Bu. |
| T | : | Aya permasalahan, Neng? |
| R | : | Nya eta mah tangtos atuh, Bu. |
| T | : | Baradeg nya budakna? |
| R | : | Uhm...hehe...nya aya we lah hiji dua nu sesah diajak belajarna. |
| T | : | Nya ditegasan we, Neng. Teu nanaon. |
| R | : | Oh kitu nya, Bu. |

**Interview 8**

**Rabu, 11 September 2013**

| | | |
|---|---|---|
| R | : | Neng Ii, tadi tiasa nyarios bahasa Inggrisna? |
| S18 | : | Tiasa, tapi rada hese sakedik |
| R | : | Osok nyarios Bahasa Inggris teu pami belajar Bahasa Inggris? |
| S18 | : | Henteu. |
| R | : | Ayeuna mah kedah nyarios Bahasa Inggris nya... |
| S18 | : | Muhun |
| R | : | Neng, tadi belajarna kumaha? |
| S19 | : | Seru, Miss. |
| R | : | Naon nu paling seru? |
| S19 | : | Survey |
| S20 | : | Survey mah da paling resep. |

| | | |
|---|---|---|
| R | : | Kunaon kitu? |
| S20 | : | Tiasa keliling kelas, naros ka rerencangan ku bahasa Inggris. |
| R | : | Pami mainana tadi kumaha? |
| S20 | : | Seru, Miss. |
| R | : | Pami dina mainan kelompokna enak bikin sendiri atau dibikinin sama Miss? |
| S20 | : | Enak bikin sendiri, Miss. |
| R | : | Kunaon? |
| S20 | : | Kan tiasa cocok sareng rerencanganna. Jadi teu isin mun salah teh. |
| R | : | Tadi mah katingali semangat nya belajarna. |
| S21 | : | Palay kenging hadiah, Miss. |
| R | : | Sip, nu rajin nya... |

**Interview 9**

**Rabu, 18 September 2013**

| | | |
|---|---|---|
| R | : | A Dede, tadi kumaha belajarna, tiasa teu? |
| S22 | : | Tiasa |
| R | : | Tadi ngisi soal-na tiasa? |
| S22 | : | Muhun. |
| R | : | Gampil? |
| S22 | : | Enya, gampil. Da ntos dua kali nyobaan di permainan. |
| R | : | Oh ti game tea nya? |
| S22 | : | He-eh. Pedah mimitina mah teu tiasa, harese. |
| R | : | Naon nu harese na teh? |
| S22 | : | Nya harese bae lah.. hese da teu apal nami-namina. Terus aya gambaran jadi inget. |
| R | : | Oh jadi gambarna teh ngabantos? |
| S22 | : | Muhun. |
| R | : | Ayeuna mah ntos tiasa sanes? |
| S22 | : | Entos. |
| R | : | Neng Diva, tadi maen game na kumaha? |
| S23 | : | Resep, aya nyanyian sareng ngagambar. |
| R | : | Oh jadi Neng Diva resep pami aya nyanyi-nyanyi jiga kitu? |
| S23 | : | Muhun. |

**Interview 10**

**Rabu, 25 September 2013**

| | | |
|---|---|---|
| R | : | Kumaha tadi belajarna? |
| S24 | : | Resep. |
| R | : | Ngartos? |
| S24 | : | Muhun. |
| R | : | Naon tadi nu bikin resep? |
| S24 | : | Cerita sareng game. |
| R | : | Oh resep pami mirengkeun carita? |
| S24 | : | Resep pisan. |
| S25 | : | Resep tadi mah aya carita sareng gambar-gambar jiga wayang. |
| R | : | Oh jadi resep pami diajar nganggo carita teh? |

| | | |
|---|---|---|
| S25 | : | Muhun. |
| R | : | Pami game natadi kumaha? |
| S25 | : | Seru, Miss. Lomba. Pedah sok pahilo wae A, I sareng E. |
| R | : | Ayeuna masih bingung ngabedakeun? |
| S25 | : | Henteu. Tadi pan dina game sering diulang-ulang nuhunkeun A, E, I, jadi ingeut deui. |

**Interview 11**

**Rabu, 25 September 2013**

| | | |
|---|---|---|
| R | : | Naon nu sesah tina belajar Bahasa Inggris? |
| S26 | : | Teu aya, entos garampang ayeuna mah. |
| R | : | Bosen teu belajar nganggo game? |
| S27 | : | Henteu. |
| R | : | Pami nyanyi? |
| S27 | : | Henteu. |
| R | : | Belajar anu kumaha atuh anu bosen teh? |
| S27 | : | Anu kitu-kitu bae. Teu aya game. Teu aya nyanyi. Nulis bae. |
| R | : | Oh jadi nu nulis bae teh ngabosenkeun. |
| S27 | : | Muhun. |
| R | : | Nah, pami game ngabantos kana belajar teu? |
| S27 | : | Muhun |
| R | : | Ngabantos tina naona? |
| S27 | : | Urang mah bisa leuwih ngarti diajarna da osok diulang-ulang. Komo deui maenna dua kali mah. Jadi sering diulang-ulang lami-lami jadi inget. |
| R | : | Neng, seneng nggak belajar nganggo permainan? |
| S28 | : | Seneng |
| R | : | Tiap main, sok bingung teu ku peratutran permainan? |
| S28 | : | Pernah bingung, Miss. Tapi pas ntos mainan sababaraha kali jadi ngerti. |

**Interview 12**

**Rabu, 25 September 2013**

| | | |
|---|---|---|
| R | : | Ibu, gimana pandangan Ibu mengenai pembelajaran Bahasa Inggris untuk anak-anak? |
| T | | Ya...tangtos na mah kedah menyenangkan nya. |
| R | | Teras upami menurut Ibu pembelajaran Bahasa Inggris nganggo permainan, kumaha? |
| T | | Bagus nya. Ternyata permainan teh tiasa dianggo kanggo listening, speaking, reading sareng writing oge. Biasana kan permainan mah cocokna kanggo ngeusian sapertos kuis-kuis kitu lah. Nya sae lah barudak oge janten langkung aktif. Tapi...nya itu sih, sesah nyiapkeunna komo deui pami guru mah da nya sok aya we seueur padamelan, janten ngadamel media we oge kadang mah teu kacabak. |
| R | | Oh kitu. Teras, pami Ibu ningali, kumaha bagaimana kondisi siswa salami pembelajaran nganggo permaianan? |
| T | | Nya eta, siswa atos katingali langkung aktif. Teras antusis diajarna. Nya da emang siswa mah resep pami diajak mainan teh. |

| | |
|---|---|
| R | Hehe...muhun sih, Bu. Eta oge kan tiap lebet ka kelas teh, pan siswa teh sok langsung pada naros “Miss ayeuna mainan deui kan?”. Resep pisan jiga na teh bari teu bosen-bosen. Nah, janten pami Ibu ningali mah siswa teh langkung aktif belajar nganggo permainan? |
| T | Muhun. Nya manfaat lah games itu. |
| R | Leres leres. Upami menurut Ibu, siswa teh atos langkung percaya diri nganggo Bahasa Inggris dina permainan? |
| T | Muhun. Katingali tah barudak teh daekeun praktek nganggo bahasa Inggris. Meurenan da pami teu nganggo Bahasa Inggris moal tiasa jadi pemenang di permainan. |
| R | Oh muhun muhun. Murangkalih teh da katingali antusias hoyong janten pemenang di unggal permaninan. Nah pami menurut Ibu media nu diangge teh ngabantos siswa ngarah langkung faham ka pembelajaran? |
| T | Media...uhm...ngabantos nya. Gambar-gambar anu dianggo makin memperjelas naon nu dismpaikeun. Gambar-gambar anu kararitu teh ngabantos siswa kanggo nginget-nginget arti. Kan memang ari murangkalih mah sok resep kana gambar makana kamus oge nganggo gambar-gambar kitu. |
| R | Oh muhun leres, Bu. Upami menurut Ibu kumaha pengaruh penggunaan Bahasa Inggris dina instruksi sederhana di kelas? |
| T | Sae nya. Uhn...naon eta teh...ngabanyos siswa kanggo ngabiasakeun bahasa Inggris. Puguh mah ti kapungkur oge hoyong sapertos kitu teh. Tapi oge da murangkalih teh malah popolohokan teu ngartien. |
| R | Sabab teu acan dibiasakeun kan, Bu. |
| T | Muhun muhun. Da emang kedahna mah dibiasakeun kitu nya. |
| R | Muhun leres, Bu. Nah, ayeuna pami saran Ibu ngeunaan pembelajaran dengan menggunakan permaianan untuk siswa, kumaha Bu? |
| T | Ya...siswa butuh suasana belajar nu beda tangtosna. Siswa butuh suasana belajar anu menyenangkan anu tiasa ngamotivasi siswa kanggo belajar. Salah sahijina emang ku permainan tea. Permainan anu aya kompetisi sareng siswa nu sanes itu sae diterapkeun di kelas V soalna barudak jadi langkung kamotivasi kanggo jadi juara. Eta katingali, biasana kan aya hiji dua budak nu isinan, tah nganggo permainan mah sihoreng barudak teh berani nyoba. Nya...sae lah permainan-permainan kreative dianggo di kelas. |
| R | Alhamdulillah atuh nya. Berarti nya mangga, bagian Ibu ngalajengkeun kanggo pembelajaran selanjutnya. Kan abi mah ngan penelitian wungkul, hehe... |
| T | Muhun muhun, mudah-mudahan wae lah. |
| R | Amiin... nya atos haturnuhun nya, Bu. |

# THE PHOTOGRAPHS OF ENGLISH TEACHING AND LEARNING PROCESS

The students are practicing to respond to the instruction in the group.

A Student is telling the time.

The students are playing 'Food in the Middle' game.

The students are doing roleplay 'In the Restaurant'.

A Student is taking a card based on what she has heard.

The students are playing 'Monster Waltz' game enthusiastically.

The students are cooperatively doing a writing activity.

A Student is playing 'Hangaroo' game actively.