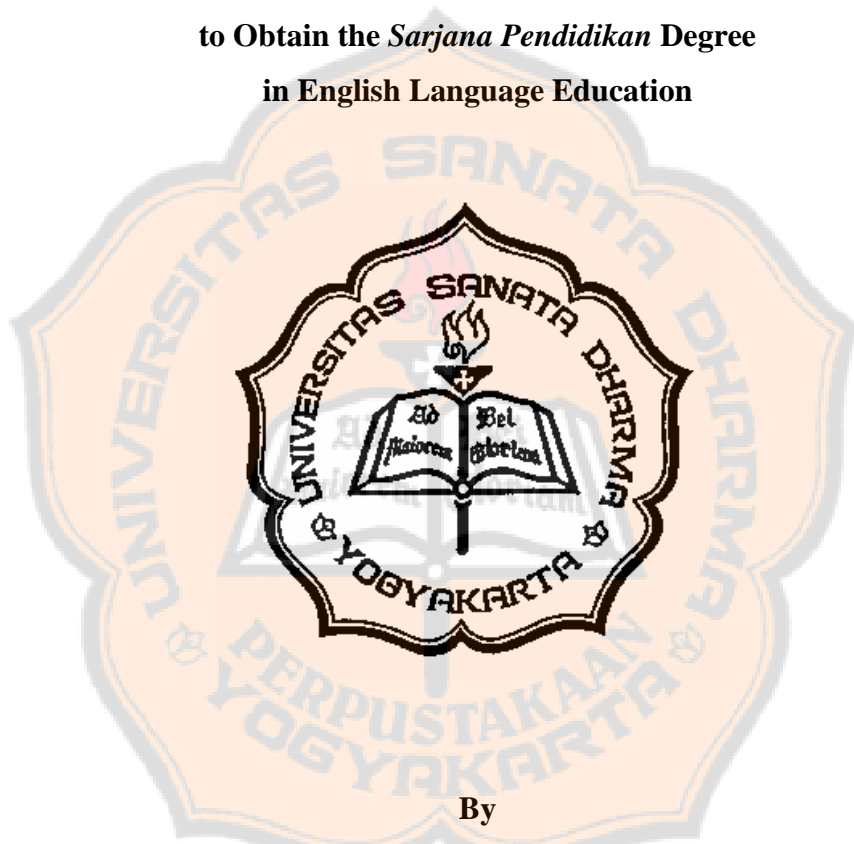


**USING SONGS AND PICTURES TO INCREASE PUPILS' VOCABULARY MASTERY
IN MATA AIR RUMAH BERMAIN DAN BELAJAR
CONDONGCATUR YOGYAKARTA**

A THESIS

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



By

KRISNANTO MAHARDIKA

Student Number: 06 1214 037

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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By
Krisnanto Mahardika
Student Number: 061214037



Approved by

Carla Sih Prabandari, S.Pd., M.Hum.

Sponsor

Date

22 November 2010

A Thesis on

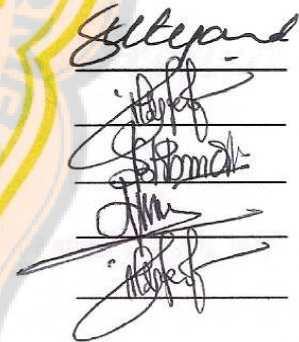
**USING PICTURES AND SONGS TO INCREASE PUPILS' VOCABULARY MASTERY
IN MATA AIR RUMAH BERMAIN DAN BELAJAR
CONDONGCATUR YOGYAKARTA**

By
Krisnanto Mahardika
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Defended before the Board of Examiners
on 3 December 2010
and Declared Acceptable

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Yogyakarta, 3 December 2010
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,




Drs. Tarsisius Sarkim, M.Ed., Ph.D.

PAGE OF DEDICATION

This thesis I dedicated to my beloved family.

The things which you *Learned*

And RECEIVED

And *Heard*

And SAW

In me, these do,

And God of peace will be with you

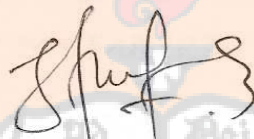
(Philippians 4:6)

STATEMENT OF WORK'S ORIGINALITY

I honestly declared 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, 3 December 2010

The writer,



Krisnanto Mahardika

06 1214 037

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(Krisnanto Mahardika)

ABSTRACT

Mahardika, Krisnanto. 2010. *Using Songs and Pictures to Increase Pupils' Vocabulary Mastery in Mata Air Rumah Bermain dan Belajar Condongcatur Yogyakarta*. Yogyakarta: Sanata Dharma University.

Vocabulary is an important aspect to learn a language. Nowadays, introducing English vocabulary can be started in the kindergarten. In introducing English vocabulary to kindergarten pupils, the teacher should consider the pupils' learning characteristics. In common practice, the lack of vocabulary occurring among pupils in *Mata Air* is caused by the monotonous teaching method. Obviously, this is the teachers' tasks to provide alternatives teaching method using different media to help the pupils to increase their vocabulary mastery. Therefore, the concern of this research was to investigate the alternative method to teach vocabulary using songs and pictures, whether the use of songs and pictures could help to increase pupils' vocabulary mastery.

The classroom action research was applied in this research. The teaching technique using songs and pictures were implemented through several processes of teaching and learning activities in two cycles of classroom action research. The cycle of classroom action research were planning, acting (implementing) and observing, and reflecting. The use songs and pictures in the classroom were implemented through the activities such as telling poster stories, doing worksheets, and singing sessions.

In this research, instruments to gather the data were field notes, observation checklists and worksheets. Field notes and observation checklists were employed to gather the data during the observation. Worksheets were also used in this research to gain information about pupils' progress in vocabulary mastery. The data and information gathered during the teaching learning processes would be analyzed in order to solve the problem concerning pupils' vocabulary mastery.

Songs and pictures were implemented in the activities of the first cycle of the classroom action research. The activities of the first cycle were drilling processes using poster story combined with flash cards, singing sessions and working on worksheet. The result was the first cycle was not quite successful. The second cycle was conducted based on the result of the first cycle. The activities were more or less the same with the first cycle. On this second cycle the focus was on the difficult vocabularies. The result was the second cycle was successful. As a conclusion, it can be concluded from the research findings that the implementation of songs and pictures in the classroom could help to increase pupils' vocabulary mastery.

Key words: vocabulary, mastery, kindergarten pupils

ABSTRAK

Mahardika, Krisnanto. 2010. *Using Songs and Pictures to Increase Pupils' Vocabulary Mastery in Mata Air Rumah Bermain dan Belajar Condongcatur Yogyakarta*. Yogyakarta: Universitas Sanata Dharma.

Kosakata adalah bagian penting untuk mempelajari sebuah bahasa. Saat ini, mengenalkan Bahasa Inggris bisa dimulai dari taman kanak-kanak. Dalam memperkenalkan Bahasa Inggris kepada siswa taman kanak-kanak, guru harus mempertimbangkan karakteristik belajar para siswanya. Dalam kenyataannya, ketidakmampuan siswa Mata Air untuk menguasai kosakata dikarenakan oleh teknik mengajar yang kurang variatif. Ini merupakan salah satu tugas guru untuk mencari teknik mengajar yang lain yang menggunakan media yang lain untuk membantu siswa untuk meningkatkan kemampuan penguasaan kosakatanya. Oleh karena itu, perhatian utama dari penelitian ini adalah untuk menguji teknik pengajaran alternatif tersebut yang menggunakan lagu dan gambar, apakah teknik pengajaran yang menggunakan lagu dan gambar dapat membantu siswa dalam meningkatkan kemampuan untuk menguasai kosakata.

Penelitian tindakan kelas digunakan dalam penelitian ini. Teknik pembelajaran yang menggunakan lagu dan gambar dilaksanakan dalam beberapa proses kegiatan belajar mengajar di dalam dua siklus penelitian tindakan kelas ini. Siklus penelitian tindakan kelas yang digunakan dalam penelitian ini antara lain perencanaan, pelaksanaan (implementasi) dan pengamatan, dan perrefleksian. Lagu dan gambar digunakan dalam kegiatan seperti bercerita, mengerjakan lembar kerja, dan bernyanyi.

Dalam penelitian ini, alat-alat yang digunakan untuk pengumpulan data antara lain *field notes*, *observation checklists* dan lembar kerja siswa. *Field notes* dan *observation checklists* digunakan untuk pengumpulan data selama pengamatan. Lembar kerja siswa juga digunakan untuk mengetahui peningkatan penguasaan kosakata para siswa. Data-data yang terkumpul selama kegiatan belajar mengajar akan dianalisa untuk bisa memberikan solusi untuk permasalahan yang berhubungan dengan kemampuan penguasaan kosakata siswa.

Lagu dan gambar digunakan dalam siklus pertama dari penelitian tindakan kelas ini. Kegiatan yang ada pada siklus pertama ini antara lain bercerita berdasarkan poster yang digabungkan dengan *flash cards*, bernyanyi dan mengerjakan lembar kerja. Hasil dari siklus pertama ini adalah siklus pertama ini kurang berhasil. Siklus kedua dilaksanakan berdasarkan hasil dari siklus pertama. Kegiatan dalam siklus dua ini tidak berbeda jauh dengan siklus pertama. Di siklus kedua ini perhatian lebih ditujukan kepada kosakata-kosakata yang sulit. Hasil dari siklus dua ini adalah siklus dua berhasil dengan baik. Dari penelitian ini dapat disimpulkan bahwa berdasarkan temuan yang didapatkan selama penelitian bahwa penggunaan lagu dan gambar dapat membantu siswa untuk meningkatkan kemampuan dalam penguasaan kosakata.

Kata kunci: kosakata, penguasaan, murid-murid taman kanak-kanak

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I would like to give my biggest thank to **Jesus Christ** for anything He has done for me so that I could accomplish this thesis.

I dedicate my great attitude to **my father, my mother, my beloved brother (Mas Kris)**, who always watches me from somewhere up there, and **my sister (Dek Ria)**. They are always by my side to support me whether they realize it or not. I would also like to thank **Missi Prasanti** for the help and support up to this moment.

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Finally yet importantly, I would say thanks for who are not mentioned here.

Yogyakarta, 22 November 2010

Krisnanto Mahardika



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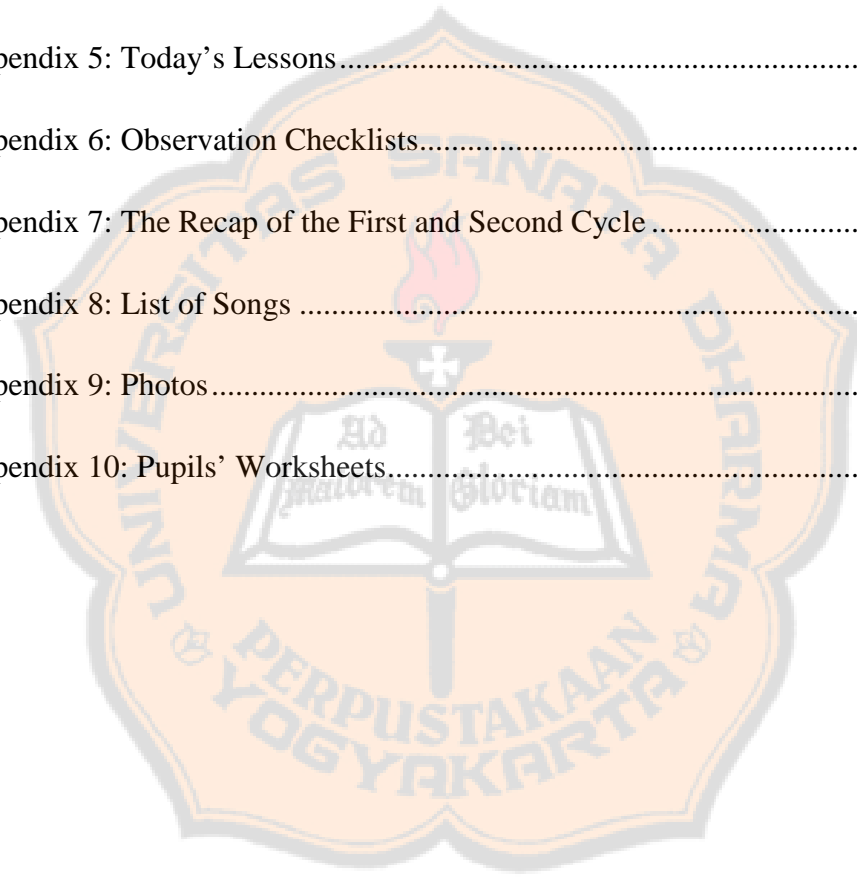
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CHAPTER I

INTRODUCTION

This research aims to solve a problem in *Mata Air Rumah Bermain dan Belajar Condongcatur Yogyakarta* concerning pupils' vocabularies mastery. The explanation will be divided into six parts. They are research background, problem formulation, problem limitation, research objectives, research benefits and definition of terms.

A. Research Background

Nowadays, introducing English in schools to be taught as a compulsory or only extracurricular subject is important. The teaching of English takes place in senior high school, junior high school, elementary school or even kindergarten because mastering English is an important aspect in this globalization era. There is a new trend in educational field such as teaching English in kindergarten. Based on *Surat Edaran Nomor:1839/C.C2/TU/2009 Perihal Penyelenggaraan Pendidikan Taman Kanak-Kanak dan Penerimaan Siswa Baru Sekolah Dasar*, introducing foreign language can be started from kindergarten as long as it does not affect the mother language development. The development of a new trend in education is also regarded as a good way to introduce English at the very early age children like kindergarten pupils. Pei (1973:6) states that the best time to begin a foreign language study is as early as possible, preferably kindergarten. It means that at the early childhood, children will learn a new language easier, in this case

is English. Kindergarten pupils are children of age four to six years old and they come to formal institution, like kindergarten, for the first time to develop their linguistic skills and the children will be at the kindergarten for about one or two years. The usual characteristic that children have is playful. They like to play almost the whole day. This should be the consideration for the teachers before introducing and teaching English to them.

The research was conducted in *Mata Air Rumah Bermain dan Belajar, Condongcatur* because the writer has access to conduct the research in that school. The writer is one of the teachers in *Mata Air Rumah Bermain dan Belajar*. In learning English, the pupils of *Mata Air* face a problem concerning the mastery of English vocabulary. From the observation which was conducted, it can be concluded that the pupils were not able master most of the vocabulary that has been taught. The pupils were able to mention the vocabularies at that time, but they forgot the vocabularies on the next meeting.

The pupils were not able to master the vocabulary because of the monotonous teaching method. The teacher only used realia to teach vocabulary without giving any variation. For example, the teacher used the realia to teach the vocabularies of clothes. First of all, the teacher showed the realia such as t-shirt, shorts, or shirt. Next, the teacher showed the way to pronounce each of the realia's name. After the teacher finished pronouncing each name, the pupils were asked to pronounce the names. Then, they were asked to point at the realia as the teacher instructed. Finally, before the teacher end the class he asked the pupils to do the worksheets and the teacher used such kind of teaching method in most of the time.

The teaching method performed by the teacher was not enjoyable for the pupils because the teaching method did not give the pupils chance to play or learn in different activities such as singing or playing games. Therefore, the pupils were not able to learn or master the vocabularies well due to the monotonous teaching method.

Pupils consider the teaching method that only uses realia as drilling media as a boring activity because the teachers do not give any variation in the teaching process such as combine it with games or songs. The teacher only showed how to pronounce the names of realia, and then asked the pupils to pronounce the name, to point at the objects as the teacher instructed and to snap at the objects. Songs and games were used at the beginning of the class, especially in the circle time, besides in the circle time, songs only used in the transition time, when the teacher wanted to move from one activity to another. The teacher used the same method in most of the classes and it surely make the pupils bored.

The monotonous way of teaching will lead the pupils to boredom because children should have many kinds of variation in teaching process to avoid boredom. Moreover, one of the children's characteristics is that they are playful, so that the teacher should give more variation in the method of teaching.

The pupils' boredom occurs because of the monotonous teaching method used by the teacher to drills the vocabulary to the pupils. The pupils' boredom will affect the vocabulary mastery because when the pupils are bored they cannot learn the vocabulary well. Therefore, the children will find difficulties to master the vocabularies which were given by the teacher. Here the writer will provide

another method to teach vocabulary which is more stress-free, and more meaningful method. The method is using pictures and songs to teach vocabulary in order to increase pupils' mastery in vocabulary. Finally, it could be concluded that the actual problem faced by the pupil was the monotonous vocabulary teaching method performed by the teacher.

The children's brain becomes the consideration on this research because the brain is still flexible and it makes children able to imitate and remember foreign sounds like English. Lado, as cited by Byrne (1972:17) stated that 'younger people, as young as three or four years old, have great facility in imitating foreign sounds and remembering them'. Introducing English to kindergarten pupils is considered to be the suitable time because children have the facility in imitating and remembering foreign sounds, for example English. Teaching English to children is not an easy task, therefore as teachers they have to consider the appropriate skills and materials for their age to be taught to the children.

The very basic material to be taught in kindergarten is vocabulary because "vocabulary has been seen as a very important, if not the most important, element in language learning" (Nation, 1990: 2). Vocabulary becomes a very important element in language learning because vocabulary plays a role as the link of the four skills of reading, writing, listening, and speaking. Before the pupils are able to read, to write, to listen, or even to speak in English they have to know the vocabulary first because having a good vocabulary mastery will help the pupils to learn the other aspects of language. Like Burton's (1982: 98) statement "vocabulary is the range of word that can support the students to learn other

aspects of language”. Therefore, if the pupils are able to master English vocabulary well it will help them to learn the other skills of English.

Teaching English vocabulary should not be done before other aspects of English because if it is so the pupils will face difficulties in learning other aspects of English because of lacking of vocabulary. First of all, the pupils should learn vocabulary before they begin to learn other skills of language because vocabulary is the basic feature of language. Pupils usually know the vocabulary and its meaning first before they begin to pronounce it or to make sentence using the vocabulary. Learning vocabulary is considered as the first step to do before learning the other skills or elements of language. Decarrico (Celce, 2001: 285) says “vocabulary learning is central to the language acquisition whether the language is first, second, or foreign language”

While teaching the vocabulary, the teacher should also teach the knowledge about how to use the vocabulary because when the pupils known the meaning of the vocabulary but they do not know how to use it, it means that the vocabulary known by the pupils will be useless. Nation (1990: 2) says:

Learners feel that many of their difficulties in both receptive and productive language use result from an inadequate vocabulary. Simply increasing learners’ vocabulary without giving this knowledge to use may not be effective, but getting learners to do language tasks when their vocabulary is inadequate for the task is a frustrating experience.

Teaching English to kindergarten pupils is something which is different from teaching adult. Kindergarten pupils have special characteristic which is playful, therefore the pupils need special method in teaching. Lado (1964: 57) says”They (children) learn by playing and any other interesting activities, whereas adults

learn more effectively by systems and systematic cataloging than do children". Therefore, in order to conduct teaching process which is suitable with children characteristic, the teacher should have the suitable method.

One of the methods is using song combined with picture to teach vocabulary to the pupils. Pictures are used to teach vocabulary to the pupils. Pictures will help teacher to explain the vocabularies and also help pupils to understand the vocabularies, beside that pictures also have advantages for the pupils. Pictures can help the pupils to associate what they hear and their real-life experience. Pictures in classroom can represent situation which would be hard to create different way. Pictures in classroom can draw the pupils' attention; therefore, when the pupils are paying attention to the teacher, the teacher can deliver the material effectively.

The reason why pictures are used in this research instead of realia is because of the advantage of pictures itself compared to realia. According to Geralch and Donald (1980: 276; 377) the advantage of pictures are inexpensive. Pictures are widely available compare to realia or real things which are more expensive and not always readily available. For example, if teachers want to use pictures as the teaching media, they can simply look for the picture in magazines or newspaper, then cut it, and finally stick it on a rigid background or they can simply make an inexpensive photocopies either black-and-white or color pictures. Moreover, pictures are widely available. Teachers can find pictures everywhere, pictures can be on the internet, on the newspapers, on the magazines, or they can make the pictures by themselves. On the other hand, when teachers want to use realia as the

teaching media they should buy the objects and it is surely more expensive than pictures.

“but you will find many situations in which the actual tools or equipment might be too costly or they might be too complex for beginning students. In such cases you can use supplementary media-visual, toys, or kinesthetic materials” Gernalch and Donald (1980: 167)

For example, if teachers want to teach vocabulary about clothes such as jacket, t-shirt, shirt, skirt, and shorts they should buy the real jacket, t-shirt, shirt, skirt, and shorts and that will be very expensive to buy those things. So that, it is better to use supplementary media-visual such as picture than use realia.

Real things or realia are not always available. When teachers are going to teach about kind of jobs such as police, doctor, or soldier it will be difficult to bring the real police, doctor, or soldier into the classroom.

Songs were also used in this research because songs can make the pupils feel relax and comfortable. Songs can also increase the pupils' motivation and when the pupils feel relax, comfortable, and motivated the vocabulary learning will be more effective “songs in class can retain and increase students' motivation and participation in learning” Megawati (1983: 8). Therefore, the combination of pictures and songs were used in this research instead of realia and songs.

In this thesis, the writer will discuss and explain how to use songs and pictures to increase the pupils' vocabulary mastery in *Mata Air Rumah Bermain dan Belajar, Condongcatur, Yogyakarta*.

B. Problem Formulation

Based on the background, the problem for action research can be formulated as follow

How does the use of songs and pictures improve pupils' vocabulary mastery of *Mata Air Rumah Bermain dan Belajar, Condongcatur, Yogyakarta?*

C. Problem Limitation

The research will be limited on the use of songs and pictures to increase pupils' vocabulary mastery in *Mata Air Rumah Bermain dan Belajar*.

The pupils are at the age of 4-5 years old and they are in the *Kelas Persiapan (KP)*. The pupils of *Mata Air Rumah Bermain dan Belajar, Condongcatur, Yogyakarta* could not master most of the vocabularies from the previous meeting because of the teaching method implemented by the teacher which only uses realia. This kind of method makes the pupils feel bored and it is not meaningful for them. Therefore, the research will implement an alternative teaching method which is using songs and pictures to teach vocabulary.

It is expected that this alternative method will not make the pupils bored and the pupil will be able to remember and recall vocabularies from the teaching-learning process. Songs and pictures are chosen to teach vocabularies in *Mata Air Rumah Bermain dan Belajar* because songs can make a stress-free condition in class so that it can help the pupils to learn more effectively and pictures are chosen because most of the pupils like pictures and the advantages of using pictures stated in the previous paragraph.

Teaching English that only uses pictures as the media is not enough for children because children can easily feel bored. Therefore using pictures to teach English and then support it by using songs can make the teaching process more meaningful and more stress-free.

D. Research Objective

The objective of this research is to answer the question formulated in problem formulation which is how to improve pupils' vocabulary mastery using songs and pictures in *Mata Air Rumah Bermain dan Belajar, Condongcatur, Yogyakarta*. The solution is taken by implementing an alternative teaching method using songs and pictures in teaching vocabulary to the pupils.

E. Research Benefits

1. For the *Mata Air* pupils

The research can make the pupils of *Mata Air* be more active in learning English vocabulary and enable them to memorize the vocabularies joyfully, easily, and stress-free.

2. For the *Mata Air* teachers

The result of this research will provide the alternative method of teaching vocabulary for children. One of the alternatives is using songs and pictures to teach vocabularies to pupils. The teachers can use the result of this research as the aspect for considering using songs to teach vocabulary for children.

3. For Future Researchers

The research may give contributions to the method of research. Even though action research needs many treatments but the result will be better than any other methods. The better action research the better the result will be, that will depend on the future researchers who will conduct a new action research or evaluate the result of this research.

F. Definition of Terms

The key words of this research as reflected in the research title are defined as follows

1. Kindergarten Pupils

Kindergarten pupils are children in the ages of three to six who have started to study and play in the kindergarten. Kindergarten itself has a meaning based on *Program Kegiatan Belajar Taman Kanak-kanak Pedoman Kegiatan Belajar Mengajar (1994)* as a kind of education which is, intended to children of ages three to six to prepare them to enter the elementary school. Therefore, in this research, kindergarten pupils were the pupils of Mata Air who are in *Kelas Persiapan*. The ages are between four up to five years old.

2. Songs

Zbikowski (1998:264) stated that song recognized as the creation that is produced by the interaction between text and music. This becomes less-stress method to teach pupils vocabularies through the songs. Songs used on this research were songs which have relation to the topic discussed, and songs which

made for the sake of teaching. For example, the topic is clothes and the song will be “who is wearing song”

3. Pictures

According to Duffy and Waller (1985:249) defined picture as “some hand-made or machine-made images that relate, however distantly, to the appearances or structures of real or imaged things”. Pictures become the media in teaching because children need real images in order to learn the names. Pictures related to the topic were used on the research. For example, the topic is clothes and the picture will be the picture of t-shirt or shorts or jeans.

4. Vocabulary

Vocabulary in this study means a number of words which pupils usually find in their daily life. The stock of words must be in everyday vocabulary of most people, specifically in the everyday vocabulary of children. Burton’s (1982: 98) statement “the vocabulary is the range of word that can support the students to learn other aspects of language”. Meanwhile according to Hornby (1995:1331), “vocabulary is the total number of words in a language”. Therefore, the vocabularies used in this research were the vocabularies related to the learning topics, in this case is clothes.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the discussion on theories upon which study is conducted. This chapter includes the discussion of the Theoretical Description and the Theoretical Framework.

A. Theoretical Description

In the theoretical description, the researcher discusses theories related to the research conducted in *Mata Air Rumah Bermain dan Belajar*. The theories are Teaching English as a Foreign Language to Young Learners, Learning Principles, Language Teaching Media, and Kindergarten Children.

1. Teaching English as a Foreign Language to Young Learners

The children's linguistics growth is phenomena during the pre-school ages. According to Chukovsky (*Forum, vol. XXIV. Pp. 7-9*) states the tremendous "speech-giftedness" of the pre-school child: and maintain that "begin with the age of two; every child becomes for a short period of time a linguistic genius." From the previous statement, it is stated that there is a point when a child can learn language easily. Anderson (1980) says that between the ages of two up to eleven years old is the critical period for a child to be able to learn language easily. For example, when a family with a child moved to a foreign country, there can be found that the child will learn the language used in that foreign country easier that

the parents. It is also supported by the informal observation done by the expert in new linguistics. Knowing that children are not yet able to motivate themselves or can be said they are not self-motivated to learn language. Compared to adults, adults are self-motivated to learn language, for example they are motivated to learn language because it is the requirement for the university degree, for their schools or their jobs. Unlike children, children are not concern with that. The only things the children concern are their daily games, their daily events, or something that can raise their curiosity. The children will do their activity if they know the language; in other word, the children will learn the knowledge only with their mother tongue. Since English here is not the students' mother tongue, the teacher should find a way to motivate the students to learn the foreign language which is English.

Even though English becomes foreign language for both children and adults, therefore the teacher should find the appropriate methods to teach children English. The methods should be different from the adults. In defining the methods the teacher should consider the children's characteristics and behaviors in accordance of their ages. Like statement by Rivers (1983) which was cited by El-Helaly (1987:49) that the teacher should pay attention on the students' autonomous impulses" for example curiosity, desire to know and understand, the desire to play and explore, and the impulse to manipulate features of environments. Because the methods of teaching children are different from adults, the differences will affect the objective. The objective of teaching English to children will be different from teaching English to adult.

The writer quoted the objective of teaching English to children from Freudenstein (1979:28), they are: to establish a solid basis for pronunciation and intonation in the foreign language, to make the children aware of the fact that there are other communicative systems next to their mother tongue, to support their intellectual and cultural growth, and to establish a favorable attitude towards language learning.

In relation of the objectives of the learning, teachers should also pay attention to the basic principles of the early childhood education. The basic principles which are quoted from Morrison (1991: 154-155) cited by El-Helaly (1987), the principles are: young children need opportunities to move around and interact with others by engaging the physical activity and interaction with others, they will learn something. Young children need to interact with concrete materials and many objects that are important for their concepts growth, they can feel, know what they can do and how they respond to it. Young children need both large and small muscle activities. For example small-muscle activities such as solving puzzles, cutting with scissors, and drawing and the large-muscle activities for example running, climbing, and riding wheeled toys. Pretending and other expressive and creative experiences are necessary. They need to express their feeling and ideas through drawing, painting, and singing, dancing, and pretending to be someone else. There should be balance and alternation in young children's activities between small and large-muscle activities, active and quite times, and individual and group work. Adults should follow the lead of the child. The parents and teachers should not force what they wish to the children. The children should

have the opportunity to make choices on the activities and the time to remain them. The way something is done is more important than the result. It is the process not the product that must be considered in children learning.

There are also some ways for the teacher to be able to help the students in learning foreign language. The ways based on Shipley's (1996) statements they are help children learn about objects and how to put them in groups that are alike. Help children to see that even though the objects may differ in size, shape, and color they still belong to the same group. Help children fit language to action. Talk to them while doing something in order to provide symbolic experiences to go with actions. Speak to children in descriptive language and, when it can, demonstrate what it means. Listen to children talk to them while they are playing and learning. Let them hear you talk to yourself, too. Read stories and sing songs with them.

In teaching foreign language to children, the teacher should consider the characteristics and the nature of students. Therefore, the teacher can create classrooms' condition that brings enjoyment and pleasure. Such condition can make the children feel relax and comfortable in learning the language.

2. Learning Principles

In this part, the researcher discusses teaching principles. The explanation of the teaching principles will be divided into three parts. Those are Learning Principles, Teaching Principles, and Vocabulary Teaching.

a. Learning Principles

Here some of learning principles will be discussed. According to Kimble (1961: 6) as quoted by Hergenhahn and Olson (1993:6), they define learning as changes in observable behavior. The concept from Kimble emphasizes on the significant of experience in the process of learning. Kimble says “learning is relatively permanent change in behavior or in behavior potentiality that result from experience and cannot be attributed to temporary body state”. From the statement, it can be conclude that experience plays important role in learning process. The experience might come from the environments and surroundings.

Kolesnik (1976:2) views learning as changes in behavior that result from the contacts with the environments and interactions with other people. It can be said that in the daily life people also experience learning. Therefore, in order to have a successful learning, teachers should make the classrooms’ situation identical to the daily life situation.

Hurlock (1978:28) also has her view on environment, she says that environment takes an important role in the children’ learning. The meaning, according to her, is the development that comes from the practices and trials. The practice and trials process takes place in the environments, whether in the school or surrounding

b. Teaching Principles

Language teaching can be defined as activities that are intended to bring about the language learning. Since English is not the children’s mother tongue, English is only taught in school.

In teaching foreign language to children, the teacher should consider several aspects before teaching. The aspects of consideration which are quoted by the writer from (Trisisca, 1996 :12-15) will be presented as follows.

- 1) The atmosphere of teaching learning should not be tense.

Since, the kindergarten students are beginners in English and also English is not their mother tongue language, the learning process should be fun and natural for children. In order for students to be successful in learning the target language, there must be the absence of stress, Richards and Rodgers (2001) cited by Setiyadi (2006). An enjoyable situation can make the students feel motivated to learn the language.

- 2) Learning is a challenge

In learning, there should be challenges in order to make the students motivated to learn. Students will not learn or will not participate in learning process if the learning does not give them new knowledge. There usually occur the misunderstanding between teacher and students.

Teacher thinks that when students are not motivated in learning they considered the students to be lazy and not active. Conversely, the fact shows that the nature of children is not lazy, they are very active (Spears, 1954: 163). Therefore, process of teaching should be challenging in order to make the students motivated in the process.

- 3) Learning is a process of experiencing

Experience is considered a good way to teach. Old proverb says that experience is a good teacher; it means that in order to have full learning someone

should experience in using the language. The students should experience and apply the knowledge they get into reality.

The learning process is not finish in having the concept, but they should apply or use it. Therefore, teacher should make the students experience the learning so the process of learning can be meaningful for the students. The more meaningful the experience the better learning will be acquire by the students.

4) Learning is a creative process

Students are not a passive people; they have mind and thought that enable them to think creatively. Considering that, the teacher should not treat the students as a receiver but the teacher should guide them to make students think and develop their ability. Students' mind is a processor, they should have stimulus in order to process knowledge. Now, it is the teachers' role to give stimulus to the students in order to make them think and access knowledge.

c. **Vocabulary Teaching**

Teaching vocabulary also closely related to the memory and memorization. Lefrancois (1986: 140) propose the principle of memorization. There are three kinds of memory proposed by Lefrancois, they are short-term sensory memory, short-term memory, and long-term memory. What do they mean will be explain bellow.

1) Short-term sensory memory

In the short-term sensory memory, there is no cognitive process beyond that. It is temporary effect caused by senses. The impression will stay interesting for

only seconds, for example when someone saw beautiful scenery and they said beautiful. That is called short-term sensory memory.

2) Short-term memory

The ability to recall the beginning of a sentence as once it is read or heard. It includes information from any source that will last for seconds or minutes. Doing rehearsal on recalling the short-term memory information can make the information become the information of long-term memory. The example of short-term memory storage is when someone is memorizing lyric.

3) Long-term memory

Memories that last for minutes, hours, days, weeks, months or even years which is called long-term memory. The example of long-term memory is remembering names, color of things, address, etc. To memorize words, names, or address the learners have to use it as often as possible in their daily life (for speaking, reading, writing, and listening). More often, the learners use the word, the easier for the word to be store in long-term memory. Teaching vocabulary is not the matter of remembering words and stores them in the students' memory.

3. Language Teaching Media

a. Pictures

Pictures of many kinds have been successfully used to show the meaning of words. The pictures are particularly effective to show the meaning stimulus. Pictures can be used to illustrate the meaning of the words. Later, the learners can recognize and identify the things easily since they have seen them in pictures. For

example, teacher will introduce new vocabularies about animals to their pupils. First, the teacher only tell the name of the animals like lion, tiger, hippopotamus, etc. the pupils find it difficult to know the meaning of lion, tiger or hippopotamus because it is words and it is abstract. Then, when the teacher shows the pictures of the animals the pupils find it easier to know the meaning of the words because they can see the pictures of the animals while the teacher tells the name of the animals.

By giving pictures as the media in teaching learning activities, the learner will not easily forget the words that they have learnt, because they already have the description about the word.

According to (Trisisca, 1996: 25-27) the requirements for pictures to be considered as good pictures for teaching vocabulary will be discuss in the following points:

1. Simple

Simple pictures can be useful as long as the pictures can show and represents the meanings.

2. Not ambiguous

The source of picture is abundant, but not all of them can be used as the media because those pictures are ambiguous.

3. Accordance with the students' level.

The teacher should consider the appropriateness of the pictures, do not give pictures which cannot be, understand by the students.

4. The size of the pictures

The size of the pictures should be appropriate to the classroom. The size of the pictures should not too small in order to be able to be seen by all students.

5. The picture must be related to the topic

The picture must be related to the topic, do not use the pictures that are not related to the topic because those can confuse the students' mind.

The use of pictures in teaching learning process can help the teacher in explaining the materials. Using pictures also can help the students to understand the materials easier. There are some advantages of using pictures in teaching learning process, they are:

- 1) Pictures are often reminded pupils of the real-life experience.
- 2) Pictures in classroom can represent situation, in which would be impossible to create in other way.
- 3) Pictures can help the students associate what they hear with his real-life experience.
- 4) Pictures help the teacher to change situations rapidly in oral drill.

Considering that pictures have some advantages that are relevant to the teaching learning process, the writer will use it to teach the students of *Mata Air* Kindergarten.

b. Songs

The use of songs as the media in introducing new vocabularies will not make the students feel bored and feel nervous, “singing songs in the classroom can reduce their fear and tension in learning English” (Regino and Henry: 1998: 8). Because songs can reduce the presence of boredom, those can help teachers in teaching vocabulary to the pupils. Pupils will learn more effectively when they feel relax and happy.

The songs are not the main media to teach vocabulary. It is only for the reinforcement to the teaching process which uses pictures. The aim of using songs as the reinforcement is to prevent students from boredom of the drilling process using pictures. Besides using songs as reinforcement media, songs can also help teachers to drill vocabularies because the songs, used in this research, were intended to teach. Therefore, the teacher will have more time to drill the vocabularies besides using pictures the teacher can also use songs to drill the vocabularies.

Foster and Headly (1959:230) state that singing can express the children’s feeling, mood, and thought. Konstantinovic also states in English teaching Forum (1973:25-26) as follows:

By learning to sing songs in English, children do not only improve their English and enrich their vocabulary but also get to know a bit about the culture and the spirit of the people whose language they are studying which makes them enjoy learning the song and helps them come more quickly to the real aim of learning a language that is, to use it. For them cannot use their classroom English at home, in the street, on a picnic, but they can sing everywhere and they do it eagerly and enthusiastically.

From the statements above, it is already known that songs in learning English for children are important because songs make the pupils enjoy in learning vocabularies. Moreover, by singing songs the pupils whether it is consciously or unconsciously are learning and practicing the vocabulary. By singing songs, children will feel happy and will make the learning process proceed well.

4. Kindergarten Children

The nature of kindergarten children and children learning strategies will be presented as follows:

a. Kindergarten Children's Characteristics

In this part will discuss about the kindergarten pupils as the research subject.

The writer will discuss the characteristics of kindergarten children. They are discussed as follows:

The children in kindergarten have their own characteristics that show their attitude which are full of learning. Piaget (1956) states the characteristics of kindergarten children. Here the writer only quotes about the kindergarten children characteristics because the writer will focus on kindergarten. The explanation about the characteristics which is quoted from Piaget (1956), is stated as follows:

1. Physical Characteristics

These are the children's physical characteristics. The students are often picking up writing equipment in right hand. The second is they are already able to write their own name. The third is they are able to write letters and numbers but in

big shapes. The last is the students are able to write numbers but in a rolled-back way.

2. Socio-emotional Characteristics

The children have their own socio-emotional characteristics that differ from adults. Children love to be close to their mother. They are also like to go to school. Children still have simple perception on something before they do the action. Children tend to do something in a competition. The last, children are fond of recreation and to do something new.

3. Thinking Ability Characteristics

Children's thinking ability is something that needs to be paid attention at. Teacher should know that children are ready to work in a group with intellectual competition, know kinds of colors and they are also already able to count until 20 and know the letters part. Children are also aware of new world around them. Because children are easily interrupted so that teachers should make a friendly situation in class. Because children are fond of cutting, sticking, making projects and also drawing objects, that should be the consideration for the teachers to conduct learning activities.

4. Children's Need

In conducting and designing activities, the teacher should consider the students' needs. They are, first teacher should make activities which take some motorist task to use five senses and develop direction and space skills. The second, children are fond of learning which is enjoyable like learning by playing games and using equipment. The last is students will learn more and experience

more through recreation. Those are children's needs that should be considered by the teacher before teaching and designing the activities.

Children at this stage grow rapidly and like to learn something new. Based on the writer's experience, children in kindergarten have characteristics that really need teachers' attention.

b. Children's Learning Strategies

This part will discuss about the way children learn. The children have their own strategies in learning especially in learning foreign language. The writer only quotes from the journal which was written by McGlothlin in 1997. He states that there are six strategies in which the children will learn they are:

- 1) A child is not in the least interested in language for its own sake. In fact, children never focus on the language at all. Language is always secondary things for children. To a child, the value of language is measured by its ability to help them enjoy their main interests. Therefore, children will learn language easily when the language is used to support their primary interest that is playing.

- 2) A child does not let language that he does not understand confuse him. When children hear language that they do not understand, it really disturbs them. This is related to the fact that language never be the main focus of a child. Children will not care about something that they cannot understand.

- 3) A child enjoys the repetitive events of his life, and uses this enjoyment to help him learn the new language. The repetitive events give children a sense of security and order, and as they begin to understand the order in the events of his life, they also begin to understand the order in the language that is associated with those events.
- 4) A child uses his primary interest to help him learn the language related to those interests. For example, when a child touches his father's face and he directly pointed to his father's eyes because that is the most interesting things for him. Because his interest is so strongly focused on the eyes, he learns that word first.
- 5) A child directs his attention to things that are easy to understand. He does not think about his future, what he thinks are the people around him and the things around him. He thinks about the things which are easily be given a name.

Children are naturally given a rich environment in which to learn language and also given the ability to acquire that language from the surroundings.

B. Theoretical Framework

A set of learning models for *Mata Air Rumah Bermain dan Belajar, Condongcatur* is designed to fulfill the needs of learning English for kindergarten

pupils. Here, the pupils are considered as beginner in English, therefore English materials will be given in introduction stage. The objective is no longer to introduce English to children but more in how to improve the vocabulary mastery.

There are some considerations from the writer to design a set of models. The first is because the writer found that students' vocabulary mastery in *Mata Air Rumah Bermain dan Belajar, Condongcatur* can be improved by implementing an alternative method. In the school the writer found that the teacher only used drilling method by using flash-cards. The second is that the students' vocabulary mastery is low, so it needs improvement.

In designing, a set of alternative models to teach vocabulary, the writer will take account some aspects for example children's characteristics, learning media, and children's learning characteristics. By taking account children's characteristics and children's learning characteristics the writer can be able to design the activities used in delivering the materials. Then, by considering the language media the writer can choose the suitable media to teach. In choosing the media to be used children's characteristics and children's learning characteristics play important role in deciding the suitable media.

After choosing the activities and the media based on the theoretical description, it can be concluded that by using alternative method which takes children's characteristics, children's learning characteristics, and language media into account, the students' vocabulary mastery will be improved. The improvement can happen because the learning activities, learning materials, and learning media is suitable and fulfill the theoretical descriptions.

Next, after discussing the theoretical description above, the writer understand about the nature of the problem and how to solve the problem hopefully the result will be used in applying the alternative method and materials. The theoretical description is the basis of the theoretical framework that will lead the writer to the research.

In conducting the research, the researcher will go through the Classroom action Research cycle. The first cycle is planning. In this cycle the researcher also conduct the first observation in order to gather the data or be able to figure out the problem.

In designing material, in order to solve the problem, the writer should consider many things. They are the teacher should consider that here English is foreign language and how to teach English to young learners. For the writer, knowing the characteristics of the children and the nature of how the children learn are very crucial because by knowing it the writer can set suitable materials.

Next, after knowing the children characteristics and how they learn, the writer can choose the media to teach English which is a foreign language, to young learners, especially English vocabulary. Finish with the planning; the next stage will be the implementation. At this stage the, all the things that the writer gets from the planning will be implemented on the class. Therefore, in the light of experience and feedback, some deviation from the plan might be necessary.

The next stage will be observation. This where the effect of the implementation are observed and documented in field notes. The observed data from the field notes will be useful for reporting the findings of the research to the

readers. The last stage is reflection. At this stage the effects that were recorded during the observations will be evaluated to be used for the further cycle of the research to get the better solutions. The reflection stage also become the time when the writer found the answer whether the action which was implemented is successful or not. Finally, the process outlined on the previous discussion will lead the writer to further process of the research in order to have the best solution.



CHAPTER III

METHODOLOGY

This chapter presents explanation of the methodology that will be used to accomplish the study. The explanation is divided into six main parts. They are method, research participants, research instruments, and data gathering techniques, data analysis technique, and research procedure.

A. Research Method

In conducting the research, the researcher used a method called Classroom Action Research (CAR). Classroom Action Research is considered as a subset of qualitative research which distinguishes from formal experimental research (Gentile, 1991:30). The Classroom Action Research has some characteristics as what cited by Cohen and Manion (1980:55) in *Initiated Research: Action Research*, the characteristics are it is content-based or situational, collaborative, participatory, and self-evaluative.

In this research, the researcher implemented a Classroom Action Research model promoted by Kemmis and McTaggart (1982). Kemmis and McTaggart describe action research as a proceeding in a spiral of steps, each of which is composed of plan, act and observe, and reflect. Through the spirals, action research creates condition where learning communities may be established. Communities inquirers committed to learning about and understanding the problems and effects of their own strategic actions.

The representation of Classroom Action Research Cycle from Kemmis and McTaggart can be seen in the following figure.

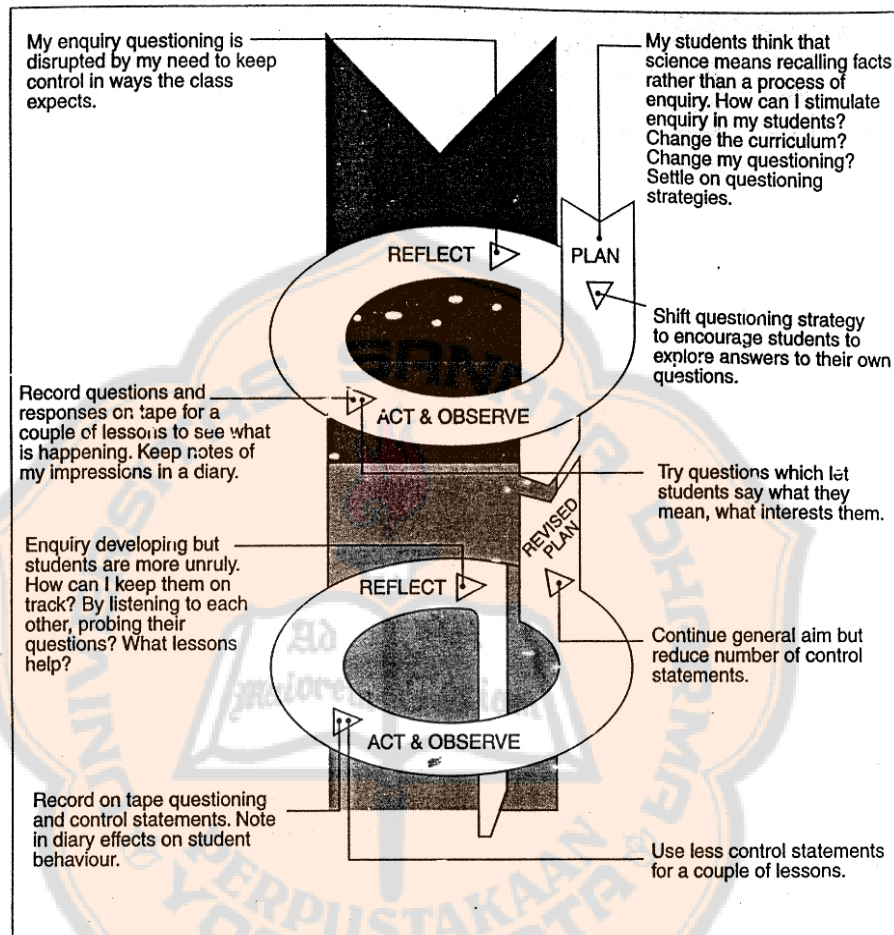


Figure 1.1. Action Research Cycle

(Kemmis and McTaggart, 1982)

The Classroom Action Research also has its own strengths and weaknesses. The strengths of Classroom Action Research: first it is problem-focused and mainly concern with only one case in a specific situation and try to find the solutions for the focused problems, as what cited by Cohen and Manion, (1991). The main goal is to make improvement for what happened in school and

classroom based on the solutions. For example if a classroom is having a problem of lacking vocabulary, therefore the teacher will conduct a classroom action research based on the appropriate solution to solve the problem on the classroom.

Finally the solution will answer the classroom problem. The second strength of action research is in conducting the research, the teachers or other researchers can put the idea or theory in their mind into practice. In conducting action research the researcher is not only designing idea or solution but also implementing idea on a real situation. The idea aims for improving themselves and increasing knowledge about curriculum, teaching, and learning.

Cohen and Manion (1980: 55) state the weakness of action research is time consuming because after collecting the data the researcher has to process the data by categorize them, analyze them, and draw interferences that are appropriate. To change a view that action research is time consuming, researchers have to look more on the major aim in conducting the research. It means that even the research is time consuming but the goal of the research will lead to the better changes. Even though the research is time consuming but the researcher will get useful results.

The second weakness is personal-over involvement. Personal-over involvement may distract the major goal of the research. A personal-over involvement is likely to alter the way researchers see events and situations. To overcome the problem and to avoid personal-over involvement, a good communication among the researchers is needed. A good communication will reduce gap among one researcher to the others.

B. Research Participants

The participants for this research were the pupils of *Mata Air Rumah Bermain dan Belajar, Condongcatur* level Sparrow I the age will be on a range of four up to five years old. The characteristic of the pupils were very playful, enthusiastic, and active. They prefer running around the class than sitting down and listen to the teacher. They also considered having lack of vocabulary mastery in their level.

C. Research Instruments

In conducting the research, the researcher used several instruments to collect the data. The instruments were field notes, observation checklists, and worksheet. The researcher conducted observations to collect the data. In conducting observation, field notes were employed to write the events which happened in classroom. Then the observation checklists, they were used for observing the events that we wanted to see in class. The last were worksheets to measure whether or not the action is successfully done. How to use the instruments will be explained in the data gathering technique section.

1. Field Notes

The basis of Classroom action Research is observation. From the observation, classroom interactions and classroom events can be documented. Field notes is a useful instrument for observation because in classroom

sometimes there are unpredictable events which occur during the teaching-learning process.

Field notes are the record of events and interactions in the classroom which is based on the factual events. Field notes are very objective. Non-verbal information, group structures, and records of pupils' interaction are aspects which can be written down in field notes.

2. Worksheets

In this research worksheets would be applied in order to know the pupils' development and the pupils' vocabulary mastery after the action was implemented.

3. Observation Checklist

Observation checklists are more structural instruments compared to field notes and consist of the writer's prediction about what events and interactions will occur in the classroom.

D. Data Gathering Technique

In this part, the writer will explain about how to use the instruments to gather the data. The data were collected from the beginning of the research until the end of the research. The data would be the basis of the analysis of the research. There were two techniques of gathering the data. They were:

observations which employed field notes and observation checklist to collect data and also worksheets.

1. Field notes

The descriptive field note is a field note that provides information about the setting, the participants, the actions, and the interactions based on the observation. The field notes were written down during the observation. The events, actions, or interactions that occur out of the writer's prediction would be written down in the field notes. Field notes were used during the teaching learning processes. When the teacher implemented the actions, the researcher wrote the events, actions, and interactions that occurred in the classroom which is unpredicted by the researcher.

2. Observation checklists

In this research, the writer observed the pupils, the teachers, the class condition, the teaching methods, and the teaching media and then the observation checklists were filled in. The observation checklists reflected the researcher's prediction about what would happen in the classroom. The observations were done in direct way. It means that the writer would be with the pupils when the actions were implemented.

3. Worksheet

The worksheets were taken place after the implementation of the actions. The worksheets were used before the teacher closed the class. Worksheets were in a

form of matching, cutting and sticking and writing. The worksheets were intended not only to review the lesson but also to measure the pupils' vocabulary mastery after the implementation of actions.

E. Data Analysis Technique

In this part the technique for analyzing the data will be discussed. First, the data gathered using field notes would be analyzed through the steps promoted by Bogdan and Biklen (1982: 165-169) the steps are:

1. Going through the passage of data and number the sequential.
2. Reading over the data.
3. While reading, developing a preliminary list of coding categories. Coding categories are words or phrases representing patterns or regularities (Bogdan and Biklen, 1982: 169)
4. Designing the numbers of categories
5. Going through the data once again as assign the coding category numbers to units of data.

Second, the data from the observation checklists and worksheets would be analyzed in steps according to Burns (2001: 156-160). The steps are:

1. Assembling the data

The first step is to gather the data from the field notes, observation checklists, and quizzes. At this stage, the general pattern can be seen and then the general patterns can be compared or contrasted to find what fits together.

2. Coding the data

Burns states that once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding the data can be done by reducing the large amount of data to more manageable categories of concepts, themes or types.

3. Comparing the data

At this stage, the writer will compare the data to examine whether there is any repeated or developed data or not and know the frequencies of occurrences.

4. Building interpretations

From the three previous stages, the conclusion from the research can be formulated. At this stage, the coded and compared data will be described in order to formulate meaning. Then, the writer will interpret the meaning why particular behaviors, interactions, and events occur.

5. Reporting the outcomes

The next stage will be reporting the outcomes. This is the final stage where the report of the research will be presented to others.

F. Research Procedure

The first step before conducting the research was asking permission. The writer asked for permission from: first the head of *Kanisius* Language Learning Centre to use one of their schools to be the subject of the research. After asking permission from LLC *Kanisius*, the writer also asked permission from the course coordinator of *Mata Air Rumah Bermain dan Belajar, Condongcatur*. Even though *TK Mata Air's* pupils are the writer's pupils, the writer still need to ask permission to the superior of LLC *Kanisius*.

The second step was conducting the research. In conducting the research, the researcher would go through the Classroom Action Research Cycle which is promoted by Kemmis and McTaggart (1982). The cycle are consist of three steps. The steps are Planning, Acting and Observing, and Reflecting.

The researcher started the research from Preliminary Observation as the basis of the research and then followed by Planning, Acting and Observing, and Reflecting.

1. Preliminary Observation

This step was the activity when the researcher observed the real situation of the classroom. Further, from this observation, the researcher was able to identify the major problem faced by the pupils in the classroom.

During the preliminary observation, the researcher observed:

- a. The teaching method

The researcher observed what method applied by the teacher in the classroom and how it could influence the pupils' vocabulary mastery.

b. The teaching media

The researcher also observed the media used by the teacher to teach the pupils and how the media influenced the pupils' mastery.

After finding the major problem from preliminary observation, the researcher formulated the research problem. The researcher also provided further reason why that problem became the main point of this research. Based on the problem formulation, here the researcher formulated the objective to find the solution to the problem.

2. Planning

The planning process consist of the answer of what actions should be implemented in order to solve the problem, who would do the actions, where was the actions would be implemented, when did the action take place, and how it was going to be.

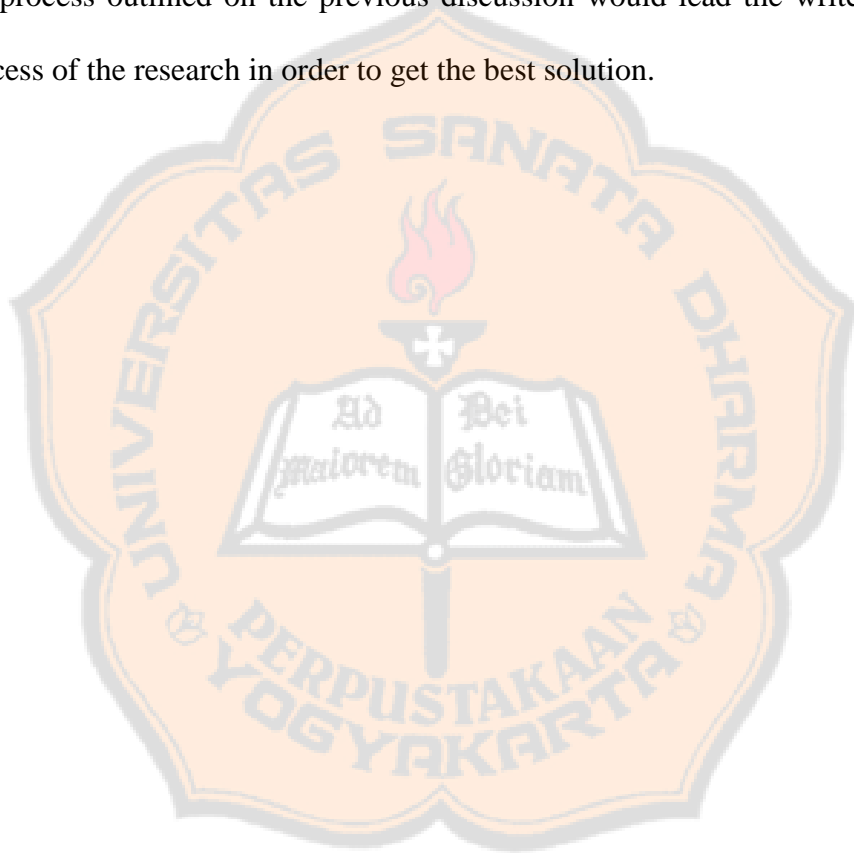
3. Acting and Observing

The next stage was acting (implementing) and observing. This phase was more complex that the previous phase because while the implementation process taken place there would also the observation phase at the same time.

The observation was done during the implementation of the action. Observation was done in order to gather the data and the data would be recorder in the form of field notes and observation checklists. The goal of the observation was to understand, to find out, and to record the result of the action implementation.

4. Reflection

At this stage, the effects that were recorded during the observations would be evaluated to be used for the further cycle of the research to get the better solutions. The reflection stage also became the time when the writer found the answer whether the action which was implemented was successful or not. Finally, the process outlined on the previous discussion would lead the writer to further process of the research in order to get the best solution.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Research findings and process will be discussed in this chapter. The process focuses on the steps from which the findings can be derived. On the other hand, findings focus on the result from the implementation of action in this research.

The cycle of action research will be described in the process. The action research cycles, which were implemented in this research, are consists of preliminary observation, planning, acting (implementing) and observing, and reflecting. There was two cycles were implemented on this research but the preliminary observation was conducted once before the first cycle was conducted.

The findings present the result from the implementation of the research. The findings were related to the improvement of pupils' vocabulary mastery in *Mata Air Rumah Bermain dan Belajar*.

A. Preliminary Observation

On this first step, the researcher conducted an observation on a real teaching-learning process. The observation was done in *Mata Air Rumah Bermain dan Belajar* especially for *Kelas Persiapan* (Preparation Class). Finally, from the preliminary observation the problem could be identified. The observation results

were recorded on the field notes and observation checklist, which were presented in the Appendices.

The problem identification was done by observing the classroom's real condition. Because the researcher is one of the teacher in *Mata Air*, the identification of the problem could be done easily. The researcher was observing the teaching-learning process happened in the classroom. Besides the teaching learning process, the interaction between pupil and pupil, pupils and teacher was also being observed.

From the observation, it could be identified that pupils faced a problem related to the vocabulary mastery. Pupils were not able to remember vocabularies that they got from the lesson because they were not interesting in teaching learning process. Meant to say that, the pupils were able to mention vocabularies at the lesson took place but most of them could not mention the vocabularies when they were asked on the following meeting. The pupils could not master the vocabularies from the previous meeting because the learning processes were not meaningful nor interesting for them.

The problem occurred because the teaching learning processes were not meaningful towards the pupils. The teacher only used realia to teach the pupils without giving any variation. The pupils were asked to read the pictures after the teacher showed the way to read the pictures. The pictures were used most of the time to drill the vocabulary to pupils. The teacher did not give significant variation to the teaching learning process like combining drilling processes using

pictures with such kind of games or songs. Such kind of teaching method was not interest the pupils. When the teaching-learning process was half the way the pupils felt bored during the lesson. The pupils' boredom was reflected by their attitudes towards the lesson. They tended to talk with their classmates, grab a toy to be played, running around the class, and several pupils said that they did not want to read the pictures.

Finally, from the observation, the researcher could conclude the major problem faced by the *Mata Air* pupils. The problem was that the pupils of *Mata Air Rumah Bermain dan Belajar* have low vocabulary mastery. This problem occurred because the pupils did not want to learn vocabularies due to the uninteresting teaching method.

B. CYCLE I

1. Planning

After the problem identification which was done in the preliminary observation, the next step was determining the action to solve the problem. The action, which had been chosen, was using songs and pictures to increase pupils' vocabulary mastery. The action was intended to improve pupils' vocabulary mastery. On the action, picture was still used because most of pupils like pictures. Pictures could attract pupils' attention to keep them focus on the teaching-learning process. Picture was chosen because it was not only to attract pupils' attention but

also could provide the pupils a real image of the vocabulary. Smith and Robinson (1980) state that pictures can help students to visualize the concepts presented.

Besides pictures, songs were also used in this research. Song had been chosen because it could help pupils to have a meaningful teaching-learning process. Song could make a more stress-free atmosphere in class so that pupils felt more relax and happy in joining the process of learning. Using song was an alternative way in teaching vocabulary, from the problem identification it could be identified that using only pictures could make the pupils bored. The aims of song in this research were to make a more stress-free atmosphere, to make pupils felt happy, and to decrease the presence of boredom.

In every meeting, the researcher prepared the pictures and songs that would be used in teaching the pupils and also made the lesson plan. In this research, the researcher's role was only an observer when teaching-learning process was going on. Therefore, the lesson plan was made so that the teacher knew what he should do in the class. In class, the teacher sang a song first in order to warmed-up the pupils. After that, the teacher used pictures to teach the pupils about vocabulary and after 10-15 minutes, the teacher would use another drilling method using songs. At last, in the end of every meeting the teacher would give the pupils worksheet to monitor pupils' progress.

In this research, the classroom activities were using songs and pictures. The aim of using songs and pictures was to increase pupils' vocabulary mastery. Song in class made the atmosphere more stress-free, made pupils were not bored easily,

and can motivated pupils to learn so that the pupils would have more meaningful learning because of the advantages of songs in the classroom. If the pupils are happy so that they can learn more effective.

Planning was done after the problem had been identified in the preliminary observatio. The planning here aimed to solve the problem faced by the pupils in *Mata Air Rumah Bermain dan Belajar* which was about vocabulary mastery due to the teaching method. Therefore, the researcher prepared an alternative method to teach vocabulary. The researcher also prepared lesson plans, songs, pictures, observation checklist, field notes, and also worksheets during the research. Song will be used in this research during the vocabulary teaching process. Besides drilling with pictures, the teacher also used songs and worksheets in every meeting. The copy of lesson plans, songs' lyrics, pictures, observation checklist, field notes, and worksheets were enclosed in Appendices.

2. Implementing

After identifying the problem and determining the action to solve the problem the next step was implementing the action. The action chosen was using song and picture to improve pupils' vocabulary mastery of *Mata Air Rumah Bermain dan Belajar*.

The implementation of the action was based on the Classroom Action Research Cycle which was presented on the previous chapter. The cycle included planning, acting (implementing), observing, and reflecting. The evaluation and

reflection would be done after the result of action implementation was gathered. Evaluation and reflection was done in order to examine whether the action implemented could improve pupils' vocabulary mastery in *Mata Air Rumah Bermain dan Belajar*.

The implementation of the action was conducted on the 30th April, 7th May, 14th May, and 4th June 2010. Every week there was one meeting on Friday, but there was holiday on the 21st and 28th May 2010 therefore there was no teaching learning on those days. There was only 60 minutes for each meeting.

The implementation of the actions was done in the first two meetings. When the action was implemented the researcher was not directly teach the pupils, there was another teacher who was teaching the pupils. The researcher was only observing the process.

The activities that were done in the classroom for two meetings were recapped as follow. The first meeting, the pupils were starting the class by praying and doing warming-up activities, which was singing songs. The songs for warming-up activities were Jingle FinK and ABC Together. The next activity was doing the ritual. The rituals activities were asking "how are you?" to the pupils and asking "how's the weather?" After finish with singing, the pupils were asked to do TPR (Total Physical Response) commands such as jump two times! Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Run to...! Jump to...! Walk to...! Cut the picture! and Stick the picture!

Then in the main activity teacher told a story based on poster. This story was intended to introduce new vocabulary, in this case was vocabulary about clothes. The teacher was also doing drilling by using pictures. In this first meeting there was only five vocabularies; they were short, cap, t-shirt, socks, shoes. Finish drilling using pictures, the teacher continued the drilling processes using songs. The songs sang in the first meeting were “who is wearing...today?”, “if you’re wearing...” and “what are you wearing?” Finally, at the end of the main activity the pupils were given a worksheet to be done. The worksheets were cut and stick pictures. Finally, before the teacher end the class the teacher asked the pupils to do “today’s word” activity. The pupils were asked to choose one picture and then spell and pronounce it loudly. At the end of the class, the teacher and the pupils were singing “goodbye song” before praying.

The second meeting was more or less the same with the first meeting. The teacher opened the class with praying and doing warming up activities. The opening songs for the second meeting were “Fink Jingle”, “Good morning” and “ABC together” The TPR commands were Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumps up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture! After the TPR commands, the pupils were doing the rituals such as “how are you?”, “how’s the weather?” and “what’s the color?”

The main activities for this second meeting were the same with on the first meeting that was poster story combined with flashcards. In this time, there was five vocabularies from the previous meeting and two new vocabularies, so there

were seven vocabularies. The vocabularies on the second meeting were short, cap, t-shirt, socks, shoes, skirt, and jacket. Finish drilling using pictures, the teacher continued the drilling processes using songs. The songs sang in the second meeting were “who is wearing...today?”, “if you’re wearing” and “what are you wearing?” Finally, at the end of the main activity the pupils were given a worksheet to be done. At the closing time, the teacher and the pupils were singing “goodbye song” and praying. The worksheet was fill in the blank clothes.

These worksheets were aimed to measure the pupils’ improvement in terms of their vocabulary mastery. The copy of the worksheet and the pupils’ results were enclosed in the appendices.

3. Observing

While the teacher taught the pupils, the researcher conducted an observation. The response and interaction among pupils were observed during the class. When the teacher started the class, the pupils were little bit unmotivated. In order to make the pupils engaged the teacher used songs and the TPR command to motivate and warm-up the pupils. When the teacher asked the pupils to sing together they looked very happy and join singing together very enthusiastically. After the pupils were motivated the teacher continued by asking the pupils’ feeling and how’s the weather. It was a ritual, which was done every meeting.

When the first poster story was told the pupils looked confused because that was the first time they got the vocabularies of clothes. After finish with

introducing the pupils about the vocabularies concerning clothes, the teacher then used flash cards to drill the vocabularies. Flash cards, on this drilling session, were more effective than the poster because on the poster there were so many pictures of clothes but on the other hand on the flash cards there were only one picture for each flash card.

Next, the teacher continued drilling but this time the teacher used songs. Songs were used here in order to minimize the pupils' boredom, because when the pupils were bored they could not learn well. Because it was the first time for the pupils to learn about clothes vocabularies, the pupils faced a difficulty in terms of pronunciation. This could be seen from the field notes.

There the researcher stated that Ito still needs encouragement in pronouncing English vocabularies. He is able to pronounce English vocabularies with some errors. Then Prima is able to pronounce English vocabularies with some errors and she still needs encouragement to speak louder in class. Nala is able to pronounce English vocabularies with some errors. At the end of the first meeting it could be found that the pupils found it difficult to pronounce shorts and socks but they can pronounce the other vocabularies well even though still need help. The worksheet showed that pupils have known most of the vocabularies that have been taught on the first meeting.

At the second meeting the pupils were getting familiar with some vocabularies from the previous meeting and that was a good start. In this second meeting, the teacher also gave two new vocabularies for the pupils. After finish

with introducing the pupils about the new vocabularies concerning clothes, the teacher then used flash cards to drill the vocabularies again. On this meeting, the pupils showed a good improvement on vocabulary mastery. The pupils were able to mention most of the vocabularies from the previous meeting. Similar to the first meeting, the teacher used poster story to introduce new vocabularies for the second meeting. Poster was also used to review the vocabularies from previous meeting. Still the teacher used flash cards to drill the pupils. In drilling using flash cards, the teacher made it like a game in order to get the pupils' attention. It worked to get the pupils' attention so they were ready to learn.

When it was considered enough by the teacher to use flash cards, then songs were used to drill the vocabularies. The songs, which were used in the second meeting, were the same as the previous ones. The songs were the same because it needed more time if the teacher introduced new songs. The lesson went well; it could be seen from the teacher's note which is stated on the field notes. Prima has an improvement in pronouncing socks and short, but she still needs encouragement to speak louder. In conclusion, Prima is able to memorize the vocabularies and also able to point to the picture well. But Prima find a difficulty in pronouncing skirt and jacket. Nala has a good improvement in pronouncing socks and short. On the other hand, Nala is also able to identify and pronounce today's words such as jacket and skirt. Overall, Nala is able to memorize the vocabularies, to point at the picture, and able to finish the worksheet well. Nala is able to write some letters to finish the worksheet. Ito can pronounce today's vocabulary with help. Especially in pronouncing skirt. Overall, Ito is able to

memorize vocabularies, to point to the picture, and to finish the worksheet with little help. In conclusion, for the second meeting it could be said that the pupils are able to mention most of the vocabularies, which were learnt, on the previous meeting. The vocabularies are cap, t-shirt, and shoes.

From the observation, it could be concluded that the first cycle was not quite successful because of the problem in pupils' pronunciation. The pupils found difficulties in pronouncing jacket, short and skirt.

4. Reflection

After finish with cycle one, there occurred a problem concerning the pupils' pronunciation. The pupils found it difficult to pronounce some words such as jacket and skirt. The problem occurred because the pupils were not quite familiar with the pronunciation of jacket and skirt. The word skirt is using two consonant that are "s" and "k" the pupils were not accustomed with such kind of pronunciation. After the problem has been figured out the researcher would apply the solution in cycle two. The solution was to give more attention to the pupils' pronunciation. While the teacher was doing the drilling processes, he had to correct the pupils' pronunciation when they were wrong. The recap of the first cycle was enclosed in the Appendix 7.

C. CYCLE II

1. Planning

The problem emerged when the teacher implemented the first cycle. The problem was that the pupils still found it difficult to pronounce some words like jacket, short and skirt. The problem occurred because the pupils were not familiar with words such as jacket, short, and skirt. The pupils found it difficult to pronounce short, skirt, and jacket because the pupils were not familiar with the words starting with two consonants such as skirt and short. In this second cycle, the researcher tried to solve the problem by giving more attention to the pupils' pronunciation by giving them more time to practice the pronunciation on the difficult words.

Considering the situation the researcher implemented more or less the same method as the first cycle, but there would more focused on the pronunciation of the difficult words. The researcher used pictures to teach because pictures can help the pupils to learn the vocabulary. The pictures can help pupils to visualize the concept presented and it could help the pupils to learn vocabulary.

In this second cycle, the pupils were also have time to sing songs during the lesson. This activity was aimed to drill the vocabulary mostly the difficult vocabulary that was found in the first cycle. The use of songs in this activity was aimed to avoid pupils' boredom because when the teacher only used pictures the pupils would bored easily. If the pupils were bored, they could not learn efficiently therefore the class atmosphere should not make the pupils felt bored.

So that, the researcher was still use songs in this second cycle because one of the advantages of song is that songs can make a more relax and more stress-free atmosphere.

Besides in this second cycle would be teaching learning process which was focus on the difficult words found in the first cycle, there still would be a review of the previous meeting vocabularies and worksheets.

2. Implementing

The second cycle was implemented in two meetings there were the third and fourth meeting. The activities from the third and fourth meeting would be explained as follows:

In the third and fourth meeting, the teacher began the class by praying and doing warming up activities. The warming up activities were singing and doing TPR. The song for the third meeting were “FinK jingle”, “Good morning song”, “Make a big circle”, and “Who is wearing song” and the TPR commands for this meeting were Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumps up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture! After doing the TPR commands, the pupils were doing the rituals such as “how are you?”, “how’s the weather?” and “what’s the color?”

The main activities for this third meeting were the same with on the first cycle that was poster story combined with flashcards. The vocabularies on the

third meeting were short, cap, t-shirt, socks, shoes, skirt, and jacket. Finish drilling using pictures, the teacher continued the drilling processes using songs. The songs sang in the second meeting were “wind the bobbin up”, “if you’re wearing” and “what are you wearing?” but on this second cycle the teacher gave more attention on some words such as skirt, short, and jacket. At the end of the end of the class, the pupils were given a worksheet to be done and at the closing time, the teacher and the pupils were singing “goodbye song” and praying. The worksheet was matching pictures and words. The pupils also done another handicraft that was “dry the clothes”. The pupils were asked to cut and to stick the pictures on the toothpicks as instructed then put it on Styrofoam.

On the fourth meeting, the teacher began the class by praying and doing warming up activities. The warming up activities were singing and doing TPR. Songs for the fourth meeting were the same as the songs in the third meeting with addition of ABC Together songs.

In the main activities both in third and in fourth meeting, first the teacher used poster and flash cards to review the previous vocabularies and to start drilling process. In the drilling process, the pupils still have difficulties in pronouncing jacket, shorts, and skirt. In order to make the pupils able to pronounce the words correctly the teacher focused on practicing the pronunciation of those three words. Besides using poster and flash cards, the teacher also used songs to drill the difficult words. Soon after the teacher finish drilling with poster and flash cards, the teacher asked the pupils to sing together. Therefore, the pupils would feel bored in learning the words.

The worksheet for the forth meeting was count the pictures. On this worksheet, the pupils should count the number of pictures as instructed and then write down the number on the space provided. The copy of the worksheet for this second cycle were enclosed on the appendices.

3. Observing

In this second cycle, the pupils were being accustomed to the vocabularies of clothes. They were able to mention and able to know the meaning of most of the vocabularies. The pupils are able to name the pictures of clothes. The pupils were also very enthusiastic in class.

The result of the observation from the third meeting towards the pupils would be explained as follows

Prima was litle bit shy on that day, but even Prima was shy she was able to memorize and pronounce the vocabulary from the previous meeting well. She still needed little help in pronouncing skirt. Prima can match the pictures and the vocabularies well. Nala was very good that day. She was able to memorize and pronounce all of the given vocabularies very well. She could answer questions faster than the other and Nala can finish the worksheet very well. Ito was able to follow the class well. He could memorize and mention the vocabularies well. He also did the worksheet well, but Ito still needs encouragement to speak louder in class. Dija was able to understand the materials given well even though she did

not come for two meetings. Dija was able to memorize and mention the vocabularies well but with little help. She also could finish the worksheet well.

Even the pupils have been give more time to practice the difficult words, at the end of the third meeting the pupils still have difficulties in pronouncing skirt.

The result of the observation from the fourth meeting would be explained briefly on the following paragraphs.

Nala, Prima, Dija, and Ito were able to memorize and pronounce the given vocabularies without any difficulties. They could pronounce short, t-shirt, cap, socks, shoes, skirt, jacket, boots well. They were able to finish the worksheet with only little help. The pupils finally able to pronounce, mention, and know the meaning of the vocabularies it was showed by the result of the final review and worksheet. The pupils were able to finish the worksheet well without any help from the teacher. They were also able to mention the name of the clothes based on the pictures given by the teacher on the last meeting.

4. Reflection

The conclusion was that although it needed more time not only to master and to know the vocabularies but also to be able to pronounce the vocabularies well, the effect of using pictures and songs to could little bit improve the pupils' vocabulary mastery.

From the implementation of action research cycle, it could be concluded that using songs and pictures could give positive effects to increase pupils' vocabulary mastery. The pupils could both mention and know the meaning of vocabularies given better than before. Besides, the pupils could also pronounce the vocabularies correctly because of the implementation of songs in the teaching learning process. The recap of the second cycle could be seen in the Appendix 7.

The improvement of pupils' vocabulary mastery from the first meeting up to the fourth meeting will be discussed in this section.

Table. 1.1. Pupils' Vocabulary Mastery

No.	Name	Meeting 1 (vocabularies)	Meeting 2 (vocabularies)	Meeting 3 (vocabularies)	Meeting 4 (vocabularies)
1	Prima	3	6	7	8
2	Nala	3	7	8	8
3	Ito	3	5	7	8
4	Dija	-	-	6	8

Table 1.2. Improvement of Pupils' Vocabulary Mastery

No.	Name	Meeting 1 (vocabularies)	Meeting 2 (vocabularies)	Meeting 3 (vocabularies)	Meeting 4 (vocabularies)
1	Prima	3	3	1	1
2	Nala	3	4	1	0
3	Ito	3	2	2	1
4	Dija	-	-	6	2

Starting in the first meeting, in the first meeting there should be five vocabularies that have to be learned, they were shorts, cap, t-shirt, socks, and shoes. Even though there were five vocabularies to be learned in the first meeting, all pupils could only master three out of five vocabularies, they are cap, t-shirt, and shoes. The pupils still found it difficult to pronounce socks and shorts at that time.

In the second meeting, the pupils showed their improvement in mastering the vocabularies. Prima, Nala, and Ito who were in the first meeting only master cap, t-shirt, and shoes; in the second meeting, they were able to master new vocabularies.

Prima, in the second meeting was able to acquire three new vocabularies of socks, shorts, and jacket. Nala in the second meeting was able to add four vocabularies; they were socks, shorts, jacket, and skirt. Ito also added socks and jacket at the second meeting.

In the third meeting, Prima and Nala were only able to learn one new vocabulary, which was boots. Ito was able to add two vocabularies they were boots and shorts. Dija, who was absent for two meeting, was able to follow the lesson well. Dija was able to master six vocabularies in one meeting; the vocabularies were cap, t-shirt, shoes, socks, jacket, and boots.

Finally, in the last meeting all the pupils were able to mention, to know the meaning, and able to pronounce correctly all of the vocabularies given. The vocabularies that were given to the pupils to be learned were cap, t-shirt, shoes, socks, shorts, jacket, boots, and skirt. At the end of the cycle, the researcher found that using songs and pictures could help the pupils to master vocabularies better than before.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, there will be the presentation of conclusion and suggestion. The conclusions present about the answer of the problem formulation. The suggestions present about the suggestion for future studies on using pictures and songs to increase pupils' vocabulary mastery especially for kindergarten pupils.

A. Conclusions

First of all, the researcher will restate the problem formulation before giving the detailed information of the conclusion. The problem of this research is how does the use of songs and pictures improve pupils' vocabulary mastery of *Mata Air Rumah Bermain dan Belajar, Condongcatur, Yogyakarta?*

From the previous chapter which discussed the process and finding of the research, it can be concluded that the use of pictures and songs can help the pupils of *Mata Air Rumah Bermain dan Belajar* to master English vocabularies about clothes. The detail explanation will be discussed in the following paragraphs.

Pictures could be used as the media to teach vocabulary for the kindergarten pupils because the advantages of using pictures such as pictures can illustrate the meaning of the words, pictures can represent the situation in which it would be impossible to create in different way, and pictures can help the students to visualize the concept presented (Smith and Robinson: 1980). The ability to visualize the meaning can help the pupils to master the vocabularies given.

The steps in implementing pictures in the classroom will be recapped as follows. First, the teacher showed a poster. The poster here was used as the guideline for the teacher to tell stories. Besides poster, flashcards were also used in telling the story. After telling the story, the teacher continued the drilling process using flashcards. The pupils were asked to repeat the way the teacher pronounced the picture. Then, the pupils were also asked to read the flashcards one by one by themselves.

Besides using pictures, the researcher also used songs in the research. Songs were used in this research because songs could help the both the pupils and the teacher in the classroom. Songs could help the pupils in the vocabulary learning because when the pupils felt bored, tense, and fear they could not learn effectively. Therefore, songs were used in classroom to minimize the presence of tension, fear, and boredom “singing songs in the classroom can reduce their fear and tension in learning English” (Regino and Henry: 1998: 8). The summary of the songs implementation in the research will be shown on the following paragraph.

After the teacher finished the drilling process using pictures, then the teacher used songs to continue the drilling process. The pupils were asked to sing songs along with the teacher. The songs used in this research was intentionally made for teaching purpose so that the teacher could use it to teach by changing the lyrics based on the topic of teaching. Songs, in this case, were not only for the drilling process but also as a means to minimize the presence of pupils’ boredom.

In conclusion, pictures and songs could help the pupils of *Mata Air Rumah Bermain dan Belajar* to master English vocabulary.

B. Suggestions

1. For teachers

It was proved that pictures and songs could help the pupils of *Mata Air Rumah Bermain dan Belajar* to master English vocabulary. Even though the method of using pictures and songs could help kindergarten pupils to master English vocabulary, the teacher should also pay attention to every pupil and every word to be taught because not every pupil has the same level of knowledge and not every word is familiar in the pupils' ears. Therefore, the teachers should give more attention to the pupils who are having difficulties in the learning process and teachers should consider which difficult vocabularies that need to be paid attention more.

2. For parents

Parents play an important role for their children' development, therefore it is recommended to the parents to guide their children in practicing the vocabularies. The parents can also look for pictures for the vocabulary given in school and then teach their children at home.

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Students of Grade IV*. A Thesis. Yogyakarta: Sanata Dharma University
University.



APPENDICES



Appendix 1: Research Permission Letter

 **Fakultas Keguruan dan Ilmu Pendidikan**
UNIVERSITAS SANATA DHARMA
Mrican, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor : 090 /Pnlt/Kajur/JPBS/ IV / 2010
Hal : _____
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Ibu Kepala Sekolah
Mata Air Rumah Bermain dan
Belajar

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Krisnanto Maharadika
No. Mahasiswa : 00 1219 037
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : VIII (Delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : Mata Air Rumah Bermain dan Belajar
Waktu : April - Mei
Topik/Judul : Using Song and Picture to Increase Pupils' Vocabulary Mastery in Mata Air Rumah Bermain dan Belajar

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 16 April 2010
u.p. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

Endang Wandani, S.Pd., M.Pd.
NIP. 1630

Tembusan Yth.:
1. _____
2. Dekan FKIP

Appendix 2: Field Notes

FIELD NOTES

Field note

Meeting 1

Date: 30th April 2010

- There is one student who does not come to class.
- The pupils can point to the poster correctly.
- The students follow the activities such as games, singing, and working on worksheet very enthusiastically.
- Ito still needs encouragement in pronouncing English vocabularies. He is able to pronounce English vocabularies with some errors.
- Prima is able to pronounce English vocabularies with some errors and she still needs encouragement to speak louder in class.
- Nala is able to pronounce English vocabularies with some errors.
- Prima and Nala are sometimes busy with themselves. They also are discussing something which is not related to the lesson.
- The pupils find it difficult to pronounce short and socks but they can pronounce the other vocabularies well even though still need help.
- Ito, Nala, and Prima can cut and stick the pictures well. They can answer the question from the teacher.

Field notes

Meeting 2

Date: 7th May 2010

- Dija is sick so he does not come to class.
- The pupils are able to mention most of the vocabularies which were learnt on the previous meeting. The vocabularies are cap, t-shirt, and shoes. Beside that the pupils are also able to identify colours.
- Prima has an improvement in pronouncing socks and short, but she still needs encouragement to speak louder. In conclusion, Prima is able to memorize the vocabularies and also able to point to the picture well. But Prima find a difficulty in pronouncing skirt and jacket.
- Nala has a good improvement in pronouncing socks and short. On the other hand, Nala is also able to identify and pronounce today's words such as jacket and skirt. Overall, Nala is able to memorize the vocabularies, to point at the picture, and able to finish the worksheet well. Nala is able to write some letters to finish the worksheet.
- Ito can pronounce today's vocabulary with help. Especially in pronouncing skirt. Overall, Ito is able to memorize vocabularies, to point to the picture, and to finish the worksheet with little help.

Field notes

Meeting 3

Date: 14th May 2010

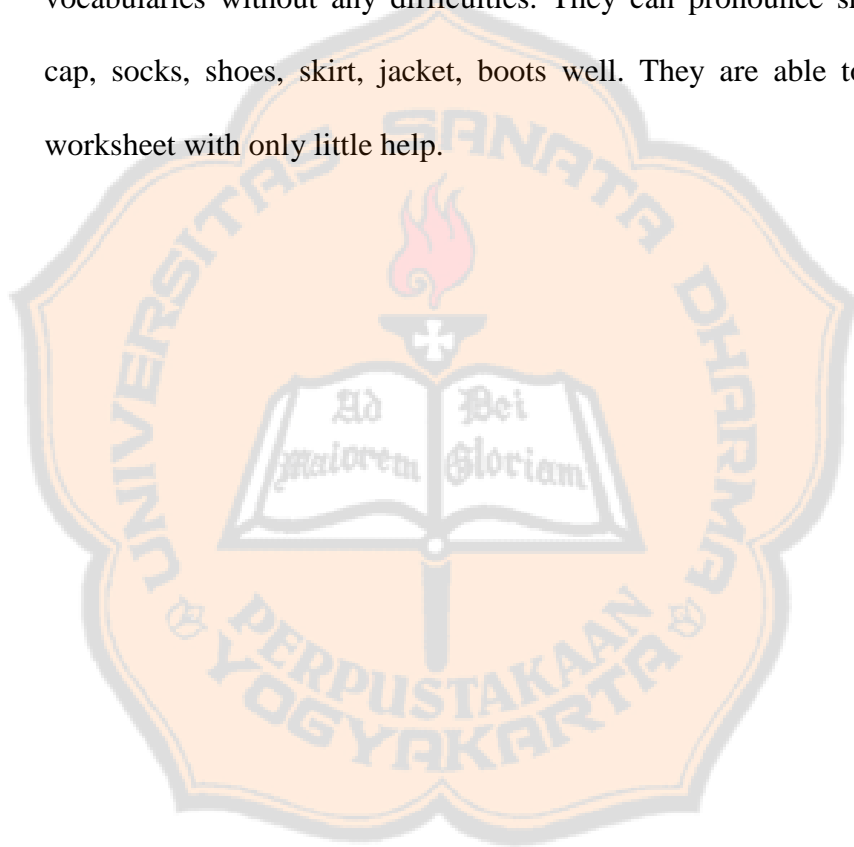
- The pupils are very enthusiastic during the class.
- Dija is present today.
- Prima is little bit shy today, but even Prima is shy she is able to memorize and pronounce the given vocabulary well. She still need little help in pronouncing skirt. Prima can match the pictures and the vocabularies well.
- Nala is very good today. She is able to memorize and pronounce all of the given vocabularies very well. She can answer questions faster than the other pupils. Nala can finish the worksheet very well.
- Ito is able to follow the class well. He can memorize and mention the vocabularies well. He also does the worksheet well, but Ito still needs encouragement to speak louder in class.
- Dija is able to understand the materials given well even though she does not come for 2 meetings. Dija is able to memorize and mention the vocabularies well but with little help. She also can finish the worksheet well.

Field notes

Meeting 4

Date: 4th June 2010

- Nala, Prima, Dija, and Ito are able to memorize and pronounce the given vocabularies without any difficulties. They can pronounce short, t-shirt, cap, socks, shoes, skirt, jacket, boots well. They are able to finish the worksheet with only little help.



Appendix 3: The Development Table of Pupils' Vocabulary Mastery

The development table of pupils' vocabulary mastery in *Mata Air Rumah Bermain dan Belajar*

No.	Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1.	Prima	- Cap - T-shirt - Shoes	- Cap - T-shirt - Shoes - Socks - Shorts - Jacket	- Cap - T-shirt - Shoes - Socks - Shorts - Jacket - Boots	- Cap - T-shirt - Shoes - Socks - Shorts - Jacket - Boots - Skirt
2.	Nala	- Cap - T-shirt - Shoes	- Cap - T-shirt - Shoes - Socks - Shorts - Skirt - Jacket	- Cap - T-shirt - Shoes - Socks - Shorts - Skirt - Jacket - Boots	- Cap - T-shirt - Shoes - Socks - Shorts - Skirt - Jacket - Boots
3.	Ito	- Cap - T-shirt - Shoes	- Cap - T-shirt - Shoes - Socks - Jacket	- Cap - T-shirt - Shoes - Socks - Jacket - Boots - Shorts	- Cap - T-shirt - Shoes - Socks - Jacket - Boots - Shorts - Skirt
4.	Dija	<i>Absent</i>	<i>Absent</i>	- Cap - T-shirt - Shoes - Socks - Jacket - Boots	- Cap - T-shirt - Shoes - Socks - Jacket - Boots - Shorts - Skirt

Appendix 4: Lesson Plans

Kelas Persiapan

Theme : Clothes
 Topic : Clothes
 Meeting/Date : 11th / Friday, 30th April 2010
 Indicators : - To point at pictures correctly
 - To pronounce word correctly
 - To answer simple question

Activities		Materials
Warming up (5'-15')	Opening Song: FinK Jingle ABC Together	
	TPR Commands Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Run to...! Jump to...! Walk to...! Jump three times! Cut the picture! Stick the picture!	
	Ritual How are you? How's the weather?	Feeling barometer Weather map
Main Activity (30'-35')	Poster story combined with flash cards Vocabulary (short, cap, t-shirt ,socks, shoes) Sing songs	Poster and Flashcards

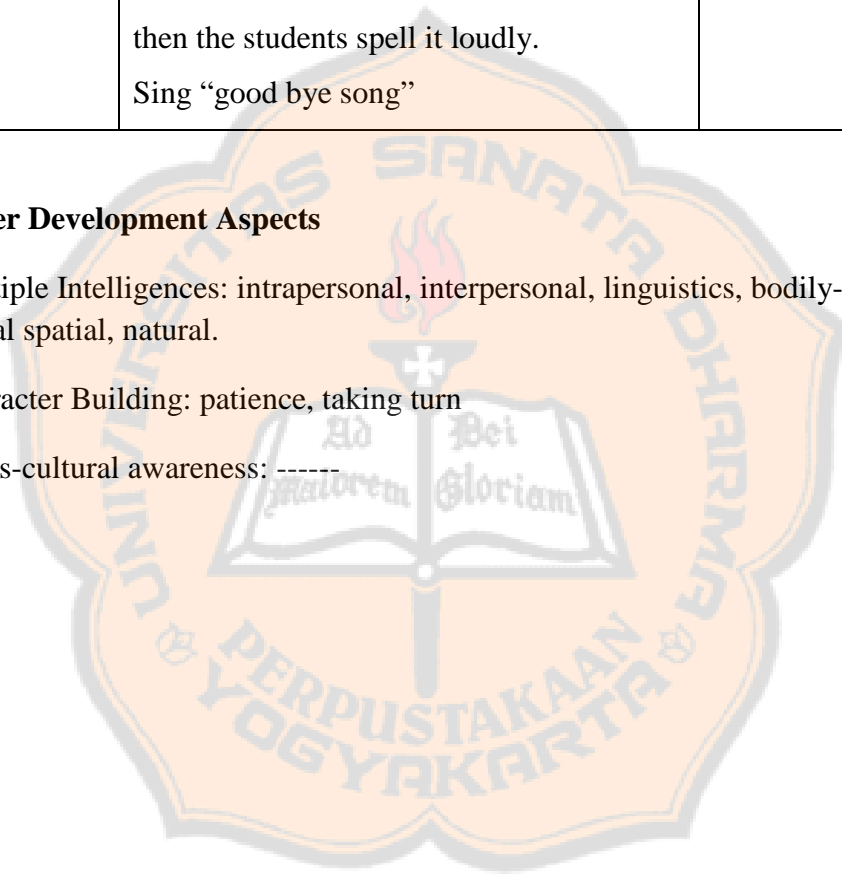
	<ul style="list-style-type: none"> - Who is wearing...today? - If you're wearing... - What are you wearing? <p>Walk to..., jump to..., walk to...</p> <p>Worksheet</p>	<p>Flashcards</p> <p>Cut and stick Pictures</p>
<p>Closing</p> <p>Time (5'-10')</p>	<p>Today's Word (Activities)</p> <p>The students choose their favorite picture then the students spell it loudly.</p> <p>Sing "good bye song"</p>	

Other Development Aspects

Multiple Intelligences: intrapersonal, interpersonal, linguistics, bodily-kinesthetic, visual spatial, natural.

Character Building: patience, taking turn

Cross-cultural awareness: -----



Kelas Persiapan Mata Air

Theme : Clothes
 Topic : Clothes
 Meeting/Date : 12th / Friday, 7th May 2010
 Indicators : - To point at pictures correctly
 - To pronounce word correctly
 - To answer simple question

Activities		Materials
Warming up (15'-20')	Opening Song: FinK Jingle Good morning and ABC Together	
	TPR Commands Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumbs up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture!	
	Ritual How are you? How's the weather? What is the colour?	Feeling barometer Weather map Balls
Main Activity (30'-35')	Poster story combined with flash cards Vocabulary (short, cap, t-shirt ,socks, shoes, skirt, jacket) Sing songs - Who is wearing...today? - If you're wearing...	Poster and Flashcards

	<p>- What are you wearing?</p> <p>Throw the ball to...</p> <p>Worksheet</p>	<p>Flashcards and Flash cards</p> <p>Fill in the blanks</p> <p>clothes</p>
<p>Closing</p> <p>Time (15'-20')</p>	<p>What is it and what are you wearing? The students are asked to choose one of the pictures randomly and then say it loudly.</p> <p>After that the students are also asked “what are you wearing?” and students will answer according to what he/she wears at that time.</p> <p>Sing “good bye song”</p>	

Other Development Aspects

Multiple Intelligences: intrapersonal, interpersonal, linguistics, bodily-kinesthetic, visual spatial, natural.

Character Building: patience, taking turn

Cross-cultural awareness: -----

Kelas Persiapan Mata Air

Theme : Clothes
 Topic : Clothes
 Meeting/Date : 13th / Friday, 14th May 2010
 Indicators : - To point at pictures correctly
 - To pronounce word correctly
 - To follow instruction correctly

Activities		Materials
Warming up (5'-15')	Opening Song: FinK Jingle Good morning, make a big circle, and who is wearing.	
	TPR Commands Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumbs up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture!	
	Ritual How are you? How's the weather? What is the colour?	Feeling barometer Weather map Balls
Main Activity (30'-35')	Poster story combined with flash cards Vocabulary (short, cap, t-shirt ,socks, shoes, skirt, jacket, boots) Take...and show it to your friend	Poster and Flashcards Flashcards and rope

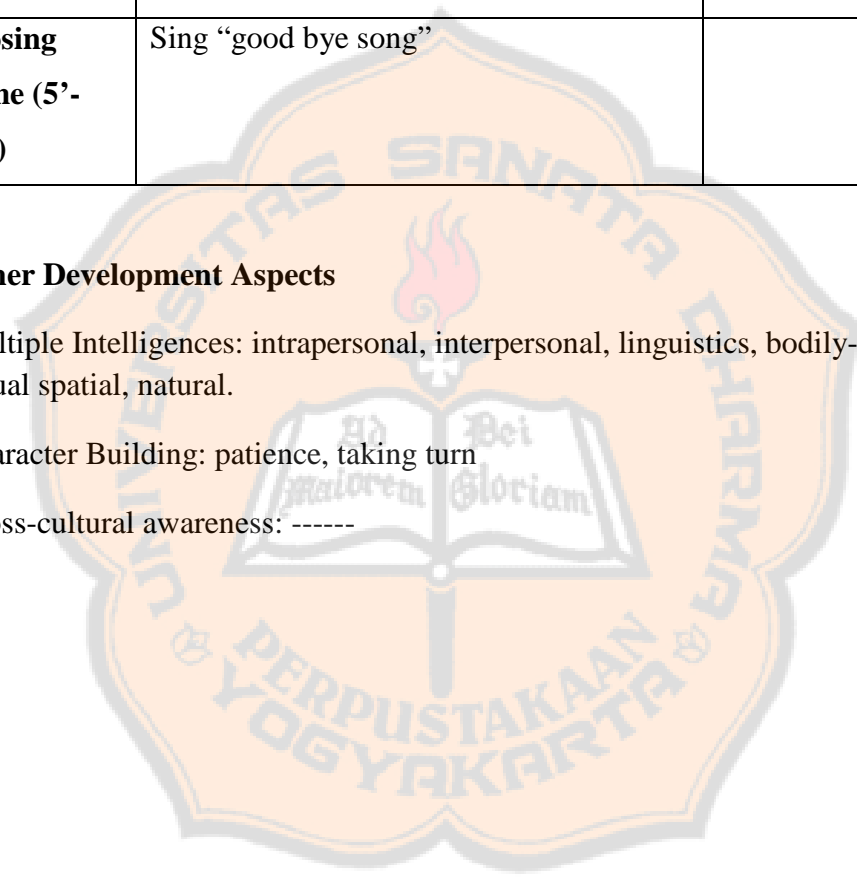
	<p>Sing songs</p> <ul style="list-style-type: none"> - Wind the bobbin up - If you're wearing... - What are you wearing? <p>Worksheet</p> <p>Dry the clothes</p>	<p>Matching pictures and words</p> <p>Clothes pictures, toothpicks, Styrofoam.</p>
<p>Closing</p> <p>Time (5'-10')</p>	<p>Sing "good bye song"</p>	

Other Development Aspects

Multiple Intelligences: intrapersonal, interpersonal, linguistics, bodily-kinesthetic, visual spatial, natural.

Character Building: patience, taking turn

Cross-cultural awareness: -----



Kelas Persiapan Mata Air

Theme : Clothes
 Topic : Clothes
 Meeting/Date : 14th / Friday, 4th June 2010
 Indicators : - To point at pictures correctly
 - To pronounce word correctly
 - To follow instruction correctly

Activities		Materials
Warming up (5'-15')	Opening Song: FinK Jingle Good morning, make a big circle, ABC together.	
	TPR Commands Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Walk/jump/run to ...! Thumbs up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture!	
	Ritual How are you? How's the weather? What is the colour?	Feeling barometer Weather map Balls
Main Activity (30'-35')	Poster story combined with flash cards Vocabulary (short, cap, t-shirt ,socks, shoes, skirt, jacket, boots) Take...and show it to your friend	Poster and Flashcards Flashcards and rope

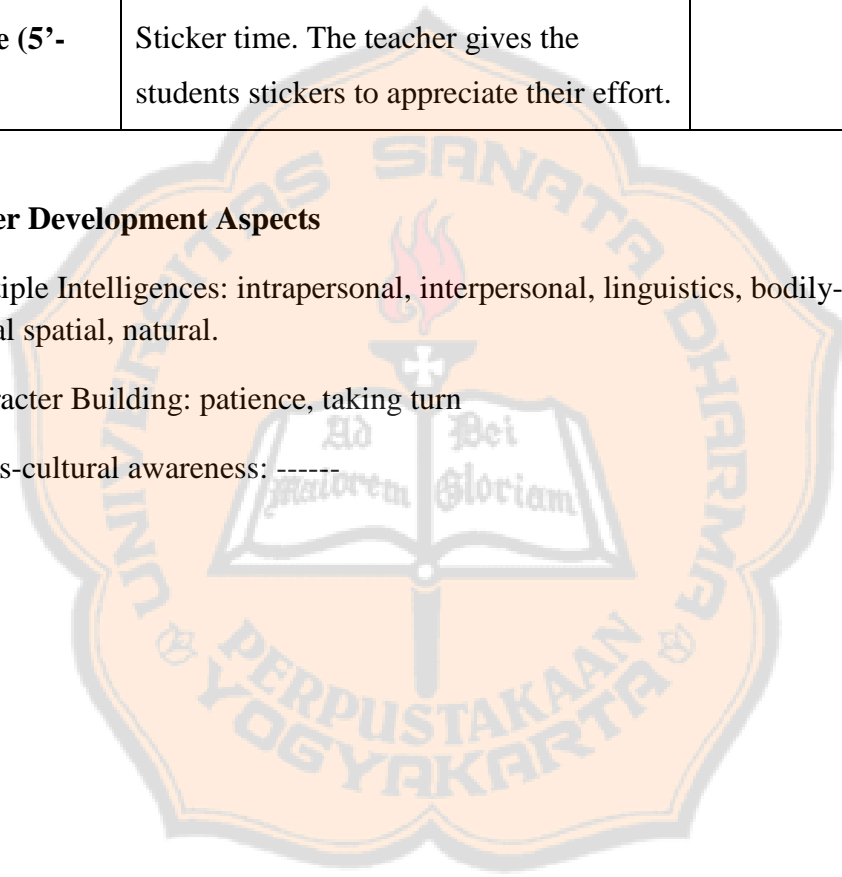
	<p>Sing songs</p> <ul style="list-style-type: none"> - Wind the bobbin up - If you're wearing... - What are you wearing? <p>Throw the ball to...</p> <p>Worksheet</p>	Count the pictures
<p>Closing Time (5'-10')</p>	<p>Sing "good bye song"</p> <p>Sticker time. The teacher gives the students stickers to appreciate their effort.</p>	

Other Development Aspects

Multiple Intelligences: intrapersonal, interpersonal, linguistics, bodily-kinesthetic, visual spatial, natural.

Character Building: patience, taking turn

Cross-cultural awareness: -----



Appendix 5: Today's Lessons

<p>TODAY'S LESSON "Mata Air"</p> <p>Day/Date : Friday, April, 30th 2010 Meeting : 11th Topic : Clothes</p> <p>Song : Fink Jingle ABC Together Who is wearing...? If you're wearing... what are you wearing?</p>	<p>Vocabulary : Short, Cap, T-shirt, Socks, Shoes,</p> <p>Expressions : Stamp your feet! Nod your head! Touch your...! Smile and say good morning Walk to...! Jump three times! Cut the picture! Stick the picture!</p>	<p>Name : Class :</p> <p>Effort : willing / unwilling Skills : needs help / good / outstanding</p> <p><i>Teacher Notes :</i></p>
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<p>TODAY'S LESSON "Mata Air"</p> <p>Day/Date : Friday, May, 7th 2010 Meeting : 12th Topic : Clothes</p> <p>Song : Fink Jingle Good morning ABC Together Who is wearing...? If you're wearing... what are you wearing?</p>	<p>Vocabulary : Short, Cap, T-shirt, Socks, Shoes, Skirt, Jacket,</p> <p>Expressions : Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumbs up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture!</p>	<p>Name : Class :</p> <p>Effort : willing / unwilling Skills : needs help / good / outstanding</p> <p><i>Teacher Notes :</i></p>
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<p>TODAY'S LESSON "Mata Air"</p> <p>Day/Date : Friday, May, 14th 2010 Meeting : 13th Topic : Clothes</p> <p>Song : Fink Jingle Good morning ABC Together Who is wearing...? If you're wearing... what are you wearing?</p>	<p>Vocabulary : Short, Cap, T-shirt, Socks, Shoes, Skirt, Jacket,</p> <p>Expressions : Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumbs up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture!</p>	<p>Name : Class :</p> <p>Effort : willing / unwilling Skills : needs help / good / outstanding</p> <p><i>Teacher Notes :</i></p>
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<p>TODAY'S LESSON "Mata Air"</p> <p>Day/Date : Friday, June, 4th 2010 Meeting : 14th Topic : Clothes</p> <p>Song : Fink Jingle Good morning ABC Together Who is wearing...? If you're wearing... what are you wearing?</p>	<p>Vocabulary : Short, Cap, T-shirt, Socks, Shoes, Skirt, Jacket,</p> <p>Expressions : Stamp your feet! Nod your head! Touch your...! Smile and say good morning! Thumbs up! Elbows up! Knees bend! Jump three times! Cut the picture! Stick the picture!</p>	<p>Name : Class :</p> <p>Effort : willing / unwilling Skills : needs help / good / outstanding</p> <p><i>Teacher Notes :</i></p>
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Appendix 6: Observation Checklists

Observation Checklist tanggal 30 April 2010

I. Observasi terhadap aktivitas siswa di dalam kelas

No.	Pernyataan	Ya	Tidak
1.	Siswa siap mengikuti pelajaran ketika guru datang	√	
2.	Siswa bisa memperhatikan guru selama 10-15 menit	√	
3.	Siswa mau mengikuti kegiatan di dalam kelas	√	
4.	Siswa mau mau menyanyi di dalam kelas		√
5.	Siswa mampu menyelesaikan tugas dengan baik	√	
6.	Siswa memahami materi yang diajarkan		√

II. Observasi terhadap aktivitas guru dalam mengajar

No.	Pernyataan	Ya	Tidak
1.	Guru terlihat siap untuk menyampaikan pelajaran	√	
2.	Guru membuka pelajaran dengan mengucapkan salam/berdoa	√	
3.	Guru memulai pelajaran dengan bernyanyi, melakukan <i>ritual</i> , dan melakukan TPR	√	
4.	Guru menyampaikan pelajaran dengan suara yang keras	√	
5.	Guru menyampaikan pelajaran dengan media gambar	√	
6.	Guru menggunakan lagu dalam mengajar	√	
7.	Guru menggunakan lembar kerja di dalam kelas	√	
8.	Guru memberikan penjelasan yang bisa dimengerti oleh siswa	√	
9.	Guru menjelaskan kegiatan yang akan dilakukan dengan tujuan yang akan dicapai	√	

Observation Checklist tanggal 7 Mei 2010

I. Observasi terhadap aktivitas siswa di dalam kelas

No.	Pernyataan	Ya	Tidak
1.	Siswa siap mengikuti pelajaran ketika guru datang		√
2.	Siswa bisa memperhatikan guru selama 10-15 menit	√	
3.	Siswa mau mengikuti kegiatan di dalam kelas	√	
4.	Siswa mau mau menyanyi di dalam kelas	√	
5.	Siswa mampu menyelesaikan tugas dengan baik	√	
6.	Siswa memahami materi yang diajarkan	√	

II. Observasi terhadap aktivitas guru dalam mengajar

No.	Pernyataan	Ya	Tidak
1.	Guru terlihat siap untuk menyampaikan pelajaran	√	
2.	Guru membuka pelajaran dengan mengucapkan salam/berdoa		√
3.	Guru memulai pelajaran dengan bernyanyi, melakukan <i>ritual</i> , dan melakukan TPR	√	
4.	Guru menyampaikan pelajaran dengan suara yang keras	√	
5.	Guru menyampaikan pelajaran dengan media gambar	√	
6.	Guru menggunakan lagu dalam mengajar	√	
7.	Guru menggunakan lembar kerja di dalam kelas	√	
8.	Guru memberikan penjelasan yang bisa dimengerti oleh siswa	√	
9.	Guru menjelaskan kegiatan yang akan dilakukan dengan tujuan yang akan dicapai		√

Observation Checklist tanggal 14 Mei 2010

I. Observasi terhadap aktivitas siswa di dalam kelas

No.	Pernyataan	Ya	Tidak
1.	Siswa siap mengikuti pelajaran ketika guru datang		√
2.	Siswa bisa memperhatikan guru selama 10-15 menit	√	
3.	Siswa mau mengikuti kegiatan di dalam kelas	√	
4.	Siswa mau mau menyanyi di dalam kelas	√	
5.	Siswa mampu menyelesaikan tugas dengan baik	√	
6.	Siswa memahami materi yang diajarkan	√	

II. Observasi terhadap aktivitas guru dalam mengajar

No.	Pernyataan	Ya	Tidak
1.	Guru terlihat siap untuk menyampaikan pelajaran	√	
2.	Guru membuka pelajaran dengan mengucapkan salam/berdoa	√	
3.	Guru memulai pelajaran dengan bernyanyi, melakukan <i>ritual</i> , dan melakukan TPR	√	
4.	Guru menyampaikan pelajaran dengan suara yang keras	√	
5.	Guru menyampaikan pelajaran dengan media gambar	√	
6.	Guru menggunakan lagu dalam mengajar	√	
7.	Guru menggunakan lembar kerja di dalam kelas	√	
8.	Guru memberikan penjelasan yang bisa dimengerti oleh siswa	√	
9.	Guru menjelaskan kegiatan yang akan dilakukan dengan tujuan yang akan dicapai		√

Observation Checklist tanggal 4th Juni 2010

I. Observasi terhadap aktivitas siswa di dalam kelas

No.	Pernyataan	Ya	Tidak
1.	Siswa siap mengikuti pelajaran ketika guru datang	√	
2.	Siswa bisa memperhatikan guru selama 10-15 menit	√	
3.	Siswa mau mengikuti kegiatan di dalam kelas	√	
4.	Siswa mau mau menyanyi di dalam kelas	√	
5.	Siswa mampu menyelesaikan tugas dengan baik	√	
6.	Siswa memahami materi yang diajarkan	√	

II. Observasi terhadap aktivitas guru dalam mengajar

No.	Pernyataan	Ya	Tidak
1.	Guru terlihat siap untuk menyampaikan pelajaran	√	
2.	Guru membuka pelajaran dengan mengucapkan salam/berdoa	√	
3.	Guru memulai pelajaran dengan bernyanyi, melakukan <i>ritual</i> , dan melakukan TPR	√	
4.	Guru menyampaikan pelajaran dengan suara yang keras	√	
5.	Guru menyampaikan pelajaran dengan media gambar	√	
6.	Guru menggunakan lagu dalam mengajar	√	
7.	Guru menggunakan lembar kerja di dalam kelas	√	
8.	Guru memberikan penjelasan yang bisa dimengerti oleh siswa	√	
9.	Guru menjelaskan kegiatan yang akan dilakukan dengan tujuan yang akan dicapai	√	

Appendix 7: The Recap of the First and Second Cycles

Recap of the First Cycle

Planning
<ol style="list-style-type: none"> 1. The researcher prepares an alternative method of teaching to solve the problem. 2. The researcher prepares the teaching materials such as the pictures, songs, and worksheet. 3. The teacher conducts the teaching learning process by drilling vocabularies using pictures and songs but this time the focus will be on the difficult words from the cycle 1. 4. The pupils work on the worksheet.
Implementing
<ol style="list-style-type: none"> 1. The teacher starts the class by praying, singing opening songs, doing TPR commands, and doing the rituals (asking how are you? and how is the weather?) 2. The teacher drills the vocabularies using poster and flashcards especially for the difficult words. 3. After using poster and flashcards, the teacher will ask the pupils to sing songs along with the teacher. 4. The teacher will use pictures to drill again, but this time it will be combined with some TPR commands. 5. The pupils will do the worksheet 6. The teacher ends the class by singing goodbye song
Observation
<p>In this second cycle, the pupils were being accustomed to the vocabularies of clothes. They were able to mention, to pronounce and able to know the meaning of most of the vocabularies. The pupils are able to name the pictures.</p>
Reflection
<p>The conclusion was that although it needed more time not only to master and to know the vocabularies but also to be able to pronounce the vocabularies well, the effect of using pictures and songs to could little bit improve the pupils' vocabulary mastery.</p>

Recap of the Second Cycle

Planning
<ol style="list-style-type: none"> 1. The researcher prepares an alternative method of teaching to solve the problem. 2. The researcher prepares the teaching materials such as the pictures, songs, and worksheet. 3. The teacher begun the class 4. The teacher conducts the teaching learning process by drilling vocabularies using pictures and songs. 5. The pupils work on the worksheet.
Implementing
<ol style="list-style-type: none"> 1. The teacher starts the class by praying, singing opening songs, doing TPR commands, and doing the rituals (asking how are you? and how is the weather?) 2. The teacher introduces and drills the vocabularies using poster and flashcards. After using poster and flashcards, the teacher will ask the pupils to sing songs along with the teacher. 3. The teacher will use pictures to drill again, but this time it will be combined with some TPR commands. 4. The pupils will do the worksheet 5. The teacher ends the class by singing goodbye song
Observation
<p>From the observation, it could be concluded that the first cycle was not quite successful because most of the pupils still found it hard to master and pronounce some vocabularies well.</p>
Reflection
<p>The pupils found it difficult to pronounce some words such as jacket and skirt. The word skirt is using two consonant that are “s” and “k” the pupils were not accustomed with such kind of pronunciation.</p>

Appendix 8: List of Songs

List of Songs

Jingle Fink

Hello, friends how are you?
Let's learn English while we play
We'll get fun, we'll get love,
We'll be happy everyday
Singing, clapping together
Sharing, caring with your friends
Come on, let's go join with fink
Come on, let's go fly with fink

Good Morning

Good morning, good morning, good morning to you
Good morning, good morning, and how do you do?

Circle song

Let's make a big circle, make a big circle, make a big circle
Let's make a small circle, make a small circle, make a big circle
Turn around, turn around, turn around and shake (jump), shake (jump), shake
(jump)
Turn around, turn around, turn around and shake (jump), shake (jump), shake
(jump)

Wind the bobbin up

Wind the bobbin up, wind the bobbin up
Pull, pull, clap, clap, clap
Wind it back again
Pull, pull, clap, clap, clap
Point to the jeans, point to the skirt

Point to the shoes and point to the jacket

Clap your hands one, two, three

Put your hands up on your kness

What are you wearing?

What are you wearing, what are you wearing,

What are you wearing, today, today?

What are you wearing, what are you wearing,

What are you wearing, today, today?

If you're wearing a shirt, stand up

If you're wearing a shirt, stand up

If you're wearing a dress, stand up

If you're wearing a dress, stand up

If you're wearing pants, stand up

If you're wearing pants, stand up

What are you wearing, what are you wearing,

What are you wearing, today, today?

What are you wearing, what are you wearing,

What are you wearing, today, today?

Who is wearing?

Who is wearing t-shirt today, t-shirt today, t-shirt today?

Who is wearing t-shirt today clap your hands.

Who is wearing jeans today, jeans today, jeans today?

Who is wearing jeans today stamp your feet.

You can change the vocabulary (t-shirt) with other vocabularies. You can also change the TPR command (clap your hands) with other commands.

ABC Together

ABC together, Up together, Down together.

Turn around, Touch the ground, Pull the chain, and start again.

(Repeat again with faster tempo)

If You're Wearing

If you're wearing a pair of shoes claps your hands

If you're wearing a pair of shoes claps your hands

If you're wearing a pair of shoes,
and you really want to show it,

If you're wearing a pair of shoes claps your hands.

You can change the vocabulary with other vocabularies.

Goodbye Song

(gelang si patu gelang)

Goodbye, my friends, goodbye

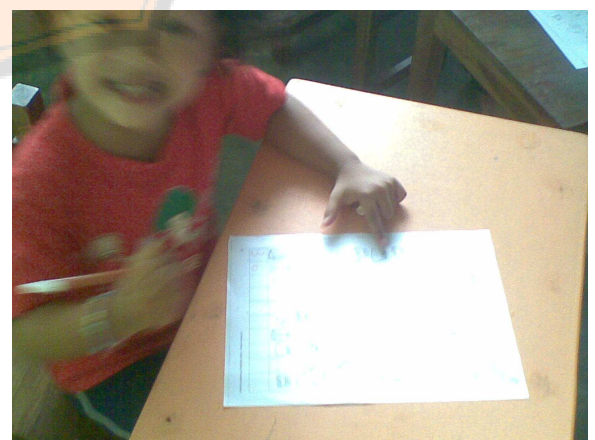
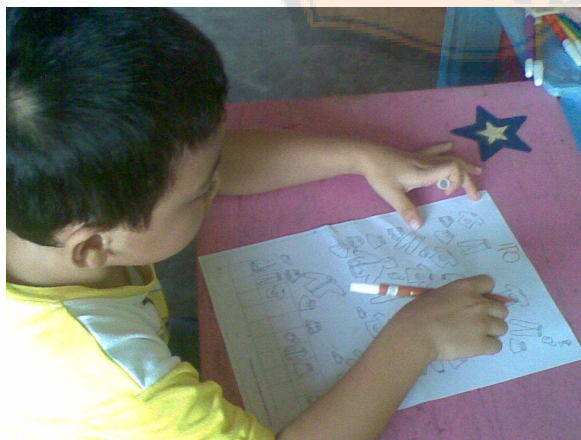
Goodbye, my friends, goodbye

See you next time, see you next time, see you next time in our class.

See you next time (see you), see you next time (see you),
see you next time in our class

See you next time (see you), see you next time (see you),
see you next time in our class

Appendix 9: Photos



Appendix 10: Pupils' Worksheets

Jack, a boy



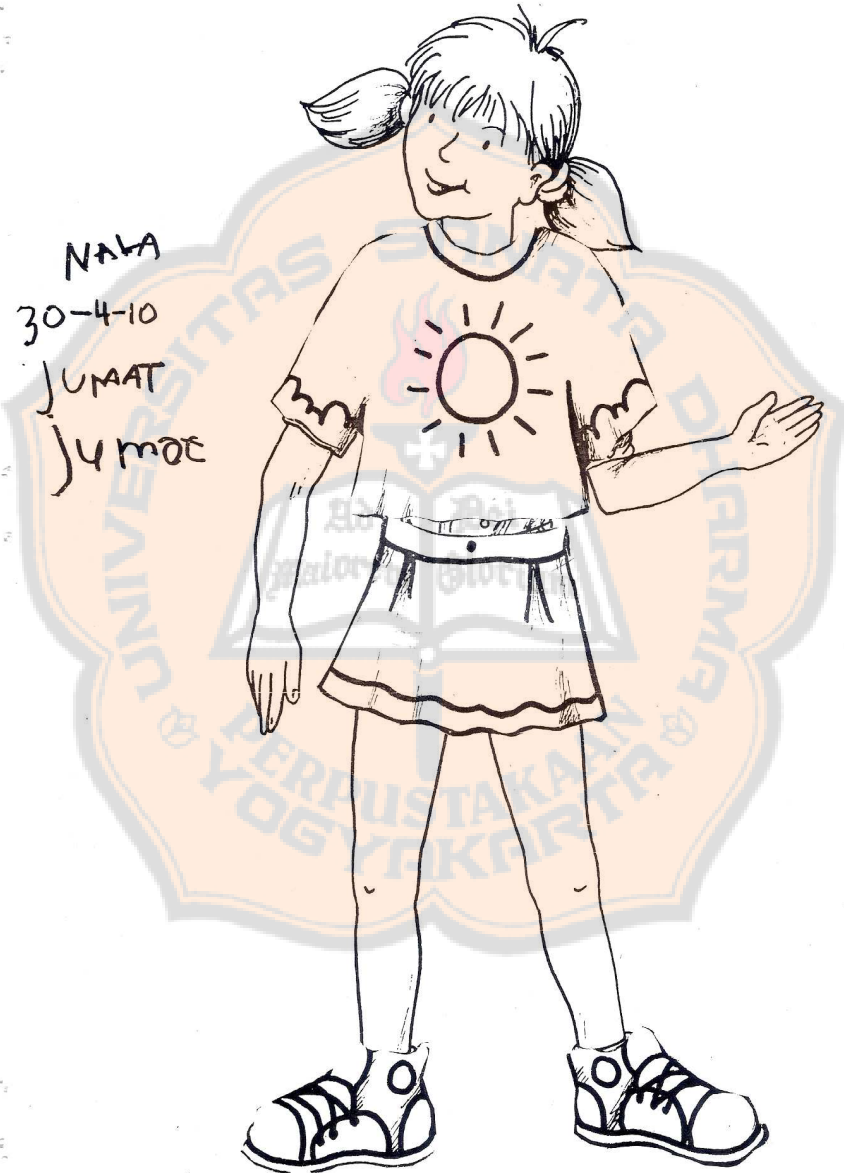
Cut out the boy and dress him. (page 29)



Susan, a girl



Cut out the girl and dress her. (page 27)



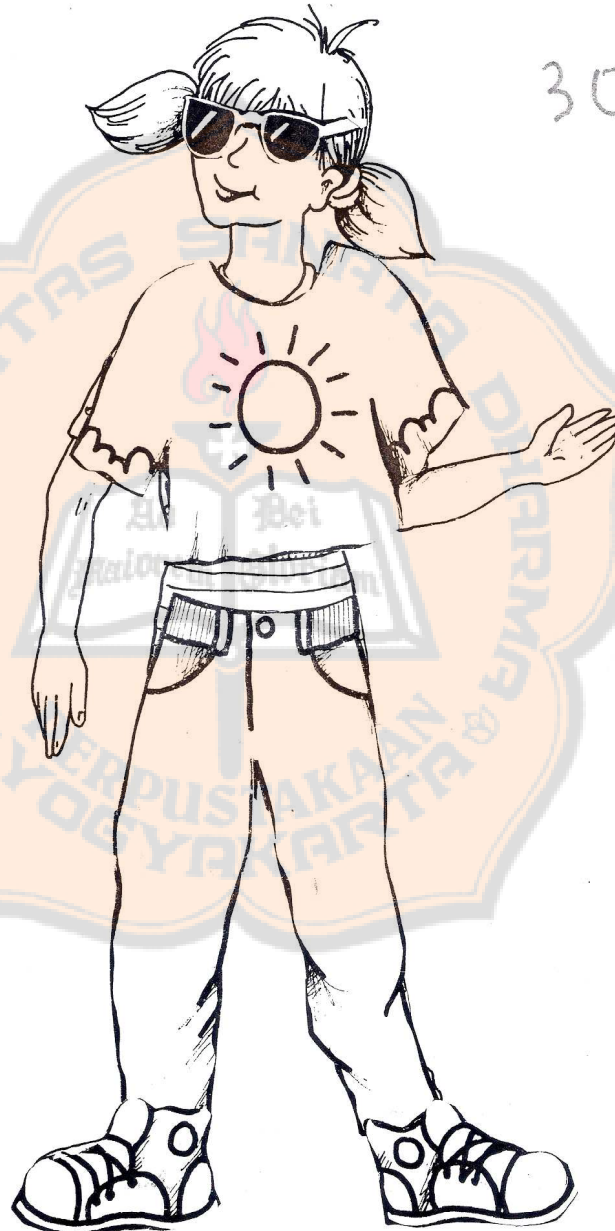
Susan, a girl



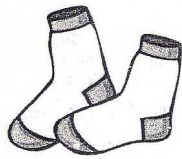
Cut out the girl and dress her. (page 27)

PRIMA

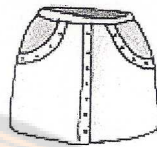
30-4-1



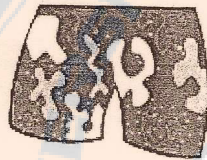
Fill in the blanks with correct letters



S O C K S



S K I R T



S H O R T



S H O E S



T - S I R T



C A P

7-2-10
5-10

ito

PRIMA 7-5-10

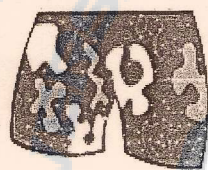
Fill in the blanks with correct letters



S O C K S



S K I R T



S H O R T



S H O E S



T - S H I R T

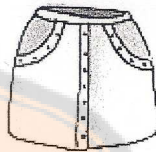


C A P

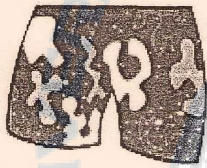
Fill in the blanks with correct letters



S O C K S



S K I R T



S H O R T S



S H O E S



T - S H I R T



C A P

Match the picture with the correct the words



Shoes

Hat **CAP**

T-Shirt

Shorts

Socks

Skirt

di A 14-5-10

Match the picture with the correct the words

170

Shoes

Hat

T-Shirt

Shorts

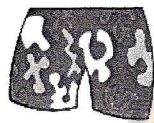
Socks

Skirt

CAP

14-5-10

Match the picture with the correct the words



○ Shoes

○ ~~SHIRT~~ CAP

○ T-Shirt

○ Shorts

○ Socks

○ Skirt

NALA

14-5-10

Prima 14-5-10

Match the picture with the correct the words



○ Shoes

○ Hat **CAP**

○ T-Shirt









○ Shorts

○ Socks

○ Skirt

PRIMA 4-6-10



									
3	6	7			9	1	6		5









110

9
8

3	6	7			9	1	8		5

4-6-10

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3	6	7			9	1	6		5









32 4-6-10

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3	6	7			9	1	8		5

DIJA 4-6-10

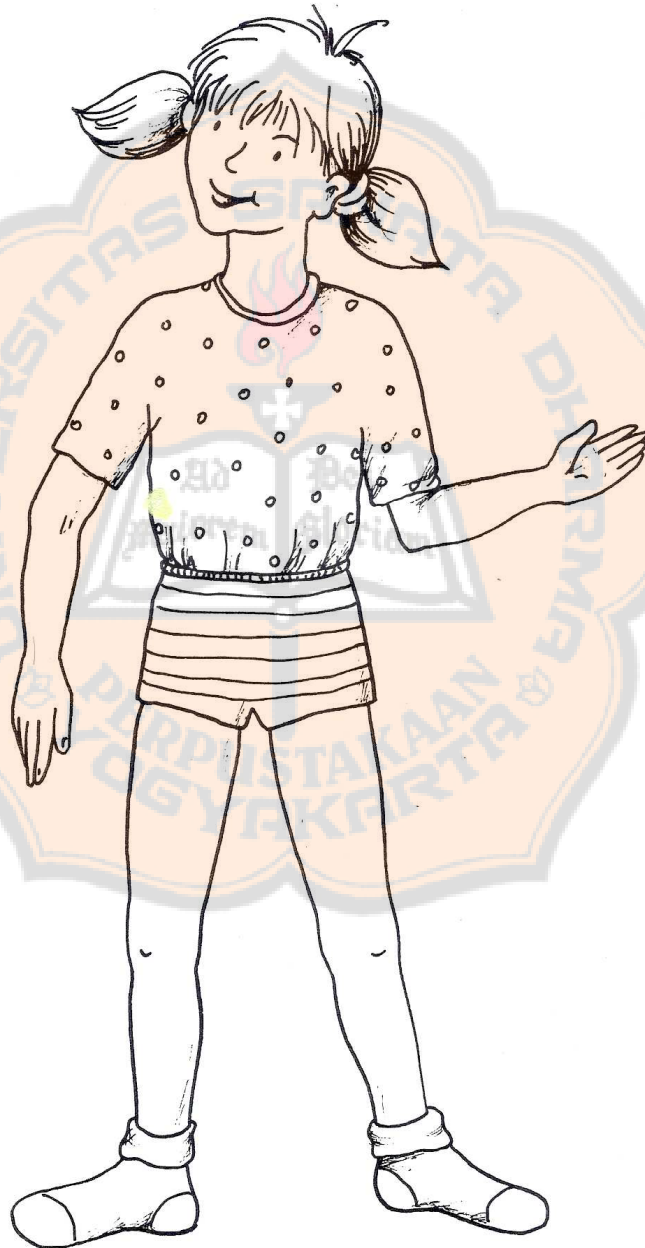


Susan, a girl



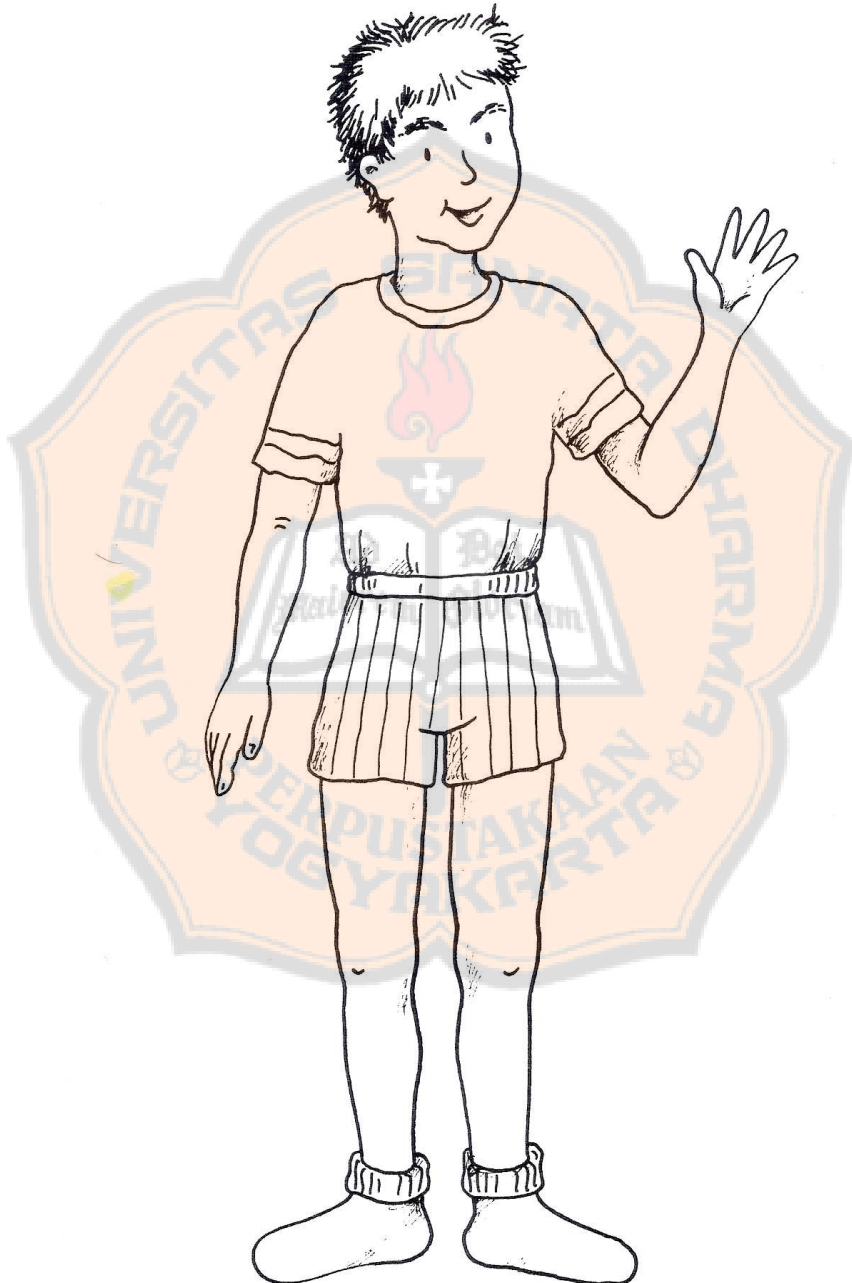
Cut out the girl and dress her. (page 27)



Jack, a boy



Cut out the boy and dress him. (page 29)



Susan's clothes



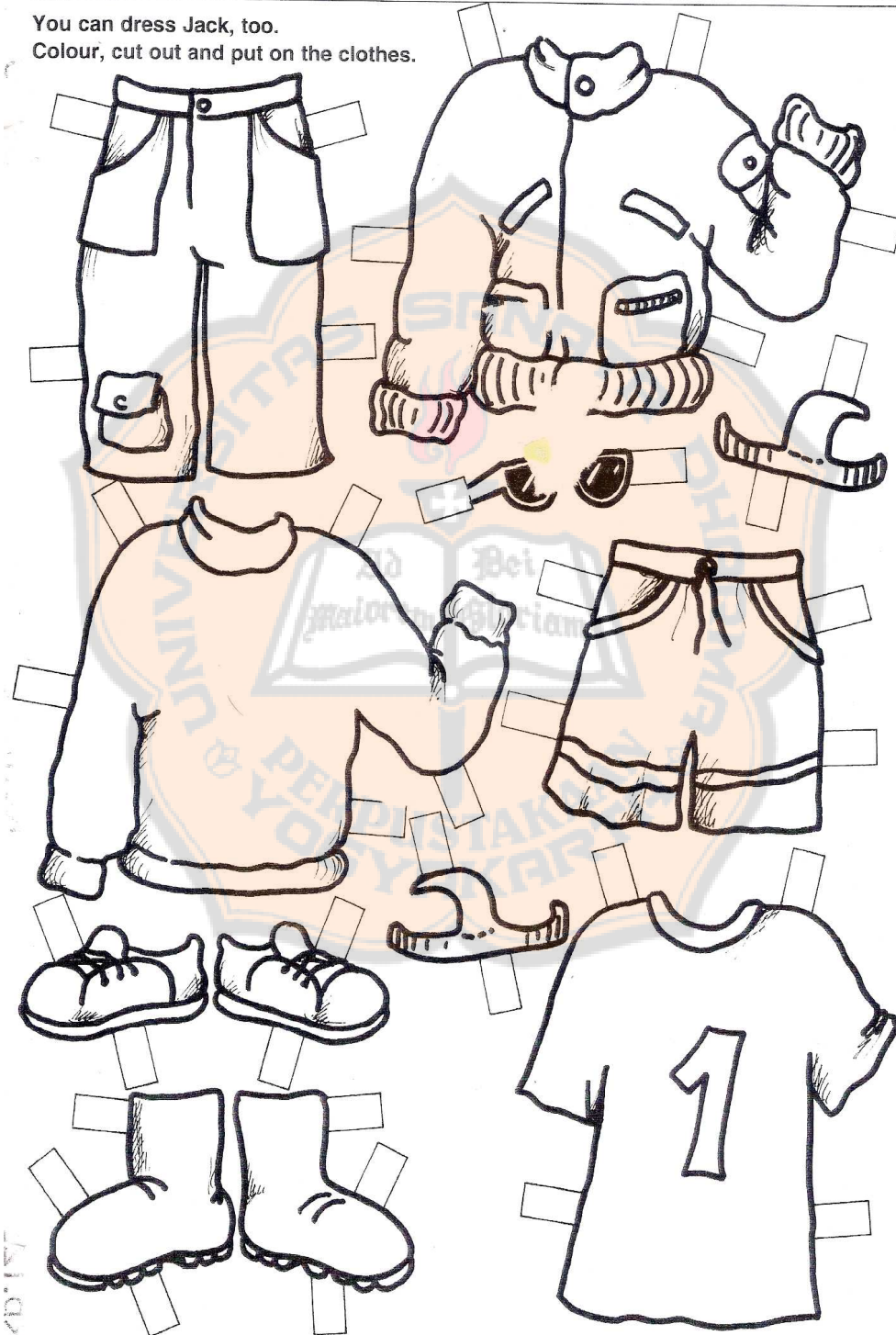
You can dress Susan.
Colour, cut out and put on the clothes.



Jack's clothes



You can dress Jack, too.
Colour, cut out and put on the clothes.



KD'157