A SET OF ENGLISH VOCABULARY MATERIALS USING TOTAL PHYSICAL RESPONSE-STORYTELLING (TPR-S) FOR TK KANISIUS KLEPU

A THESIS

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

By

Natalia Desti Nurlinda
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Defended before the Board of Examiners
on July 29, 2011
and Declared Acceptable

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Faculty of Teachers Training and Education
Sanata Dharma University

Dean
Drs. Tarsisius Sarkim, M.Ed., Ph.D.
We teach little by what we say...
We teach more by what we do...
We teach most by what we are
Be a shining light to every life that you touch today
(Unknown)

I dedicate this thesis to My Parents, My Little Brothers, and the most precious one, My Beloved
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 26, 2011

The Writer

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Natalia Desti Nurlinda
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ABSTRACT


This research focuses on designing a set of English vocabulary materials using TPR-S for the pupils of TK Kanisius Klepu. The purpose of this study is to fulfill the pupils’ needs in learning English through fun ways. The activities in the designed materials focused on the principles of TPR combined with the power of storytelling. The pupils will learn new vocabulary through a storyline that they hear, see, act out, retell and revise. With this method the pupils do not have to memorize all the vocabulary. There are two problems formulated in this study. The first one is how a set of English vocabulary materials using total physical response-storytelling for TK Kanisius Klepu is designed. The second is what the designed materials would look like.

The writer employed five from ten steps of Research and Development (R & D) by Borg and Gall to conduct this study. The steps were: 1) Research and Information Collecting, 2) Planning, 3) Developing Preliminary Form of Product, 4) Preliminary Field Testing, and 5) Main Product Revision. In order to answer the first question, the writer adapted two instructional design models from Yalden and Kemp into 8 steps in designing the materials. Those steps were: 1) conducting needs survey, 2) specifying goals, topics, and general purposes, 3) formulating objectives, 4) selecting contents, 5) selecting teaching learning activities and resources, 6) developing materials, 7) evaluating materials, and 8) revising materials.

In research and information collecting, the writer distributed Questionnaire A to the kindergarten pupils’ parents, conducted informal interview to the kindergarten teachers and also observed the class in order to find out the pupils’ needs, behaviors and characteristics. The results then were used as the basis for designing a set of English vocabulary materials. The designed materials consisted of 6 units and each unit consisted of 5 parts, namely My Words, Story Time, Take Your Turn, Let’s Do It, and Let’s Look Back. In order to validate the designed materials, the writer distributed Questionnaire B to a lecturer of English Education Study Program Sanata Dharma University and three teachers of TK Kanisius Klepu. The descriptive statistics of the participants’ opinions showed that the average agreement was around 3.7 – 4.3. Therefore, it could be concluded that the designed materials were good and acceptable with some improvements made based on the participants’s suggestions.

After doing revision based on the feedback of the post-design survey, the writer presented the final version of english vocabulary materials using TPR-S for TK Kanisius Klepu as the answer from the second question in problem formulation. The materials consisted of 6 units, titled I take a bath everyday, I draw a house, It is a square, I am happy, I walk run and jump, and the elephant is big, and each unit contains 5 activities: in My Words the students learn the new vocabulary through physical movements, then listen to an action story in Story Time and retell it in Take Your Turn. In Let’s Do It the students have to respond some short commands in
English through some physical movements, and they should memorize that day learning in *Let’s Look Back* through some action songs and games.

At last, the writer was sure that the designed material is suitable for the kindergarten pupils to learn English vocabulary through fun ways so that they can understand the new words easily.

Keywords: vocabulary, total physical response-storytelling, TPR-S, kindergarten, TK

Kanisius Klepu
ABSTRAK


Setelah melakukan revisi berdasarkan feedback dari survei paska-desain, penulis menyajikan rancangan akhir materi pengajaran kosakata bahasa inggris menggunakan tpr-s untuk siswa TK Kanisius Klepu sebagai jawaban dari pertanyaan kedua dalam perumusan masalah. Materi pengajaran terdiri dari 6 unit, yang berjudul *I take a bath everyday, I draw a house, It is a square, I am happy, I walk, run, and jump, and the elephant is big*, dan tiap unit terdiri dari 5 aktivitas: pada *My Words* siswa belajar kosakata baru lewat gerakan-gerakan fisik, lalu mendengarkan cerita di *Story Time* dan menceritakan kembali dalam sesi *Take Your Turn*. Dalam *Let’s Do It*, para siswa diharuskan memberikan respon perintah-perintah singkat melalui gerakan, dan mereka
harus mengingat-ingat pelajaran hari itu dalam Let's Look Back lewat lagu dan permainan.

Akhir kata, penulis yakin bahwa materi pengajaran ini sesuai untuk diterapkan kepada siswa taman kanak-kanak untuk dapat belajar kosakata bahasa inggris lewat cara-cara yang menyenangkan, sehingga mereka dapat mengerti kata-kata baru dengan mudah.

Kata kunci: vocabulary, total physical response-storytelling, tprs, kindergarten, TK Kanisius Klepu
CHAPTER I
INTRODUCTION

This chapter presents the introduction of the study and is divided into six parts; they are research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Nowadays, the social demands in the educational field have rapidly increased. One of them is the development of the use of English in the field of primary education. In Indonesia, English has been taught recently at the Elementary School as one of the Local Contents (Muatan Lokal). Some schools start to give English at the fourth grade of Elementary School and some of them start at the first grade.

In Yogyakarta, some schools start to teach English in the first grade of Elementary School, some schools even start to teach English from Kindergarten level. The trend of learning English in early age is also supported by the parents. Some parents take their children to private English courses. They hope that by sending their children to an English course their children will not find difficulties in following the English subject in their school. It can be seen from the demand of English in Yogyakarta is high.

The opinion that the younger the learners the better the results of learning then make the young learners face new demands come from their society. The young learners should get to know English earlier and be ready to face the
difficulties they may find in Elementary School. The problem is that in Kindergarten curriculum, English has not been included yet as one of its programs.

The writer chose TK Kanisius Klepu since in that school English is one of the subjects taught. The problem is that the teachers do not have a textbook to teach English to the students. In this research, the writer chose to design English materials to help the students learn English, especially the vocabulary. Beside, the materials also could be used as the handbook for the teachers in teaching English.

Vocabulary is one of the important aspects of foreign language learning. It is true because without having vocabulary mastery of foreign language we will not be able to communicate in it. Carol as stated in McKeown (1987: 1) agrees that the primary task of the school related to language learning is to teach vocabulary. It is also supported by Morgan (1952: 320) who believes that the establishment of vocabulary knowledge is an important phase in child development to learn a language. The larger the vocabulary mastered, the better will be one’s performance in all aspects of language works (Burton, 1982: 98). Because of that, it is better to consider vocabulary as the main English materials to be taught in Kindergarten School. Therefore, the writer tried to design a set of English Instructional Vocabulary Materials for Kindergarten students to fulfill their needs based on their character and position as children.

Young learners in their age are like in dancing, singing, moving and listening to some stories more rather than just sit down on their seats and listen to the teachers giving some theories of the new language. Young learners’ understanding comes through hands and eyes and ears. The physical world is all
dominant at all times (Scott and Ytreberg, 1990: 2). Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activities or commands (Richards and Rodgers, 1986: 87). Story telling, according to Mallan (1991: 5), is “defined most simply as using oral language in social context to relate something heard, read, witnessed, dreamt or experienced”. In storytelling, the interaction between teller and audience is livelier since the storyteller’s face, voice, body and personality help to convey meaning and mood.

In designing the materials, the writer used TPR-Storytelling since this method combines the effectiveness of TPR with the power of storytelling. This method teaches students to use the vocabulary they have learned in the context of entertaining, content rich stories. Thus, the writer tried to design a set of English instructional vocabulary materials using TPR-Storytelling (TPR-S) for kindergarten students in order to fulfill their needs in learning English through entertaining ways.

B. Problem Formulation

There are two problems in this study which are formulated as follows:

1. How is a set of English Vocabulary Materials for TK Kanisius Klepu using Total Physical Response-Storytelling (TPR-S) designed?

2. How does the designed set look like?

C. Problem Limitation
The set of materials are aimed at introducing English vocabulary to the Kindergarten pupils. Considering the problems that may occur as mentioned above, the materials are limited to the vocabulary related to the things the students found in their daily life and environment, which are simple and easy to be understood. The materials are given using physical activities combined with storytelling. The physical activities are used in learning the vocabulary and also in the storytelling sections. The vocabulary chosen here are the simple and actionable, in order to make the students learn the language easily.

By doing this study, it is hoped that the pupils of *TK Kanisius Klepu* could understand some English vocabulary in their daily life easily through fun ways. It is expected that they will be ready to follow the English subject in elementary school.

### D. Research Objectives

The objectives of this study are to answer the questions previously stated in the problem formulation. They are as follows:

1. to find out how a set of English vocabulary materials using Total Physical Response-Storytelling (TPR-S) for *TK Kanisius Klepu* is designed.
2. to present a set of English instructional vocabulary materials using TPR-S for *TK Kanisius Klepu*.

### E. Research Benefits

Hopefully, the result of the study will give benefits to:

1. the Kindergarten Teachers
Teachers can use the designed materials as their guideline to teach English to the students. It could help them teach easily and systematically.

2. the pupils of TK Kanisius Klepu

As an introduction of English, the material is hoped to help the students to learn English easily. The designed materials will give them new knowledge as the preparation to face English in Elementary School.

3. other researchers

The researcher hopes that this research could be useful for those who wish to do the similar research and for those who are interested in doing an experimental research in the similar setting in the field of education. This research can be used as their previous reference.

F. Definition of Terms

There are some important terms to be identified in order to avoid the misinterpretation in this study.

1. English Vocabulary

Based on its purpose, Kreidler says that vocabulary is words that will be used in patterns presented in class. In this research, vocabulary is a list of words that are easy, simple, understandable, and could be presented through physical actions. The vocabularies consists the things in the students’ daily life and environment. The number of vocabulary is limited between 5 to 10 words in each
unit. The number of vocabulary learnt in each unit is limited since the learners’ level is pre-elementary.

2. Kindergarten Pupils *TK Kanisius Klepu*

According to Carter (1959), “kindergarten is an educational set up or section of a school system, devoted to the education of small children, usually 4 to 6 years old; characterized by organized plays activities having educational, socializing values, by opportunities for self-expressions and training on how to work and live together harmoniously, and by an environment materials, curriculum, and program carefully selected to provide for child growth and development”.

In this study, the kindergarten pupils are the pupils of *TK Kanisius Klepu* and are in B grade (*TK B*). The ages of the students are between 4 to 5 years old.

3. Instructional Materials

A set of instructional materials can be a resource in pursuing the language activities in hand (Savignon, 1983: 32). Based on this definition, everybody whose purpose is to develop an organized plan to support the learning activities will employ these instructional materials included the objectives of each unit.

In this study, the designing instructional material means arranging a set of units as the focus of the discussion in teaching learning process. Since it is for the Kindergarten students, each unit consists of some joyful activities which can support the teaching learning process in order to achieve the learning objectives.

4. Total Physical Response-Storytelling (TPR-S)

TPR-Storytelling is a method for teaching foreign languages that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990. It
combines the effectiveness of TPR with the power of Storytelling. The combination of Total Physical Response and Storytelling expands vocabulary by including an action. With this method the students do not have to memorize all the vocabulary.

This study focuses on the using TPR-S method to design the English vocabulary materials for TK Kanisius Klepu. The pupils will learn the vocabulary not only from how to say or pronounce the words but also from how to act or present the words through physical actions. In the storytelling activities, it consisted of short stories with physical movements. It is hoped that by using some physical movements the students will be able to recognize the meaning of the words easily.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two main points, namely theoretical description and theoretical framework. The theoretical description discusses the theories related to the study, they are instructional design, teaching and learning of English vocabulary, teaching English to young learners, and approach, method and technique. Moreover, the theoretical framework discusses the relationship between the study and the theories applied.

A. Theoretical Description

In this part, the writer discusses some theories related to this study.

1. Instructional Design

There are two kinds of instructional design models that will be presented. They are Yalden’s model and Kemp’s model.

a. Yalden’s Model

Yalden (1987: 100) offers some steps in language program development as follows:

1) Needs Survey

Needs survey is important to understand as much about the learners as possible prior to the beginning of the program, in order to establish realistic and acceptable objectives.
2) Description of Purpose

This stage is prepared in terms of the characteristics of the students, and the skills of the students on entry to and on exit from the program based on the needs survey.

3) Selection and Development of Syllabus Type

The designer should make a decision on what kind of syllabus type will be chosen, since there is no definite model of syllabus design which is universally agreed.

4) The Proto-Syllabus Production

At this stage, the designer will turn to the description of the content that the syllabus will have, such as the general objectives, specific topics, the language function and the vocabulary being used.

5) The Pedagogical Syllabus Production

In this stage, there will be a development of the teaching materials, learning, and testing approaches which consists of testing sequence and decisions on testing instruments.

6) Development and Implementation of Classroom Procedures

This stage includes the selection of exercises and teaching technique employed in the classroom, preparation of lesson plan, weekly schedule, etc.

7) Evaluation

It includes two aspects, they are: evaluating the learners of the program and evaluating the teaching as well as the whole components of the program.

The stages are presented as follows:

Figure 2.1. Yalden’s Instructional Design Model (Yalden, 1987: 88)
b. Kemp’s Model

According to Kemp (1977: 7), the approach and procedures called the Instructional Design Plan can be applied to any education level – elementary, secondary or college. Kemp (1977: 8) states that the plan is a flexible process. There is an interdependence among the elements. It is the designer’s freedom to choose which element will be used first in making the process. He states that the instructional design plan is a design to support and to answer three basic questions. They are:

a) What must be learned? (objective)

b) What procedures and resources will work best to reach the desired learning levels? (activities and resources)

c) How will we know when the required learning has taken place? (evaluation)

Kemp’s model consists of eight steps:

1) Considering goals, list topics, and state the general purposes for teaching each topic

Kemp (1977: 3) states that generally, instructional design planning starts with the goals of the school system or institution. After stating the goals, the topics should be listed as the scope of the course and as the basic for the instruction. Topics are usually sequences according to logical organization, from simple or concrete level to complex or more abstract levels, from easy to difficult, familiar to unfamiliar and from intermediate use to later use. Then each topic should unfamiliar and from intermediate use to later use. Then each topic should
express the general purposes as what the learners generally expect to learn as a result of instructions.

2) Enumerate the important characteristics of the learners for whom the instruction is to be designed.

In this step teachers should know the learners’ important characteristics to help them learn in their own pace. There are two factors to be considered in finding out the learners’ characteristics, those are:

a) Academic factors: number of students, reading level, study habit, grade-point average, scores on standardized achievement and aptitude tests, ability to work alone, motivation for studying the subject, background in the subject or topic, expectations of the course, and vocational and cultural aspirations.

b) Social factors: age, maturity, attention span, special talents, physical and emotional handicaps, relations among students, and socioeconomic situation.

3) Specify the learning objectives to be achieved

Learning objectives are concerned with the learning as the outcome of instruction. Kemp (1977:28) outlines the following procedure of writing objectives:

a) Start with an action verb that describes a specific behavior or activity by the learner, (e.g. name, make, arrange)

b) Follow the action verb with the content reference that describes the subject being treated (e.g. name the fifty state capitals)

c) If the afore mentioned essential parts of an objective lend themselves to some qualification, add a performance standard that indicates the minimum acceptable
accomplishment in measurable terms (e.g. name the fifty state capitals with of 90 percent)

d) As necessary for students understanding and in order to set evaluation requirements, add any criteria or conditions under which the learning must take place (e.g. as a team activity, name the fifty state capitals with of 90 percent)

4) List the subject content that supports each objective

Kemp (1977: 44) states that the term content in the context of instructional design plan means it comprises the selection and organizing of the specific knowledge (facts and information), skills (step by step procedures, conditions and requirements) and attitudinal factors of any topics.

5) Develop pre-assessment to determine the students background and present of knowledge about the topic

This step carried out to answer two questions, those are:

a) Is the student prepared to study the topic?

b) Is the student already competent in some of the stated objectives? (Kemp, 1977: 50).

To answer those two questions, a test is needed. There are two kinds of tests, namely prerequisite testing and pretesting. Pre-requisite testing is done to determine whether the students already have the background or preparation for the topic or they have to start at a lower level. Pre-testing is aimed at determining which of the objectives; the students have already mastered or achieved (Kemp, 1977: 51-52).

6) Select teaching / learning activities and instructional resources that will treat the subject content so students will accomplish the objectives
Teachers have skill and the right to decide what kind of activities and methods are best for their learning activities (Kemp, 1977: 56). Traditionally, teaching learning patterns are presentation to a group, individualized learning and teacher-student interactions as the basic methods of teaching learning. The planner should also select the media to support teaching learning activity. There are three reasons why selecting media is complicated (Kemp, 1977: 74). First, there are many audiovisual resources. Second, there are no clear cut guidelines for making a selection. Third, few educators have had broad enough experiences with the resources available to have a sound basis for selecting an appropriate medium or combinations of media for communicating content or providing students experiences, in terms of an objective within the chosen teaching/learning pattern.

7) Coordinate such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan

The determination of the support services as the additional sources is important. The support services in the instructional design planning are budget, facilities, equipment and allocation of time. The steps include funding, personnel whose time must be scheduled for participation in the instructional plan (Kemp, 1977: 84).

8) Evaluation

Evaluation is the payoff step in the instructional design plan, for both the students and the teacher. In this step the teacher is ready to measure the learning outcomes relating to the objectives (Kemp, 1977: 91). What evaluation should be is indicated to the learning objectives.
9) Revision

In this step, the revision in any elements is conducted every time it is needed, based on the evaluation data which is indicated by the broken lines.

The stages of Kemp’s model are presented in Figure 2.2.

Figure 2.2 Kemp’s Instructional Design Model (Kemp, 1977: 9)

2. Teaching/ Learning of English Vocabulary

Vocabulary is a stock of words that can support the learners to learn the skills of a language. The larger the vocabulary mastered, the better will be one’s performance in all aspects of language works (Burton, 1982: 98). A good mastery of vocabulary helps the learners expressing their ideas. By having huge stock of
words, the learners will be able to comprehend some reading materials and each other’s talking, give respond, speak fluently, and make some writings.

Vocabulary is a useful means to facilitate learners in learning a language. English has very rich vocabulary because English has gender, tenses and many of them that enrich its vocabulary. Without having vocabulary mastery of English, we will not be able to communicate in it well. In order to have a good mastery of a language, learners must put the target language into practice, use it and communicate with it.

Concerning that vocabulary is very important in foreign language learning, the mastery of it should be ensured and developed. Otherwise, the learners’ mastery of vocabulary will be limited and it will make them difficult in learning some skills of the language. Therefore, schools have a task to teach vocabulary to their students as suggested by John Carrol as quoted by Margareth McKeown (1987: 1):

Although a considerable amount of vocabulary learning is associated with primary language learning in the early years, the acquisition of most of the vocabulary characteristics of an educated adult occurs during the years of schooling, and in fact one of the primary tasks of the school as far as language learning is concerned, is to teach vocabulary.

In teaching vocabulary to children, it is important to know how they learn their words. According to Dale (1982: 8), there are two steps that the children take when they learn their words: (1) they heard them from parents, older children, and playmates, on television, on radio, on the playground, (2) they experienced them – they said things, they ate things, they touched things, they smelled things and they drank things. From Dale’s research, the words that are easy to be learned are the
words that (a) can be used, (b) are necessary to speak almost in any sentence, and (c) are in the everyday vocabulary of most people.

In teaching vocabulary to children in school, an effective lesson plan will help the learners in learning vocabulary. According to Wallace (1982), teachers have a job of managing the learning that the learners can do thing with target vocabulary that is to be learned so that they can avoid the failure. The teacher should base the learning on:

1) Aims

The teacher has to be clear about his/her aims: how many things listed does the teacher expect the learners to be able to do? With which words?

2) Quantity

The teacher may have to decide the quantity of vocabulary to be learned. If there are too many words, especially in a beginner class, the learners may become confused, discouraged, and frustrated.

3) Need

It is closely related to the motivation. Just like learning the first language vocabulary, to make the learners feel ‘knowing the words’ is a matter of survival. It means that those who survive in the process of learning vocabulary will know and acquire that vocabulary well.

4) Frequent exposure and repetition

Normally, it is difficult for us to remember the new words we learned only once, moreover the foreign language words. There must be some repetitions to make the learners familiar with that word.
5) Meaningful presentation

Learners must have a clear and specific understanding of what the words they learn means. For example; when learners learn the words apple, banana, orange, and strawberry, the teacher should give the understanding that those words are the names of fruits. The teacher should also relate those words with other words, for example yellow, sweet, monkey to refer to the word banana.

6) Presentation in context

It is important for the learners to know the usual collocations that the words occur in. Thus, from the beginning the words must appear in its natural environment.

3. Teaching English Vocabulary to Kindergarten Students

Teaching English to young learners is not an easy thing since it is not their daily means of communication. Considering the discussion above and in order to get the good result, the writer proposes some criteria to teach English vocabulary to the kindergarten learners. They are:

a. Learn the daily words

The kindergarten learners should learn the English vocabulary about the things at their surrounding. The vocabulary should relate to their daily life since it will make them easier to remember the words.

b. Learn the concrete objects

The learning process should be directed to real events or concrete observed by the child (Allison, 1985: 308). The objects and activities that involve real
situation at that time will help teacher and students to keep their attention to the materials studied. The existence of media will support the learning process.

c. Joint up enjoyment or challenge in language study

Children are driven to activity and to learning by play rather than by any motive that drives adults (Lado, 1964: 57). The young learners tend to play in their daily life, thus it is hoped that they will learn easily and get the better result when the learning activities are form in playing.

d. Provide interesting activities

Teacher should provide the condition that makes learners interesting in new words. When they get interested then they will have motivation in learning the words which resulted on the better result of the study.

e. Prepare communicative materials and activities

When the learners are active in learning, they will remember the learning process longer. Thus, the communicative materials and activities should be prepared to create the atmosphere of active learning.

4. Total Physical Response-Storytelling (TPR-S)

a. Definition

According to Marsh (2001), TPR-Storytelling (TPR-S) is developed in 1980’s and 1990’s by Blaine Ray, a Spanish teacher of Bakersfield, California. The storytelling strategies of TPR-S utilize and expand the vocabulary taught in the earlier stage. The vocabulary is incorporated into stories which students hear, see, act out, retell, revise, and rewrite. TPR-S eliminates the need of memorization.
of lengthy vocabulary lists and complex grammar rules. Remembering a story line, especially one we hear, see and act out, is natural and virtually effortless.

Classical TPR is at the heart of the method and is used to teach vocabulary. Storytelling is the component that forms the critical vehicle to utilize and expand acquired language by contextualizing it in high interest stories which students can hear, see, act out, retell, revise and rewrite.

b. Total Physical Response-Storytelling in Language Teaching

According to the explanation given by Armstrong and Bertagni in http://www.msu.edu/sandinkr/tprs8intelligences.htm, teaching languages through TPR-Storytelling provides several benefits. First, TPR-Storytelling allows students to acquire vocabulary in a manner similar to how a child learns their first language. Secondly TPR-Storytelling teaches for long term-memory, helps build fluency with remarkable speed, and gives students confidence in speaking a foreign language. Thirdly, TPR-Storytelling allows students to develop an “earflow” for the language through consistent and comprehensible exposure to grammatically correct language.

c. Total Physical Response-Storytelling Presentation

The emphasis of this study is using storytelling incorporated with Total Physical Response to introduce English to kindergarten students. According to Blaine Ray, the steps of conducting TPR-S are:

1) Teach the words of a story through gestures. Have students practice the gestures

2) When the students know the words go on to the next step.

3) Use the words in the story in questions and answers.
4) Teacher retells the same story twice.
5) Students retell the stories in groups and to the class

(from http://www.msu.eduksandinkriTPRSteps.htm)

In addition, Marsh (2001) explains those steps elaborately into five main steps in the presentation of TPR-Storytelling. Those steps are as follows:

1) Step one: use TPR to teach vocabulary
2) Step two: students produce and practice vocabulary words.
3) Step three: teacher presents a mini-story which students then retell and revise.
4) Step four: teacher presents a main-story which students then retell and revise.
5) Step five: students use new and old vocabulary to create original stories.

Since the kindergarten students’ abilities in reading and writing are still low, the materials do not require their high abilities in reading and writing. In presenting the materials, the writer applies the steps in TPR-Storytelling with some modification. The writer combines step three and four suggested by Marsh into one step that is the teacher presents a main-story which students then retell in their own ways. The consideration is that the learners are still very young. Therefore, there will be four steps in presenting the TPR storytelling materials in this study. They are; (1) use TPR to teach vocabulary, (2) students produce and practice vocabulary through physical movements, (3) teacher presents a main story with some physical actions and (4) students use the vocabulary and the physical actions from the story to retell the story.
B. Theoretical Framework

This framework consists of the combination steps from Kemp’s and Yalden’s Instructional Design Model. The writer chose these two instructional models since the combination provides complete steps in designing the materials. Kemp offers a flexible model on the process of designing the materials so that the teacher could start in whichever they want. Yalden’s instructional model also gives contribution to complete the steps of Kemp’s model in the framework to conduct the study. The complete steps are:

1. Needs Survey

This step was adapted from Yalden’s instructional design model. In this step, information was collected from many sources which were related to the research. For the pre-design, the writer collected information related to the topics of the research. It was conducted in three steps, they are by distributing the questionnaire A to the pupils’ parents of TK Kanisius Klepu, doing informal interview to the teachers of TK Kanisius Klepu, and observing the class.

The first step was distributing questionnaire A to the pupils’ parents of TK Kanisius Klepu. The questionnaire was used to find out the students’ characteristics, needs, and interests in learning English based on the parents’ point of view. The next step was interviewed the teachers of TK Kanisius Klepu. The questions in the interview were about the learners’ background, the method and media in teaching English, and the difficulties faced by the students in learning English vocabulary based on the teachers’ point of view. The last step was observed the class. The observation was done during the teaching learning activities. The data in the form of observation sheet and field notes to record the
situation, the activity in class, and the problems that were faced by the learners during the teaching learning process. The results of these three steps then were used as the basic in designing the materials.

2. Specifying Goals, Topics, and General Purposes

This stage was adapted from Kemp’s instructional design model. In this stage, the term “goal” will be changed into “Competency Standard” which means a set of competency which is done and achieved through the students’ result (Mulyasa, 2003: 290). Besides the main goal, there will be more specific goals in each meeting.

In Kemp’s model, they are called as general purposes. However, in this study, the writer uses the term namely “Basic Competence”. By using this, it can remind the teachers “how far the target of competency should be achieved” (Mulyasa, 2003: 291). The topics of the designed materials are chosen based on the needs survey done in the first step. The writer chose only the topics which were possible to be designed using TPR-S method.

3. Formulating Objectives

The “Learning Objectives” stage from Kemp’s instructional design model was adapted as the third stage. The objectives can be drawn from the needs survey. Based on the results of needs survey the writer may know which aspects need more attention. By stating the objectives, the writer knows what should be learned by the learners and whether they have achieved it or not by the end of the course. In this study, the writer used the term “Indicators”, and it was written in each topic. “Indicators is more specific than basic competence. If a set of
indicators in basic competence has been achieved, it means that the basic competences target has been achieved, too” (Mulyasa, 2003: 391)

According to TPR-S, the objectives is set to teach vocabulary incorporated into stories which students hear, see, act out, retell, revise, and rewrite. It eliminates the need of memorization of lengthy vocabulary lists and complex grammar rules.

4. Selecting Contents

This step was the continuing of the previous step and was adapted from Kemp’s instructional design model. In this step, the writer prepared the instructional materials, handbooks, and evaluation devices that support teaching vocabulary using TPR-S. The subject contents mostly will be based on TPR-S that will enable pupils to learn English vocabulary through story and physical actions. The theories were taken from some books and sources which discuss TPR-S and the classroom activities.

5. Selecting Teaching Learning Activities and Resources

In this stage the writer should decide the effective and efficient teaching learning activities and also select the resources which are able to support the teaching learning process. Referring to the goal of TPR-S which focuses on acquiring vocabulary through physical actions and storyline, most the teaching learning activities will be in physical movements in which pupils get involved in the learning process.

6. Developing Materials

In this stage the writer develops the materials based on the topics, general purposes, and also objectives. The materials must be based on the purpose of the
learning and are designed based on the principles of TPR-S. The materials were created as simple as possible and as interesting as possible to make the learners understand the English vocabulary easily. Besides that, the activities were made as fun as possible to stimulate the learners’ motivation in learning English and to prevent their boredom. The materials here contained a number of vocabularies which is presented through physical movements, storytelling activity, retelling story activity by the students, and also activities in which the students recall that day’s materials by doing some exercises, playing some action games and singing some action songs

7. Evaluating Materials

The evaluation was done by distributing a set of designed materials and the questionnaire to three teachers of TK Kanisius Klepu and one lecturer of Sanata Dharma University. The questionnaire was about the respondents’ opinion to the materials designed by the writer, whether it has appropriate for the learners or still needed some changes or improvements. The result of the questionnaire was used to improve and revise the designed materials.

8. Revising Materials

After collecting the questionnaire from the previous step, the writer then processed and interpreted the data. The results were used as the basis to revise the designed materials. Revision is needed in order to improve the materials so that the materials will be beneficial for the students.

The steps of the writer’s instructional design model are presented in Figure 2.3.
Figure 2.3. The Writer’s Instructional Design Model

1. Needs Survey
2. Specifying Goals, Topics, and General Purposes
3. Formulating Objectives
4. Selecting Contents
5. Selecting Teaching/Learning Activities and Resources
6. Developing Materials
7. Evaluating Materials
8. Revising Materials

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER III

METHODOLOGY

There are seven steps discussed in this chapter. They are research methods, research setting, research respondents, research instruments, data gathering technique, data analysis and research procedure.

A. Research Method

This research was designed based on Research and Development (R & D) theories. “Educational research and development (R&D) is a process used to develop and validate educational products” (Borg and Gall, 1983: 772). It is a process which is used to develop and legalize educational product. Educational product consists of material object, such as textbook, instructional film, etc and refers to established procedures and processes such as method of teaching. The goal of research and development is to take the research knowledge and put it into a product that can be used in the school. In a sense, the purpose of R&D is to bridge the gap that often exists between educational research and educational practice. R&D consists of research steps which are known as R&D cycle. There are ten major steps in the R&D cycle: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing , (7) Operational Product revision, (8) Operational Field Testing, (9) Final Product Revision, and (10) Dissemination and Implementation.
In this study, the researcher used five steps of R & D cycle. Those steps are:

1. **Research and Information Collecting**

   According to R & D, this step included review of literature, classroom observation, and preparation of report of state of the art. In this step, actually, the researcher collected information for two things. They were information about the theories and information about the pupils. The information was collected from many sources which were related to the research. The explanation was as follows:

   a. **Collecting Information about the Theories**

      In collecting information about the theories related to this study, the researcher doing the library study. This was done by finding some theories in the reference books and theses and also by browsing some websites in internet. They were observed in order to find the basis in designing the materials.

   b. **Collecting Information about the Learners**

      In order to find out information about the pupils, the researcher was distributing the questionnaire A to the pupils’ parents, conducting interview to the teachers, and observing the teaching learning activities in the classroom. This step was done to find the pupils’ characteristics, needs, and also their interests in learning English. Thus, the researcher could design the learning materials which were appropriate in teaching vocabulary for kindergarten pupils.

2. **Planning**

   After collecting the information, the researcher then should plan for developing the materials. According to R & D, planning here referred to the
statement of specific objectives that would be achieved after the course. By using 
this step, the writer then focused on determining the course objectives, skills to be 
mastered by the learners and the activities would be done in the learning process. 
The writer made a syllabus and developed the materials based on the result of the 
research and information collecting data. In this step, the writer also considered 
the other factors that would be involved during the process. There was also the 
estimation of time which was required to develop the product.

3. Development Preliminary Form of Product

According to R & D, this step includes the preparation of instructional 
materials, handbooks, and evaluation devices. And important principle in 
delivering this part is to structure the product so as to permit obtaining as much 
feedback as possible from the field testing.

In this study, the researcher developed the materials and the learning 
activities based on the method of TPR-S. The materials and the topics were 
chosen based on the data resulted.

4. Preliminary Field Testing

This step included evaluation towards the designed materials. The 
evaluation was done by distributing the questionnaire B to the teachers of TK
Kamisius Klepu and lecturers of English Education Study Program. It was 
included as one of the R & D cycles which stated that it was important to establish 
field sites similar to those in which the product would be used when it is fully 
developed (Borg and Gall, 1983: 782). The result of the questionnaire was used to 
improve and revise the designed materials.
5. Main Product Revision

In this step, the researcher improved and revised the designed materials used the data resulted on Preliminary Field Test step. After that, the last version of the designed materials was presented.

B. Research Participants

In conducting this study, the researcher chose some respondents to help her. The respondents were needed in the first and the forth steps. In the first step called research and information collecting, the researcher chose two groups of respondents, they are; the pupils’ parents and the teachers of TK Kanisius Klepu while in the forth step called preliminary field testing, the researcher needed the teachers of TK Kanisius Klepu and some lecturers of English Education Study Program as the respondents.

1. Pupils’ Parents

The parents here were used in the pre-designed survey. They were expected to give some information about their children since it is impossible to ask the children directly. The parents were given questionnaire A. The questionnaire was used to find out the pupils’ needs, and interests in learning English from the parents’ point of view. The data resulted then were used as the basis in designing the materials appropriate for the pupils.

2. Teachers of TK Kanisius Klepu

The researcher needed the teachers of TK Kanisius Klepu for both pre-designed and post-designed survey.
Since the teachers had direct experience in teaching children, so that they could give the actual data about the pupils and their needs. In this step, the writer obtained the information about the pupils from the teachers through interview. In order to gain more data, the writer also did a class observation. In observation, the writer used the teacher and the pupils as the subjects. She intended to find the information about the actual situation and learning’s needs during the teaching-learning process. The result of this step was used as the basis in designing the materials.

In post-design survey, the teachers were needed in this step because the teachers had experience in teaching English for the kindergarten pupils and had wider knowledge about the appropriate learning materials for children. The respondents were given the Questionnaire B. They were asked to evaluate the designed materials, whether it is appropriate to be taught to kindergarten students or not. They were also expected to give their opinions and suggestions on the designed materials. The opinions and suggestions then would be used in revising the designed materials.

3. Lecturers of English Language Education Study Program

Since had many experiences in designing good learning materials, the lecturers’ evaluation on the designed materials were important in order to improve the materials designed. The lecturers were given questionnaire B. They were asked to evaluate the materials designed and were expected to give their opinions and suggestions on the materials. Their opinions and suggestions then would be used in revising the designed materials.
<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Educational Background</th>
<th>Teaching Experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D3</td>
<td>S1</td>
</tr>
<tr>
<td>Kindergarten Teachers</td>
<td></td>
<td></td>
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<tr>
<td>English Lecturers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.1.: Participants of the Data Gathering for Preliminary Field Testing

C. Research Instruments

In conducting the research, the researcher used three kinds of instruments to obtain the data needed. Those are:

1. Questionnaire

   According to Ary, Jacobs, and Razavich (1979: 175), there are two types of questionnaire namely closed form and open form. Both of these forms were used in conducting the research. The closed form items were in multiple choices so that the respondents just chose one of the options. The open form was in essay in order to get opinions and suggestions from the respondents. They were given chance to answer the questions freely.

   In this study, the writer distributed two questionnaires. The questionnaire A was distributed to the pupils’ parents of *TK Kanisius Klepu* and was used to find out the students’ characteristics, needs, and interests in learning English from the parents’ point of view. The questionnaire was written in Indonesia so that the parents could understand the content of the questionnaire easily. This was contained the parents’ opinion on English taught in Kindergarten, whether they are agree or not; the parents’ hope from their children through English teaching in
Kindergarten; and the possibly topics to be taught for their children. The questionnaire was in closed form and in Indonesian in order to make it easier to be done by the participants. They just need to choose one of the options available in the questions.

While questionnaire A was used as the pre-design survey, questionnaire B was used as the post-design survey. The aim of the questionnaire B was to obtain the feedback of the materials designed by the writer, whether the materials were already appropriate to be taught to the kindergarten students or needed improvement. The questionnaire used both closed-ended and open-ended form questions, and was distributed to the teachers of TK Kanisius Klepu and one lecturer of English Education Study Program Sanata Dharma University in order to obtain opinions, suggestions, and recommendations on the designed materials. The questionnaire was contained the questions about the relevance of the topics in the learning material to the learners, the suitability of the materials to the pupils’ needs, and whether the activity and media supported the teaching learning activity to achieve the objectives or not. The result of the questionnaire then, could determine whether the materials needed revision or not.

2. Interview

Interview is an instrument of the study to collect data through face to face or interaction between the interviewer and interviewee. In this study, the interview was done to the three teachers of TK Kanisius Klepu. The interview was conducted to find out the further information about the pupils based on the teachers’ point of view, the role in teaching English, the methods and media used,
the difficulties faced during the teaching learning process, and also the suitable
topics to teach English for the students. The data then will be used as the basic to
design the appropriate materials for the students. Here, the writer used
unstructured interview because, according to Ary, et al. (1979: 175), unstructured
interview is more flexible and informal.

3. Class Observation

The writer observed the teaching learning activities in the kindergarten
school. The observation was done as additional information about the pupils’
difficulties and interests in learning English. The observation was non-participant
class observation, since the writer was not involved in any activities in class. The
writer used observation sheet and also took note during the teaching learning
activities to record the important things might happen during the teaching learning
activities. Therefore, the writer could design a set of materials appropriate to the
students’ condition and created the interesting activities.

D. Data Gathering Technique

This part will discuss about the time and the way the data gathered.

1. Distributing Questionnaire A for the Pupils’ Parents

Before designing the materials, the writer needed to do some steps for
needs survey. The first step was distributed questionnaire A to 20 parents of TK
*Kanisius Klepu* pupils. The questionnaire was used to find out the students’
characteristics, needs, and interests in learning English. The writer distributed the
questionnaire to the pupils’ parents on November 2009 at school while the parents
waited for their children. To avoid misunderstanding, the writer also attached an explanation about the questionnaire and the direction in what to do by the participants. Since the questionnaire was written in Indonesia, the parents would understand the content easily.

2. **Interviewing the Teachers *TK Kanisius Klepu***

The next step was interviewing 3 teachers of *TK Kanisius Klepu*. The questions in the interview were about the learners’ background, the method and media in teaching English, and the difficulties faced by the students in learning English vocabulary, and also the topics appropriate to the students based on the teachers’ point of view. The interview was done face to face on November 21st, 2009 after school, and was conducted informally to create a familiar and relaxing atmosphere for the teachers. The resulted data, then, were collected and summarized. The interview was needed since the writer needed wider data about the students.

3. **Observing the Class**

The observation was done on November 21st, 2009 during the teaching learning activities. This was non-participant class observation, since the writer was not involved in any activities in class. The data in the form of observation sheet and field notes to record the situation, the activities in class, and the problems that were faced by the pupils during the teaching learning process. The data resulted from the observation were considered as the additional information to design the learning materials, activity and media which were suitable for the kindergarten pupils.
No | Statements                                                                 | Yes (✓) | No (✓) |
---|---------------------------------------------------------------------------|---------|--------|
1. | Goals, topics, and general purpose were defined                           |         |        |
2. | There were media used in learning activities                              |         |        |
3. | Students were interested in learning English                              |         |        |
4. | Teacher was using varieties of activities                                 |         |        |
5. | Students got actively involved in learning activities                    |         |        |
6. | Students could easily understand the materials                            |         |        |
7. | Students were enjoying every steps of learning                            |         |        |
8. | Ice breaking: ..................                                            |         |        |

NOTE

Table 3.2.: the Format of Observation Sheet (Blank)

4. **Distributing Questionnaire B for the Teachers of TK Kanisius Klepu and a Lecturer of English Education Study Program**

In this phase, the writer distributed the questionnaire B which was used to evaluate the materials designed. The questions in the questionnaire were about the respondents’ opinion toward the designed materials. The questionnaire was distributed to the teachers of *TK Kanisius Klepu* and some English Education Study Program lecturers. The participants were given a set of designed materials and the questionnaire to evaluate the designed materials. They could give opinions, suggestions, and critics on it. The writer would give one week for the participants to evaluate the materials. After that the writer gathered the questionnaire and analyzed the data. The data, then, were used to improve the materials designed.
E. Data Analysis Technique

According to Seliger and Shochamy (1989), data analysis is a process of organizing, ordering, and summarizing the data into patterns or categories in such a way, in order to arrive at a conclusion of the research. In this step, it will be discussed the technique in analyzing the data in each step.

1. Questionnaire A

In questionnaire A, the questions used were in closed-ended form. In this kind of form, the respondents might choose one of the answers available in each question. The answers of each question were grouped based on the criteria made by the writer. The result, then, were processed descriptively and were used as the basic data to design the materials.

2. Interview

The interview used was an informal and unstructured interview. The writer analyzed the data from the recorded speech descriptively, and then the data were developed and used as the basis in the materials construction.

3. Class Observation

The writer analyzed the data of the observation sheet and the field notes about the situation, the activity in class, and the problems that were faced by the pupils during the teaching learning process. The data from the observation were considered as the additional information about the activities and media which were suitable for the kindergarten pupils.
4. Questionnaire B

The questionnaire B was used two types of questionnaires, namely closed-ended form and open-ended form. The data analysis of the closed-ended form questionnaire was just the same as questionnaire A. For the open-ended form questionnaire, the participants had to write their own answers and made some evaluation, critics or suggestions about the designed materials. The results of the questionnaire were analyzed descriptively by classifying the answers. The analysis was used as the basis for revising and improving the designed materials into the final version.

F. Research Procedures

In this research there were some steps done by the researcher. The steps were based on Research and Development theory by Borg and Gall (1983) and were combined with the writer’s instructional design model. The steps were:

1. Research and Information Collecting

In order to collect the information, the writer was conducting needs survey as the first step of her instructional design model. The needs survey here was done for two things, they are the information about the theory and about the pupils. In collecting information about the theory, the writer was doing the library study. It was done to observe the needed resources and also references which support this study. They were books, theses, and also internet websites.

For the information about the pupils, the writer was doing some steps. First, the writer distributed the questionnaire A to the pupils’ parents of TK
Kanisius Klepu. Next, the writer conducted an interview to the teachers of TK Kanisius Klepu and observed the teaching learning activities in order to gain the data needed in designing the materials. This step was done to find out the pupils’ characteristics, needs, and interests in learning English.

2. Planning

After collecting the information needed about the theories and the learners’ needs, the researcher planned the materials would be designed. The next four steps of the writer’s instructional design model were done in this phase; they are specifying goals, topics, and general purposes, formulating objectives, selecting contents, and selecting teaching/learning activities and resources, which were included in syllabus and lesson plan.

3. Developing Preliminary Form of Product

In this study, this step was the containing the sixth step of the writer’s instructional design model, named “Develop the Materials”. In this step, the writer analyzed the data gained in the first phase, and then used it as the basis to develop the materials. The product was in the form of materials designed for the students of TK Kanisius Klepu.

4. Preliminary Field Testing

The seventh step of the writer’s instructional design model namely “Evaluating Materials” was done in this step. The writer distributed the questionnaire B to the teachers of TK Kanisius Klepu and some lecturers of English Language Education Study Program. The questionnaire was about the respondents’ opinion to the materials designed by the writer, whether it has
appropriate for the pupils or still needed some changes or improvement. The data resulted from this phase then would be used to revise the materials designed.

5. Main Product Revision

The last step from the writer’s instructional design model is revising materials. In this step, the writer improved and revised the designed materials used the data resulted on the previous step. After that, the last version of the designed materials was presented.

6. The Presentation of the Designed Materials

The researcher made the final revision of the materials designed. After that, the final version was ready to be presented. The research procedures which were based on Research and Development theory combined with the writer’s instructional design model are presented in Figure 3.1.
Figure 3.1. The Elaboration of Writer’s Instructional Design Model and Research and Development Cycle
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter will present the result of the study and is divided into two parts, they are: the process of designing the materials, and the presentation of the designed materials.

A. The Process of Designing the Materials

This part is to answer the first question which formulated in chapter I. this research is intended to design a set of English vocabulary materials using Total Physical Response-Storytelling (TPR-S) for TK KanisiusKlepu. In designing the materials the writer combined some steps from Yalden’s and Kemp’s instructional design models elaborated with Educational Research and Development (R & D).

1. Research and Information Collecting

There were three steps done by the researcher in the pre-design in order to find out the needs survey. They were distributed questionnaire A for the pupils’ parents, conducted interview to the teachers of TK KanisiusKlepu and did a class observation. The complete results were shown at appendix. The discussions of the results of these three steps were explained below:
a. Learners’ Needs from Parents’ Point of View

The data were obtained by distributing questionnaire A to twenty TK Kanisius Klepu pupils’ parents as the results of the random sampling. The questionnaire was distributed to the parents in the school when they waited for their children.

From the result of the questionnaire, some facts have been revealed. All of the parents were agreeing if English was introduced to the kindergarten pupils. They had some expectations to their children who started learnt English in kindergarten. The parents hope that by learning English in kindergarten their children will be able to mention the things around the students correctly using English, read the English vocabulary correctly, and listen and understand some English sentences. Based on this result, the writer designed a set of materials on pupils’ daily vocabularies.

b. Learners’ Needs from the Teachers’ Point of View

The interview was conducted to three teachers of TK Kanisius Klepu. The three teachers have more than ten years of teaching experience. The interview was conducted in Indonesian since the teachers were not having English background. The results of the interview are presented in the appendix.

From the result of the interview, it is known that the kindergarten pupils are aged between four to five years old. Here, English is not included as one of the compulsory subject matter but it is one of the extra subjects to be taught. The time allocation for English is once a week (2 X 30 minutes).

Teachers were agreed that English is introduced since in kindergarten for some reasons. Learning English is needed to motivate the pupils to learn foreign
language and something new, besides, to get pupils be familiar to their surrounding things and to enlarge their knowledge. The most important reason to learn English in kindergarten is to prepare pupils for facing English subject in Elementary School. According to the teachers, the materials should be taught in kindergarten are the daily vocabulary and some simple expressions. From this result, the writer decided to design a set of vocabulary materials for the pupils.

There are some difficulties in teaching English to the kindergarten pupils. Firstly, the teachers are having limitation on speaking English. It makes them used Indonesian rather than English in teaching the pupils. Secondly, there were no handbooks for the pupils. It makes pupils could not learn English at home. The other difficulties are that they had limited media and the lack variations of learning activities which make pupils be inactive in classroom. This fact challenged the writer to design a vocabulary material using entertaining ways in order to motivate pupils and to avoid their boredom.

Talking about the media, based on the teachers’ point of view, media is very important and effective since pupils are able to see the real objects of the words they are being learned. The existence of media makes pupils more interesting in learning the new words. Teachers usually used pictures and the things in the classroom as the media in teaching learning process. The limitation of the media made the writer try to design a set of vocabulary materials which include colorful pictures and the physical movements, some actionable stories, and some fun activities such as action songs and games in which pupils are getting involved and have to be active during the process.
Concerning to the method used by the teachers, they said that they used repetition to teach vocabulary. The teachers read the vocabulary, and the pupils repeated after them. This activity was done several times to make the pupils familiar to the words and be able to pronounce it correctly. In teaching some simple expressions, besides using repetition, teachers also used some simple commands. In the teachers’ opinion, there are some effective methods in teaching English in kindergarten; singing, storytelling, simple games, and physical activities to make the pupils active. Based on this result, the writer chose Total Physical Response-Storytelling in designing the materials.

In TPR-S, teacher uses some physical movements to teach vocabulary and to distribute the story to the pupils. By using these movements, it is hoped that the pupils could pay full attention to the teacher in presenting the vocabulary as well as the stories. Pupils are getting involved actively in the retelling sections. The confidence, independence and bravery of the pupils are needed in order to make the process run well. The complete results of the interview could be seen on appendix D.

c. the Results of Class Observation

The observation was done during the English teaching learning process. This was non-participant class observation, since the writer was not involved in any activities in class. The data in the form of observation sheet and field notes to record the situation, the activities in class, and the problems that were faced by the pupils during the teaching learning process.
From the results it is known that actually the students are very interested in learning English, especially the new things. Before starting the teaching learning activities, the teacher only tell the topic of that day learning without defining the goals and the general purposes.

Related to the media, the teacher used some media but it was limited which sometimes made her difficult to explain the new words to the students. The students could understand easily the new words which were shown by some pictures or other abstract things. When there was no media they got confused in imagine the words. It was just the same with the varieties of activities used by the teacher. The varieties of activities were very limited so that one activity takes a long time which cause the boredom of the students.

From the observation, the writer found that in fact, the students were enjoying every step in the teaching learning activities, especially when they got involved in the process. But in the other hand, the teacher could not provide the varied activities and materials to make the students be active in the classroom. Because of the limited activities, the students should do one activity for long time which makes them get bored easily. Thus, the ice breaking activities, such as songs and games were needed to overcome the students’ boredom.

Based on the observation result, the writer designed a set of vocabulary materials with colorful pictures, activities which required the students to be active: actionable songs, games, and some simple expressions, and also some simple actionable stories.
2. Planning

There were some steps done in this phase: specifying goals, topics, and general purposes, formulating objectives, selecting contents, and selecting teaching/learning activities and resources.

a. Specifying goals, topics, and general purposes

The goal in this study is considered as “Competency Standard”. The goals of the designed materials for teaching vocabulary using TPR-S for TK KanisiusKlepu, were:

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

- become highly motivated in learning English
- know the English words used in daily life
- know the stories expressed in English
- know some short commands expressed in English

After formulating the goals, the writer listed the topics based on the results of interview to the teachers. This is needed since the teachers know what to be taught to the students. Here, the writer listed the one year topics in teaching English based on the teachers. However, the writer only designed 6 topics which were possible to use TPR-S method as this study concerned on. The other topics then would be designed by the teachers themselves. The one year topics for TK KanisiusKlepu could be shown at appendix. The 6 topics in the designed materials are:

1) Activities at home
2) Activities at school
3) Shapes
4) Feelings
5) Action Verbs
6) Adjectives describing size

The next step is formulating the General Purposes. The general purposes here are formulated as “Basic Competences”.

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Basic Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>At the end of the lesson, the students are able to:</strong></td>
</tr>
<tr>
<td>1</td>
<td>Activities at Home</td>
<td>1. recognize the English words related to activities at home through physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. recognize the storyline related to activities at home through some physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. understand some short commands through physical movements in an action game</td>
</tr>
<tr>
<td>2</td>
<td>Activities at school</td>
<td>1. recognize the English words related to activities at school through physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. recognize the storyline related to activities at school through some physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. understand some short commands to pray and to arrange pictures</td>
</tr>
<tr>
<td>3</td>
<td>Shapes</td>
<td>1. recognize the English words related to the kinds of shape through physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. recognize the storyline related to shape through physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. understand some short commands through physical movements to draw a house</td>
</tr>
<tr>
<td>4</td>
<td>Feelings</td>
<td>1. recognize the English words related to feelings through physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. recognize the storyline related to feelings through some physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. understand some short commands to make an art work board and play a game</td>
</tr>
</tbody>
</table>
At the end of the lesson, the students are able to:

5 Action Verbs
1. recognize the English words related to some action verbs through physical actions
2. recognize the storyline related to some action verbs through some physical actions
3. understand some short commands through physical movements to sing an action song

6 Adjectives describing size
1. recognize the English words related to some adjectives describing size through physical actions
2. recognize the storyline related to adjectives describing size through some physical actions
3. understand some short commands through physical movements to play an action game

Table 4.1.: The Basic Competences

b. Formulating Objectives

Each topic has its own objectives. In this step, the writer specified the Basic Competences into learning objectives called “Achievement Indicators”. The indicators are presented in the appendix:

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Achievement Indicators</th>
</tr>
</thead>
</table>
| 1  | Activities at Home | 1.1. pronounce the English words related to activities at home  
1.2. give some physical actions toward the English words about the activities at home  
2.1. retell the story being told by the teacher using some physical actions  
3.1. give some physical movements toward the commands related to activities at home in the action game |
| 2  | Activities at school | 1.1. pronounce the English words related to activities at school  
1.2. give some physical actions toward the English words about the activities at school  
2.1. retell the story about the activities at school using some physical actions  
3.1. give some physical movements towards the short commands  
3.2. |
<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Achievement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>to pray in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3. give the right responses toward the commands to arrange the pictures</td>
</tr>
<tr>
<td>3</td>
<td>Shapes</td>
<td>1.1. pronounce the English words related to shape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2. give physical actions toward the English words related to kinds of shape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 retell the story using some physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 give the right responses toward the commands to draw a house</td>
</tr>
<tr>
<td>4</td>
<td>Feelings</td>
<td>1.1. pronounce the English words related to feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2. give some physical actions toward the English words about feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 retell the story using some physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 give some physical responses toward some short commands to make a feeling board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 give the right physical movements in the action games</td>
</tr>
<tr>
<td>5</td>
<td>Action Verbs</td>
<td>1.1 pronounce the English words related to action verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 give some physical actions toward the English words about some action verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 retell the story related to the action words using some physical actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 sing a song with the right physical movements</td>
</tr>
<tr>
<td>6</td>
<td>Adjectives describing size</td>
<td>1.1 pronounce the English words related to adjectives describing size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 give some physical actions toward the English words about the adjectives describing size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 retell the story using some physical movements related to adjectives describing size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 give the right responses toward an action game</td>
</tr>
</tbody>
</table>

Table 4.2.: The Achievement Indicators

c. Selecting Contents

In this step, the writer listed the subject contents to support the objectives. The subject contents contain activities using TPR-S. There are 6 units in the design and
each unit is divided into 5 sections. Each unit takes 2 contact hours (2 X 30 minutes).

The activities in each unit are:

1) My Words

In this section, teacher gives new English vocabulary to the students. The number of vocabulary given is limited from 5 until 10. The vocabulary chosen are the actionable words so that the students could understand the words easily through some physical movements.

In giving the new words, the teacher pronounces it first using the physical movements as well to make the words clearer. After that, the teacher asks the students to repeat the words as well the movements. To get a maximal achievement and make the students be familiar to the words, this activity should be repeated three or four times.

2) Story Time

In this part teacher distributes a short story to the students. The story is related to the topic and the vocabulary being learned in that day. In telling the story, the teacher says the words clearly and slowly while giving the physical movements to visualize the words. The teacher repeats telling the story three or four times in order to make the students get familiar to the storyline and the physical movements.

3) Take Your Turn

In this activity, students should be active individually in retelling the story being told by the teacher in the previous section. In this part, teacher also could take a mark on the students’ development and mastery towards the materials.
4) Let’s Do It

In this part, the teacher gives some short commands to the students. It is hoped that the students are able to give the right responses toward it. The commands are related to the topic being learned at that day.

5) Let’s Look Back

In this session, the students should memorize what they have learned in that day from the first session. Here, the teacher will lead them to get involved actively in action games or action songs which related to the topic at that day.

e. Selecting Teaching Learning Activities and Resources

Referring to the goal of TPR-S which focuses on mastering the vocabulary through the effectiveness of TPR combined with the power of storytelling, most of the teaching learning activities will be in the physical movements in order to make the students learn the new words easier.

The teaching learning activities should provide learning experiences that utilize the content associated with each objective. In this study, the writer applied the steps TPR-S with some modifications. The materials will be presented in five main steps, they are:

1) Use TPR to teach vocabulary

2) Teacher presents an action story related to the topic with some physical movements

3) Students take their role by retelling the story being told by the teacher individually
4) Students give some physical responses towards the short commands from the teacher

5) Students memorize that day learning by getting involved in some action songs and games

The writer observed some children books, internet sites, magazines and CD-ROMs in selecting some sources for the teaching learning materials.

3. Developing Preliminary Form of Product

From all previous steps, the materials were designed in this step. The design was based on the children’s needs and characteristics and the methods of TPR-S. Based on the results of interview to the kindergarten teachers, there were 16 topics to be taught to the pupils in one school year, but not all of the topics could be taught using TPR-S. The writer then selected the topics and found 6 out of 16 which were possible to be designed using TPR-S. The first thing the writer did was listing the vocabulary for each topic. The vocabulary taught was limited from between 5 until 10 words for each topic since, the target level of the designed materials was kindergarten pupils. The writer concern in choosing the vocabulary which were possible to be visualised using physical movements. After listing the vocabulary of each topic, the writer then collected some pictures, looked for some action games and songs, made some actionable stories, and created some activities which provided some short commands to be followed by the students. After all preparations are ready, the writer
then started to design the materials using Microsoft Words. The general description about the activities of the designed materials will be explained as follows:

**a. My Words**

This part consisted of the vocabulary list the to be learned related to the topic in that day. The vocabulary was limited between 5 up to 10 in order to make the students learn the new words easily. The writer also gave colorful animation to make the words clearer. In Unit 1, there were 6 words related to the activities at home which always be done by the students. In Unit 2, the writer gave 7 words about activities at school, while in Unit 3 there were only 5 words related to the shapes.

In Unit 4, there were 8 face expressions in this part which related to the feelings. In Unit 5, the writer gave 7 words to be learned about action words. In the last unit, which discuss about adjectives describing size, there were 8 words could be learned.

**b. Story Time**

This part provided an actionable story in every unit. The story contained the new words learned in the first session. The writer made the stories in short and simple ways in order to make the distribution process of the stories easier. In distributing the story, the teacher must give the physical movements which visualise the words. In unit 1, the story titled Holiday which told the activities at home during holiday time. Unit 2, the story was about the activities in school especially in kindergarten. The story titled My School. Three Ellipses was the story title found in unit 3 which told about finding three eggs on a box. In Unit 4, the story was about got a cold and titled
I Got Cold. Unit 5, the story titled The Dogs which told about avoiding the dogs. In the last unit, the story was about seeing animals in the zoo, and it titled Go To the Zoo.

c. Take Your Turn

This part was the time for the students to get active. They have to retell the story they have heard and saw. The teacher could take a mark on the students’ development. In marking the students, the teacher should concern more to the storyline distributed by the students and their confidence and bravery.

d. Let’s Do It

The activities in this part were varies in each unit. The main activities were teacher given some short commands for the students to be followed. Unit 1 and unit 5 did not contain this activity since the next activity would take a long time. Unit 2 contained the steps of making a cross sign, while in Unit 3, the students have to follow the teacher’s commands to make a house.

In the fourth unit, the students were given some short commands to make a feeling board. In the last unit, the teacher gave some short commands for the students to give the right size descriptions of certain pictures.

e. Let’s Look Back

This section provided some action songs and games as the tools to recall the day learning. The songs and games chosen here were simple and actionable. Unit 1, there was Simon Says game related to the activities at home. Unit 2 did not contain
any songs or games since the previous activity was how to make a sign cross and it was followed by praying to close the meeting.

In Unit 3 the students and the teacher played a guessing game related to shapes. When the teacher give a shape through a physical movement, the students have to guess the name, and if the teacher mentioned a name of a shape, the students should give the physical movements to visualise it. In Unit 4, there was an opposite game to be played. When the teacher mentioned an expression, the students have to give the opposite expression of it.

Unit 5 provided two action songs, Chiki Chaka and Up and Down. In Unit 6 it was an opposite describing game, titled Ant and Elephant. When the teacher said Ant, the students should say big and give a physical movement to describe it.

4. Preliminary Field Testing

After designing the instructional materials, the writer conducted a survey study to obtain feedback and evaluation on the designed materials. To do this, the writer distributed the materials and questionnaire B to the participant. The participants in this survey were a lecturer of English Education Study Program Sanata Dharma University and 3 teachers of TK Kanisius Klepu. The discussion on the result is presented below:
a. Descriptive Statistics of the Participants’ Opinions about the Designed Materials

In order to obtain an assessment on the designed materials, the writer distributed questionnaires to the participants, and then made revision on the materials based on the obtained data. The participants’ opinions were expressed in numbers showing the degree of agreement towards the statement. The descriptive statistics is presented in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Competency Standards are well formulated</td>
<td>3.7</td>
</tr>
<tr>
<td>2</td>
<td>The designed materials are suitable with the Competency Standards</td>
<td>3.7</td>
</tr>
<tr>
<td>3</td>
<td>The designed materials are suitable with the Basic Competences</td>
<td>3.7</td>
</tr>
<tr>
<td>4</td>
<td>The number of units are suitable</td>
<td>3.6</td>
</tr>
<tr>
<td>5</td>
<td>The difficulty level are appropriate for the kindergarten pupils</td>
<td>4.0</td>
</tr>
<tr>
<td>6</td>
<td>The materials designed could help the kindergarten pupils to learn English vocabulary</td>
<td>4.3</td>
</tr>
<tr>
<td>7</td>
<td>The Total Physical Response-Storytelling (TPR-S) is suitable to teach vocabulary to the kindergarten pupils</td>
<td>4.0</td>
</tr>
<tr>
<td>8</td>
<td>The materials are interesting and varied</td>
<td>4.3</td>
</tr>
<tr>
<td>9</td>
<td>The instructions in each unit are easy to be understood</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Table 4.3.: The Descriptive Statistics of the Preliminary Field Testing

b. The Participants’ Comments and Suggestions on the Designed Materials

Besides giving opinions on the designed materials, the participants also gave comments and suggestions to improve and make the final revision of the instructional
materials. The detailed information of the participants’ comments and suggestions would be explained below.

All the participants said that the designed materials were good and interesting. They were agreed that the materials could help the kindergarten students to learn English vocabulary easily. Three participants stated that the materials were well-arranged and the pictures were interesting and suitable for the kindergarten pupils. One of the participants stated that the colors in some pages were too strong, while another expected the writer to check the minor grammar mistakes.

All participants agreed with the simple activities and vocabulary in the designed materials so that both teacher and students can follow it easily. In related with the action games and songs, three participants stated that it could be used as the ice breaker. Meanwhile, two participants stated that the instructions in My Words and Story Time sections were too complicated. Another participant said that she could hardly understand the instructions in the game section. She hoped the writer to simplify the language of the instruction in order to make the teachers understand the rules easily. Two participants suggested the writer to give the pictures in the action songs in Unit 5 so that they can imitate the movements.

5. Main Product Revision

After analyzing the results of the designed materials evaluation, the writer made some improvements and revisions based on the participants’ suggestions. The revisions made by the writer are clarified below:
a. Layout

The writer improved the layout of the designed materials. It was done by softening the colors in some pages so that it will not hurt the readers’ eyes and made the font bigger in order to make the students easy to read the words.

b. The Instructions

The writer revised the instructions in the My Words and Story Time parts. The writer made the instructions shorter, clearer and more simple. The writer also simplify the game instructions and made it clearer and well organized so that the teacher could understand the rules easily.

c. The Grammar

The writer checked and revised the minor grammatical mistakes in the designed materials.

d. The Songs

For the action songs, the writer attached some pictures so that the teacher could imitate the movements of the songs.

B. The Presentation of the Designed Materials

The second problem formulated was about the presentation of the instructional materials design. Therefore, after making the revision and improvements, the writer presented the final version of the designed materials. There were 6 units in the designed materials and each unit requires 2 contact hours (2 x 30 minutes). The general description of the materials will be explained as follows:
Unit 1: I Take A Bath Everyday

The topic in this unit is activities at home and consists of 4 activities, minus the Let’s Do It section. In the first activity, there are 6 words to be learned with pictures. The story in this unit titled Holiday and for the recall activity, the writer provided Simon Says game.

Unit 2: I Draw A House

This unit consists of 4 activities without the Let’s Look Back part, and deals with the activities at school. There are 7 words chosen in My Words section and are the activities the students always do at school. In the next part, the teacher will tell the story titled My School which will be retold in the Take Your Turn section. In Let’s Do It, the teacher taught the students how to make a cross sign using English.

Unit 3: It Is A Square

This unit discusses about shapes. The writer provided 5 words in the first unit, a story titled Three Ellipses in the second section, a guessing game for the Let’s Look Back activity and some short commands in drawing a house for the last session.

Unit 4: I Am Happy

The topic in this unit is about feeling. in My Words, there are 8 face pictures expressed some feelings. In the Story Time part, the writer provided a short story titled I Got A Cold. In Let’s Do It, the teacher gave some commands and the pictures to make a Feeling Board, while in the last part, there is an opposite game to be played.
Unit 5: I Walk, Run, and Jump

This unit deals with action words. The writer gave 7 action words in My Words which the students familiar with and always do it. For the second activity, the action story titled The Dog, and for the Let’s Look Back part, the writer gave two action songs, Chiki-Chaka and Up and Down.

Unit 6: The Elephant is Big

The topic in this unit is about adjectives describing size. There are 8 words in the first session to be learned. In the second part, the story titled Go To the Zoo. For the Let’s Do It, the activity is describing the pictures, and the last part is filled with an opposite game.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, namely conclusions and suggestions. The conclusions part deals with the conclusions of this study, while the suggestions part discusses the suggestions for English teachers and for further researchers.

A. Conclusions

The purpose of this study is to design a set of English vocabulary materials using Total Physical Response-Storytelling (TPR-S) for *TK Kanisius Klepu*. There were two problems formulated here. The first question was how a set of English vocabulary materials using total physical response-storytelling is designed. The second question was what the presentation of the designed materials look like.

In order to answer the first question, the writer employed the first five steps in Research and Development (R & D). The steps were: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Main Product Revision.

To answer the first question, the writer adapted two instructional design models, from Kemp and Yalden into some steps. Those steps were: (1) conducting needs survey, (2) specifying goals, topics, and general purposes, (3) formulating objectives, (4)
selecting contents, (5) selecting teaching/learning activities and resources, (6) developing materials, (7) evaluating materials, and (8) revising materials.

In order to validate the designed materials, the writer conducted post –design survey by distributing questionnaire B to three teachers of TK Kanisius Klepu and one English lecturer. The questionnaire were intended to obtain evaluation to the designed materials, whether it is needed to be improved or not. From the survey it could be concluded that the materials were good and acceptable. It could be seen from the descriptive statistics of the participants’s opinions which showed that the average agreement was around 3.7 – 4.3.

To answer the second question, the writer presents a set of designed materials using TPR-S for TK Kanisius Klepu. It consists of 6 units; (1) I Take a Bath Everyday, (2) I Draw A House, (3) It Is A Square, (4) I Am Happy, (5) I walk, Run, and Jump, and (6) The Elephant is Big. Each unit contains 5 activities: My Words, Story Time, Take Your Turn, Let’s Do It, and Let’s Look Back.

B. Suggestions

Based on the research findings and the conclusions, writer would like to give some suggestions for the English teachers and the further researchers.

1. For the English teachers

In applying the materials, the teachers should imitate the way the writer had instructed in the teacher’s manual in order to reach the goal of this designed materials. The involvement of the pupils in the teaching learning activities will be very important
in order to build their confidence to speak the new English words they have learnt. The teachers also have to be creative in distributing the story to the pupils so that they will get interested to the storyline.

2. For the further researchers

There are strengths and weaknesses in the designed materials. The writer had not implemented the materials yet; therefore it is suggested for the further researcher to implement the designed materials to measure its effectiveness. The writer expects that the further researcher will implement the designed materials
REFERENCES

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APPENDICES
APPENDIX A

Surat Ijin Keterangan Penelitian
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

---

**YAYASAN KANISIUS**

**TAMAN KANAK-KANAK KANISIUS KLEPU**

Alamat: Klepu, Sendang Mulyo, Minggr, Sleman, 55562

---

**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini saya:

Nama: Tatiana Sulami
NIP: 
Jabatan: Kepala Sekolah

Menerangkan bahwa mahasiswa di bawah ini:

Nama: Natalia Desti Nurlinda
No. Mahasiswa: 031214102
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Bahasa dan Seni
Universitas: Sanata Dharma Yogyakarta
Judul Penelitian: A SET OF ENGLISH VOCABULARY MATERIALS USING TOTAL PHYSICAL RESPONSE-STORYTELLING (TPR-S) FOR TK KANISIUS KLEPU

Telah mengadakan penelitian di sekolah ini pada bulan November 2009.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebaik-baiknya.

Yogyakarta, 26 November 2009

Kepala Sekolah

Tatiana Sulami
NIP 19600807 198303 2 008
APPENDIX B

Questionnaire on the Needs Survey
Yth Bapak/ Ibu Orang Tua/ Wali Murid
TK Kanisius Klepu
ditempat

Dalam era sekarang ini tuntutan di bidang pendidikan semakin meningkat. Salah satunya adalah semakin luasnya ruang lingkup penggunaan bahasa Inggris di dunia pendidikan. Hal ini tentunya juga mempengaruhi system pengajaran bahasa Inggris karena adanya kemungkinan tuntutan untuk mempelajari bahasa Inggris sedini mungkin.

Sekarang ini bahasa Inggris mulai diajarkan di Taman Kanak-Kanak. Anak-anak pada usia Taman Kanak-Kanak mempunyai rasa ingin tahu yang besar. Rasa ingin tahu yang besar pada anak-anak usia ini akan sangat mendukung dalam mempelajari hal-hal baru, begitu juga dalam mempelajari Bahasa Inggris.


Dukungan dari Bapak/ Ibu sekalian akan sangat membantu dalam penyusunan materi bahasa Inggris khususnya dan terutama bagi pengembangan pendidikan bahasa Inggris bagi anak-anak Taman Kanak-Kanak. Dan akhirnya, penulis mengucapkan banyak terima kasih atas kerjasama dan partisipasi Bapak/ Ibu sekalian.

Yogyakarta, November 2009
Hormat saya,

Natalia Desti Nurlinda
KUESIONER

Petunjuk Pengisian
a. Untuk pertanyaan pilihan, berilah tanda silang (X) pada jawaban yang anda pilih.
b. Untuk pertanyaan isian, jawablah pada tempat yang telah disediakan.

Pertanyaan
1. Apakah Anda setuju apabila pengajaran Bahasa Inggris mulai diperkenalkan kepada anak Taman Kanak-Kanak?
   a. Ya
   b. Tidak
   Alasan Anda: ...........................................................................................................

2. Menurut pendapat Anda, apakah anak Anda menyukai belajar Bahasa Inggris?
   a. Ya
   b. Tidak
   Alasan Anda: ...........................................................................................................

3. Apakah anak Anda sering mengulangi belajar Bahasa Inggris di rumah?
   a. Ya
   b. Tidak
   Alasan Anda: ...........................................................................................................

4. Apakah anak Anda sering bertanya tentang bahasa Inggris kepada Anda?
   a. Ya
   b. Tidak
   Jika Ya, hal-hal apa yang sering ditanyakan anak Anda terhadap Anda?
   .................................................................................................................................

5. Apakah anak Anda mempunyai buku pegangan untuk belajar bahasa Inggris baik di sekolah maupun di rumah?
   a. Ya
   b. Tidak
6. Apakah yang Bapak/Ibu harapkan dari anak Anda dengan adanya pengajaran bahasa Inggris di Taman Kanak-Kanak?
   a. Mampu menyebutkan benda-benda di sekitar peserta didik dengan menggunakan bahasa Inggris dengan benar
   b. Mampu membaca kosakata dalam bahasa Inggris dengan benar
   c. Mampu melaksanakan perintah dalam bahasa Inggris
   d. Mempersiapkan anak untuk tingkat Sekolah Dasar
   e. Lain-lain ……………………

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX C

The Interview Checklist on the Needs Survey
1. Berapa rata-rata umur murid-murid di kelas Anda?

2. Apakah bahasa Inggris termasuk ke dalam program pelajaran TK atau hanya tambahan?

3. Berapa jam alokasi waktu untuk pembelajaran bahasa Inggris?

4. Materi bahasa Inggris apa saja yang diberikan untuk murid TK?

5. Dalam penyampaian materi, bahasa apa yang Anda pergunakan?

6. Metode pembelajaran bahasa Inggris seperti apakah yang Anda rasa efektif untuk anak-anak usia dini?

7. Media apa saja yang Anda pakai untuk pembelajaran bahasa Inggris kepada anak?

8. Apakah media yang Anda pergunakan itu efektif?

9. Apakah anak-anak mempunyai buku pegangan pembelajaran bahasa Inggris?

10. Kesulitan apa saja yang Anda temui saat mengajarkan bahasa Inggris?

11. Apa solusi yang Anda ambil untuk mengatasi kesulitan-kesulitan tersebut?

12. Menurut Anda, topik-topik apa sajakah yang seharusnya diajarkan kepada anak selama satu semester dan satu tahun?
APPENDIX D
The Result of the Interview on the Needs Survey
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Participants’ Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What average age are the pupils of your class in?</td>
<td>Around 4 – 5 years old</td>
</tr>
<tr>
<td>2</td>
<td>Does English become one of the kindergarten programs?</td>
<td>No. It is one of the extra subjects</td>
</tr>
<tr>
<td>3</td>
<td>What about the time allocation for English?</td>
<td>2 ch each week (2 x 30 minutes)</td>
</tr>
<tr>
<td>4</td>
<td>Is it needed that English was introduced since kindergarten? Why?</td>
<td>Yes, it is.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To motivate pupils learning foreign language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To make pupils recognize the things surround them in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To make pupils accustomed to the English vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To give pupils motivation in learning something new</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To broaden pupils’ knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To prepare pupils to face English subject in elementary school</td>
</tr>
<tr>
<td>5</td>
<td>What kind of English materials you have taught in kindergarten?</td>
<td>The simple vocabulary about the things surround the pupils and some simple expressions in English</td>
</tr>
<tr>
<td>6</td>
<td>In distributing the materials, what language and methods you have used?</td>
<td>Indonesian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We usually use repetition in teaching vocabulary, and some simple commands in teaching the simple expressions</td>
</tr>
<tr>
<td>7</td>
<td>In your opinion, what kinds of method are effective for</td>
<td>• Singing with some moves</td>
</tr>
</tbody>
</table>
the kindergarten pupils? | • Telling stories  
| | • Games  
| | • Physical activities  

8 | What media did you use in teaching English? | Pictures and things in the classroom  

9 | Did the media you used effective? | • So far, it was effective, because pupils did not have to imagine by themselves about the things we taught  

10 | Do they have some handbooks? | No, they do not  

11 | What difficulties you have found in teaching English for kindergarten? | • the limited media  
| | | • the lack variation of activities  
| | | • inactive pupils  

12 | What solutions you have picked to overcome the difficulties? | • By making some new media  
| | | • Get the pupils directly involved in the activities  

13 | In your opinion, what topics are proper to be delivered to the kindergarten pupils? | The topics that are related to their daily life, and the materials as a preparation for them in elementary school.
APPENDIX E

Questionnaire on the Evaluation
Yth. Bapak/ Ibu/ Saudara,

Pada kesempatan kali ini penulis mohon kerjasama Bpk/ Ibu/ Saudara sekalian untuk memberikan penilaian, saran, maupun kritik atas materi yang telah disusun untuk pengajaran kosakata bahasa Inggris menggunakan metode Total Physical Response-Storytelling (TPR-S) bagi murid TK Kanisius Klepu. Penyusunan materi ini berdasarkan hasil survey kebutuhan mereka.

Atas kerjasama dalam memberikan masukan, saran, dan kritik, penulis mengucapkan banyak terima kasih.

**Identitas Responden**

Nama : 
Pendidikan terakhir : 
Mengajar di : 
Lama mengajar : 

**Petunjuk Pengisian**

Silanglah (X) nomor yang anda anggap paling sesuai dengan pendapat anda.

1 = sangat tidak setuju
2 = tidak setuju
3 = netral
4 = setuju
5 = sangat setuju

1. Perumusan Standar Kompetensi pengajaran kosakata Bahasa Inggris sebagai dasar penyusunan materi sudah tepat.

   1  2  3  4  5


   1  2  3  4  5
3. Materi yang disusun sudah sesuai dengan Kompetensi Dasar dari materi yang dibuat.
   1 2 3 4 5

4. Jumlah unit sudah sesuai
   1 2 3 4 5

5. Tingkat kesulitan sudah sesuai bagi murid TK
   1 2 3 4 5

   1 2 3 4 5

   1 2 3 4 5

8. Materi yang disusun variatif.
   1 2 3 4 5

Pendapat dan Saran

Untuk memperbaiki materi yang telah penulis buat, maka penulis mohon kritik dan saran dari Bapak/ Ibu/ Saudara.

<table>
<thead>
<tr>
<th>Kritik:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saran:</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX F

The Presentation of the Designed Materials:

• A Pupil’s Book

• A Teacher’s Book
I Know English Words

A Set of English Vocabulary Materials Using Total Physical Response-Storytelling (TPR-S) for TK Kanisius Klepu

By: Natalia Desti Nurlinda

Sleep jump round happy walk sick sit down

a pupil’s book
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>I take a bath everyday</th>
<th>1</th>
<th>Activities at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>I draw a house</td>
<td>3</td>
<td>Activities at school</td>
</tr>
<tr>
<td>Unit 3</td>
<td>It is a square</td>
<td>5</td>
<td>Shapes</td>
</tr>
<tr>
<td>Unit 4</td>
<td>I am happy</td>
<td>7</td>
<td>Feelings</td>
</tr>
<tr>
<td>Unit 5</td>
<td>I walk, run, and jump</td>
<td>9</td>
<td>Action Verbs</td>
</tr>
<tr>
<td>Unit 6</td>
<td>The elephant is big</td>
<td>11</td>
<td>Adjectives describing size</td>
</tr>
</tbody>
</table>
Unit 1: I take a bath everyday

A. My Words
Listen to your teacher and watch the movements

Sleep | take a bath | brush teeth

eat | drink | watch TV

(taken from: http://www.examiner.com/health-and-happiness-in-denver/)

B. Story Time
Pay attention to the story from your teacher

Holiday
In holiday I usually stay at home. I wake up at 6. Then I take a bath and brush my teeth. After that, I usually eat my breakfast and drink milk. After full I like to watch television. I like to watch Dora the Explorer. Yippie, I love holiday...
C. Take Your Turn
Repeat the story “Holiday” individually with the movements.

D. Let’s Look Back
Let’s play “Simon Says...” game. Pay attention to the rules from your teacher.
Unit 2: I draw a house

A. My Words

Listen to your teacher and watch the movements

Pray    sing    wash hands    draw

Color    write    read

(taken from: http://www.picturesof.net/pages/090619-2252-1110192.html)

B. Story Time

Listen to the story from your teacher

My School

Now I am a kindergarten pupil. I learn many things here. My teacher teaches me to write, read, draw, sing, color, and dance. Today is a dancing class. We practice a traditional dance, Jathilan. It is so fun. I love my school.
C. Take Your Turn
Repeat the story with the movements individually

D. Let's Do It
Let's make a cross sign

1. In the name of the Father,
2. And of the Son,
3. And of the Holy Spirit,
Unit 3:

It is a square...

A. My Words
Listen to your teacher and watch the movements

<table>
<thead>
<tr>
<th>Round</th>
<th>ellipse</th>
<th>triangle</th>
<th>square</th>
<th>heart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


B. Story Time
Listen to the story from your teacher

Three Ellipses

One day, I walked in a park. It was very hot. The sun was round and shined very bright. I wear a sunglass and brought an umbrella. When I was walking, I saw a square. I opened it, and I saw three ellipses. I was surprised and confused. Then I took one ellipse, I saw it carefully, and oh, I knew it. They were a bird’s eggs. Then I put it back to the box, I closed the box and I brought the box home. I keep it until it hatch and become birds.

C. Take Your Turn
Repeat the story with the movements individually.
D. Let's Look Back
Follow your teacher's instructions

E. Let's Do It
Let's draw a house. Follow your teacher's instructions
Unit 4: I am happy...

A. My Words
Listen to your teacher and watch the face expressions.

- happy
- sad
- angry
- sleepy
- hungry
- sick
- ashamed
- surprised

(taken from: http://www.bigstockphoto.com/image-feelings)

B. Story Time
Listen to the story from your teacher

I got a cold...

Yesterday, I was sick. My body was hot and I got a cold. I did not go to school. I just stayed at home and slept. I was so sad. But today I am not sick anymore. I go to school and play with my friends. I am very happy.
C. Take Your Turn
Repeat the story individually

D. Let's Do It
Let's make a “My Feeling” board. Follow your teacher’s instructions.

E. Let's Look Back
Let's play an opposite game. Pay attention to the rules.
I walk, run, and jump

A. My Words

Listen to your teacher and watch the movements.

- Jump
- Run
- Walk
- Throw the ball
- Catch the ball
- Sit down
- Stand up

B. Story Time

Listen to the story from your teacher.

Sport Day

Today is a sport class. My teacher asks the students to jump 10 times. My two friends hold the rope and others jump one by one. After that we play ball. One throws the ball and another catch the ball. We are happy doing sport.

(taken from: http://catechumen-memoirs.blogspot.com/archive.html)
C. Take Your Turn
Repeat the story and the movements individually

D. Let’s Look Back
Let’s sing the songs together and follow the movements.

Chiki-Chaka
We are in the tree of love, huy (jump)
We are in the tree of love, huy (jump)
We are in the tree of love fantasy
We are in the tree of love, huy (jump)
When I say chiki (jump forward)
When I say chaka (jump backward)
When I say chiki-chiki-chiki-chiki-chaka (jump forward 4 times, and backward once)
We are in tree of love, huy (jump)

Up and Down
Up and down and shake, shake, shake
Up and down and shake, shake, shake
Shake to the left
And shake to the right
Turn around and shake, shake, shake
Unit 6: The elephant is big

A. My Words
Listen to your teacher and watch the movements

<table>
<thead>
<tr>
<th>Fat</th>
<th>thin</th>
<th>big</th>
<th>small</th>
</tr>
</thead>
</table>

B. Story Time
Listen to the story from your teacher

Yesterday my family and I went to the zoo. We saw many animals. I saw an elephant. It has four legs, and the body was very fat. The
ears were big and the nose was long. Then we saw a giraffe. It was very tall and thin. The neck was very tall but the ears were short. It eats from the tree. Then we walked to see a monkey. It has two legs, the body was small and the tail was very long. Monkey likes to eat bananas. It was very funny. I was very happy at the zoo. Then we went home by car.

C. Take Your Turn
Repeat the story and the movements individually

D. Let’s Do It
Let’s say the size. Watch the pictures from your teacher and say the size.

E. Let’s Look Back
Let’s play an opposite game, “Ant and Elephant”. Pay attention to the rules from your teacher.
I Know English Words

A Set of English Vocabulary Materials Using Total Physical Response-Storytelling (TPR-S) for TK Kanisius Klepu

By: Natalia Desti Nurlinda

Sleep, jump, round, happy, walk, sick, sit down, big

a teacher’s book
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

This book belongs to

Your photo

Contents

vocabulary
<table>
<thead>
<tr>
<th>Unit</th>
<th>Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>I take a bath everyday</td>
<td>1</td>
</tr>
<tr>
<td>Unit 2</td>
<td>I draw a house</td>
<td>3</td>
</tr>
<tr>
<td>Unit 3</td>
<td>It is a square</td>
<td>5</td>
</tr>
<tr>
<td>Unit 4</td>
<td>I am happy</td>
<td>7</td>
</tr>
<tr>
<td>Unit 5</td>
<td>I walk, run, and jump</td>
<td>9</td>
</tr>
<tr>
<td>Unit 6</td>
<td>The elephant is big</td>
<td>11</td>
</tr>
</tbody>
</table>

**Activities at home**

**Activities at school**

**Shapes**

**Feelings**

**Action Verbs**

**Adjectives describing size**
# THE OVERALL LESSON PLAN

**A SET OF ENGLISH VOCABULARY MATERIALS USING TOTAL PHYSICAL RESPONSE-STORYTELLING (TPR-S)**

**FOR TK KANISIUS KLEPU**

## COMPETENCE STANDARDS

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

1. become highly motivated in learning English
2. understand English words used in daily life
3. understand a story expressed in English
4. understand short commands expressed in English

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>BASIC COMPETENCY</th>
<th>TEACHING-LEARNING ACTIVITIES</th>
<th>INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take a bath</td>
<td>At the end of the lesson, the students are able to:</td>
<td>1. The students listen to the teacher and pay attention to the physical movements made to express the English words related to the activities at home</td>
<td></td>
</tr>
<tr>
<td>everyday</td>
<td>1. recognize the English words related to activities at home through physical actions</td>
<td>2. The students repeat the English words through physical movements</td>
<td>A. My Words</td>
</tr>
<tr>
<td></td>
<td>2. pronounce the English words related to activities at home</td>
<td>3. The students pay attention to the story related to activities at home with physical actions given by the teacher</td>
<td>B. Story Time</td>
</tr>
<tr>
<td></td>
<td>3. give some physical actions toward the English words about the activities at home</td>
<td>4. The students retell the story individually through physical movements</td>
<td>C. Take Your Turn</td>
</tr>
<tr>
<td></td>
<td>4. recognize the storyline related to activities at home through some physical actions</td>
<td>5. The students give some physical actions toward some short commands related to activities at home in “Simon Says …” game</td>
<td>D. Let’s Look Back</td>
</tr>
<tr>
<td></td>
<td>5. retell the story using some physical actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. perform some short commands through physical movements in an action game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| I draw a house  | At the end of the lesson, the students are able to:                             | 1. The students listen to the teacher and pay attention to the physical movements made to express the English words related to the activities at school |
|                 | 1. recognize the English words related to activities at school through physical actions | 2. The students repeat the English words related to the activities at school                                       | A. My Words             |
|                 | 2. pronounce the English words related to activities at school                   | 3. The students pay attention to the story related to activities at school with physical actions given by the teacher | B. Story Time           |
|                 | 3. give some physical actions toward the English words about the activities at school |                                                                                                                 | C. Take Your Turn       |

*Page 1-2*

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>BASIC COMPETENCY</th>
<th>TEACHING-LEARNING ACTIVITIES</th>
<th>INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I draw a house</td>
<td>At the end of the lesson, the students are able to:</td>
<td>1. The students listen to the teacher and pay attention to the physical movements made to express the English words related to the activities at school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. recognize the English words related to activities at school through physical actions</td>
<td>2. The students repeat the English words related to the activities at school</td>
<td>A. My Words</td>
</tr>
<tr>
<td></td>
<td>2. pronounce the English words related to activities at school</td>
<td>3. The students pay attention to the story related to activities at school with physical actions given by the teacher</td>
<td>B. Story Time</td>
</tr>
<tr>
<td></td>
<td>3. give some physical actions toward the English words about the activities at school</td>
<td></td>
<td>C. Take Your Turn</td>
</tr>
</tbody>
</table>

*Page 3-4*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>recognize the storyline related to activities at school through some physical actions</td>
</tr>
<tr>
<td>5.</td>
<td>retell the story using some physical actions</td>
</tr>
<tr>
<td>6.</td>
<td>perform some short commands to pray and to arrange pictures</td>
</tr>
<tr>
<td>4.</td>
<td>The students retell the story individually through physical movements</td>
</tr>
<tr>
<td>5.</td>
<td>The students give some physical actions toward some short commands on how to make a cross sign before praying</td>
</tr>
<tr>
<td>6.</td>
<td>The students follow some commands to arrange some pictures of their daily activities at school</td>
</tr>
</tbody>
</table>

**It is a square**

At the end of the course, the students are able to:
1. recognize the English words related to the kinds of shape through physical actions
2. pronounce the English words related to shape
3. give physical actions toward the English words related to kinds of shape
4. recognize the storyline related to shape through physical actions
5. retell the story using some physical actions
6. perform some short commands through physical movements to draw a house

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students listen to the teacher and pay attention to the physical movements made to express the English words related to kinds of shape</td>
</tr>
<tr>
<td>2.</td>
<td>The students repeat the English words through physical movements</td>
</tr>
<tr>
<td>3.</td>
<td>The students pay attention to the story related to shape with physical actions given by the teacher</td>
</tr>
<tr>
<td>4.</td>
<td>The students retell the story individually through physical movements</td>
</tr>
<tr>
<td>5.</td>
<td>The students give some physical actions toward some short commands related to shape in guessing game</td>
</tr>
<tr>
<td>6.</td>
<td>The students guess the English words from the physical movements given by the teacher</td>
</tr>
<tr>
<td>7.</td>
<td>The students draw some shapes to make a house based on the teacher’s commands</td>
</tr>
</tbody>
</table>

**I am happy**

At the end of the lesson, the students are able to:
1. recognize the English words related to feelings through physical actions
2. pronounce the English words related to feelings
3. give some physical actions toward the English words about feelings
4. recognize the storyline related to feelings through some physical actions
5. retell the story using some physical actions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students listen to the teacher and pay attention to the physical movements made to express the English words related to feelings</td>
</tr>
<tr>
<td>2.</td>
<td>The students repeat the English words through physical movements</td>
</tr>
<tr>
<td>3.</td>
<td>The students pay attention to the story related to feelings with physical actions given by the teacher</td>
</tr>
<tr>
<td>4.</td>
<td>The students retell the story individually through physical movements</td>
</tr>
<tr>
<td>5.</td>
<td>The students give some physical actions toward some short commands related to shape</td>
</tr>
</tbody>
</table>

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A. My Words
B. Story Time
C. Take Your Turn
D. Let’s Do It
E. Let’s Look Back

*(Page 5-6)*

A. My Words
B. Story Time
C. Take Your Turn
D. Let’s Do It
E. Let’s Look Back

*(Page 7-8)*
<table>
<thead>
<tr>
<th><strong>I walk, run, and jump</strong></th>
<th>At the end of the lesson, the students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>recognize the English words related to some action verbs through physical actions</td>
</tr>
<tr>
<td>2.</td>
<td>pronounce the English words related to action verbs</td>
</tr>
<tr>
<td>3.</td>
<td>give some physical actions toward the English words about some action verbs</td>
</tr>
<tr>
<td>4.</td>
<td>recognize the storyline related to some action verbs through some physical actions</td>
</tr>
<tr>
<td>5.</td>
<td>retell the story using some physical actions</td>
</tr>
<tr>
<td>6.</td>
<td>perform some short commands through physical movements to sing an action song</td>
</tr>
<tr>
<td><strong>The elephant is big</strong></td>
<td>At the end of the lesson, the students are able to:</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>recognize the English words related to some adjectives describing size through physical actions</td>
</tr>
<tr>
<td>2.</td>
<td>pronounce the English words related to adjectives describing size</td>
</tr>
<tr>
<td>3.</td>
<td>give some physical actions toward the English words about the adjectives describing size</td>
</tr>
<tr>
<td>4.</td>
<td>recognize the storyline related to adjectives describing size through some physical actions</td>
</tr>
<tr>
<td>5.</td>
<td>retell the story using some physical movements related to adjectives describing size</td>
</tr>
<tr>
<td>6.</td>
<td>perform some short commands through physical movements to play an action game</td>
</tr>
</tbody>
</table>

**short commands to make a “My Feeling” board**
6. The students play an opposite game, “Happy-Sad”

**A. My Words**
**B. Story Time**
**C. Take Your Turn**
**D. Let’s Look Back**

(Page 9-10)

**A. My Words**
**B. Story Time**
**C. Take Your Turn**
**D. Let’s Look Back**

(Page 11-12)
Unit 1: I take a bath everyday

A. My Words
Teacher reads the words with some physical actions. Ask the students to repeat the pronunciation and also the movements

- sleep
- take a bath
- brush teeth
- eat
- drink
- watch TV

(taken from: http://www.examiner.com/health-and-happiness-in-denver/)

B. Story Time
Teacher tells a short story with physical actions. Teacher repeats the story three or four times.

**Holiday**
Today is holiday. I am not going to school. I wake up at 6 in the morning. Then I take a bath. I wash my body with soap, and brush my teeth. After dressed up I eat my breakfast. It is so delicious. After eat I drink a glass of milk. Milk can make us strong. After that I watch television. I like to watch cartoon movie. Today I watch Dora The Explorer and Spongebob Squarepants. I love holiday.

C. Take Your Turn
Teacher asks the students to repeat the story individually.

D. Let’s Look Back
Teacher leads the students to play “Simon Says …” game
Rules: 1. teacher gives some commands to the students related to activities at home
   2. if the commands are begin with "Simon Says…", the students must do the commands
   3. if the commands are not use "Simon Says…", then the students must not do it
   4. for those gives the wrong responses will get a punishment

Example: * teacher says, “Simon says, eat”. The students must practice how to eat
* teacher says, “Simon says, take a bath”. The students must practice how to take a bath
*When teacher says, “sleep” (without Simon Says), then students who practice how to sleep will get a punishment, etc.
A. My Words
Teacher reads the words with some physical actions. Asks the students to repeat the pronunciation and also the movements.

B. Story Time
Teacher tells a short story with physical actions. Teacher repeats the story three or four times.

My School
I usually go to school by bicycle. At school I learn many things. The teacher teaches me to write, read, draw, coloring, sing and also pray. Every morning we pray. The teacher always leads us. We usually make a cross by singing.

Today, we will draw a house. Teacher gives papers to the students. We take our pencil and draw a house. I draw a big house. Then I color it brown and red. Teacher likes my picture. I get 80 and a star. I love my school.

C. Take Your Turn
Teacher asks the students to repeat the story individually.

D. Let’s Do It
Teacher gives some short commands to the students to make a cross sign before praying.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Raise your right hand</td>
</tr>
<tr>
<td>2.</td>
<td>Touch your forehead</td>
</tr>
<tr>
<td>3.</td>
<td>Say “In the name of the Father”</td>
</tr>
<tr>
<td>4.</td>
<td>Touch your chest</td>
</tr>
<tr>
<td>5.</td>
<td>Say “and the Son”</td>
</tr>
<tr>
<td>6.</td>
<td>Touch your left shoulder</td>
</tr>
<tr>
<td>7.</td>
<td>Say “and the Holy Spirit”</td>
</tr>
<tr>
<td>8.</td>
<td>Touch your right hand</td>
</tr>
<tr>
<td>9.</td>
<td>Say “AMEN”</td>
</tr>
<tr>
<td>10.</td>
<td>Then, asks the students to do it one by one</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Unit 3: It is a square...

A. My Words
Teacher says the vocabulary and makes some physical actions to explain it clearly. Asks the students to repeat the words and also the physical movements.

<table>
<thead>
<tr>
<th>Round</th>
<th>ellipse</th>
<th>triangle</th>
<th>square</th>
<th>heart</th>
</tr>
</thead>
</table>


B. Story Time
Teacher tells a short story through physical actions. Pupils pay attention to her. Teacher repeats the story three or four times.

Three Ellipses
One day, I walked in a park. It was very hot. The sun was round and shined very bright. I wear a sunglass and brought an umbrella. When I was walking, I saw a blue square. I opened the box, and I saw three ellipses. I was surprised and confused. I thought for a while. Then I took one ellipse, I saw it carefully, and oh, I knew it. They were a bird’s eggs. Then I put it back to the box, I closed the box and I brought the box home.

C. Take Your Turn
Teacher asks the students to repeat the story individually.

D. Let’s Look Back
Teacher asks the students to guess some physical actions.

For example: * teacher gives a round shape through physical actions, and then the students guess “it is round”,

or

* teacher gives a command to a student, “Dika, make a heart”, and then Dika makes some physical action to make a heart shape.

The students who make the right movements and give the right answers will get a star, those who answer or act wrong will not get a star.
Teacher gives some commands for the students to draw a house

1. Take one paper
2. Take blue crayon
3. Make one big triangle and color it blue
4. Take one red crayon
5. Make one big square under the triangle and color it red
6. Take red crayon
7. Make a heart in the triangle and color the heart red
8. Take yellow crayon
9. Make a round above the triangle and color it yellow. That's sun
10. Show your picture to the class. That is your house
A. My Words
Teacher says the vocabulary and makes some physical actions to explain it clearly. Asks the students to repeat the words and also the physical movements

Happy  Sad  Angry  Sleepy

Hungry  Sick  Ashamed  Surprised

(taken from: http://www.bigstockphoto.com/image-feelings)

B. Story Time
Teacher tells a short story with physical actions. Teacher repeats the story three or four times.

I got a cold...

Yesterday I did not go to school. I was sick. My nose felt funny and my forehead felt hot. Mother checked my forehead and said that I had a cold. I did not take a bath. I just brush my teeth. Then mother gave me cold syrup. First, I did not want to drink it. I thought the taste will not be good. Then I try it a little, and wow, it was good. The taste is orange. I like it. I drank two spoonfuls of syrup, and after that, hoaahhmm...I felt sleepy. Then I went to sleep. When I woke up I felt fresh and my forehead did not hot. My nose did not feel funny anymore. The cold was gone, and I was so happy.
C. Take Your Turn
Teacher asks the students to repeat the story with the physical movements individually.

D. Let's Do It
Teacher asks the students to complete the “My Feeling” board.
Teacher prepares a Styrofoam as the board and some board nails. Teacher gives all the students name using paper and give some space below it. Then gives some commands to the students.
1. Cut the pictures one by one
2. Color the happy face with yellow crayon
3. Color the sad face with blue crayon
4. Color the sleepy face with green crayon
5. Color the angry face with red crayon
6. Choose what you feel today
7. Put it on the board below your name, use the board nail

E. Let's Look Back
Teacher leads the students to play an opposite game
Rules:
- Teacher mentions the feelings “happy and sad”
- When teacher says “happy”, students must give the sad expression
- When teacher says “sad”, students must give the happy expression
- Teacher asks the students one by one
- The student who give the wrong expression will get a punishment
- The punishment could be singing or dancing, depends on the class agreement
Unit 5: I walk, run, and jump

A. My Words
Teacher says the vocabulary and makes some physical actions to explain it clearly. Asks the students to repeat the words and also the physical movements.

- jump
- run
- walk
- throw the ball
- catch the ball
- sit down
- stand up

(taken from: http://catechumen-memoirs.blogspot.com/archive.html)

B. Story Time
Teacher tells a short story with physical actions. Teacher repeats the story three or four times.

The Dog
Yesterday, I went to my friend’s house. I play throw and catch the ball with my friend. When I throw the ball my friend catches it. When my friend throws the ball, I catch the ball. We were so happy. We laughed together. In the evening, I went home. I walk slowly. Suddenly there was a dog behind me. I was so surprised and afraid. I ran very fast. When I was home I was so tired. Then I sat down and drink a glass of water. Fiuuh, I was so scared, but I was so glad the dog did not bite me.
C. Take Your Turn
Teacher asks the students to repeat the story with the physical movements individually

D. Let's Look Back
Teacher leads the students to sing songs with some physical movements

**Chiki-Chaka**

We are in the tree of love, huy (jump)
We are in the tree of love, huy (jump)
We are in the tree of love, huy (jump)
We are in the tree of love fantasy
We are in the tree of love, huy (jump)
When I say chiki (jump forward)
When I say chaka (jump backward)
When I say chiki-chiki-chiki-chiki-chaka (jump forward 4 times, and backward once)
We are in tree of love, huy (jump)

**Up and Down**

Up and down and shake, shake, shake
Up and down and shake, shake, shake
Shake to the left
And shake to the right
Turn around and shake, shake, shake
A. My Words
Teacher says the vocabulary and makes some physical actions to explain it clearly. Asks the students to repeat the words and also the physical movements.

B. Story Time
Teacher tells a short story with physical actions. Teacher repeats the story three or four times.

Go to the zoo
Yesterday my family and I went to the zoo. We saw many animals. I saw an elephant. It has four legs, and the body was very fat. The ears were big and the nose was long. Then we saw a giraffe. It was very tall and thin. The neck was very tall but the ears were short. It eats from the tree. Then we walked to see a monkey. It has two legs, the body was small and the tail was very long. Monkey likes to eat bananas. It was very funny. I was very happy at the zoo. Then we went home by car.
C. Take Your Turn
Teacher asks the students to repeat the story with the physical movements individually.

D. Let’s Look Back
Teacher leads the students to play an opposite game, “Ant and Elephant”

Rules:
1. Teacher explains: We know an ant is SMALL (gives a finger gesture to picture small) and an elephant is BIG (gives a hand gesture to picture big).
2. In this game, when teacher says ANT, students say small but give the hand gesture of BIG.
3. When teacher says ELEPHANT, students say big but with the finger gesture of SMALL.