DESIGNING A SET OF ENGLISH VOCABULARY MATERIAL
USING TOTAL PHYSICAL RESPONSE
AND AUDIOLINGUAL METHOD
FOR THE FOURTH GRADE STUDENTS
OF SD NEGERI TAJEM

A THESIS

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

By
Brigitta Neti Iswantari
Student Number: 061214089

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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Yogyakarta, April 4, 2011
Faculty of Teachers Training and Education
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Dean,

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

iii
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, April 4, 2011

The Writer

Brigitta Neti Iswantari

061214089
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Brigitta Neti Iswantari
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Dibuat di Yogyakarta
Pada tanggal: 22 Maret 2011

Yang menyatakan

Brigitta Neti Iswantari
This thesis is dedicated to Jesus Christ, my beloved parents, brother, and sisters for their love, support, and prayers.

Shining for Others

"Failure is a misfortune but regret is a catastrophe."

***Don’t be satisfied on what you have done, but maintain it and develop it.***

Due to the importance of English as the International language and its influences in this world, English was included as the local content in the elementary schools for years ago. One of the English learnings which becomes the base for the four English skills is vocabulary. Hence, vocabulary is introduced in schools in order that the students can firstly be familiar with English. The two methods which can support the vocabulary learning involve total physical response and audiolingual method.

This study aims to design a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem. The purpose of the study is to help students overcome their problems toward English vocabulary learning so that they can master and improve their vocabulary optimistically. There were two problems formulated in this study, namely (1) how is a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem designed? (2) what does the designed set of material look like?

Research and Development (R&D) became the methodology of the study. The five steps of R&D (Research and Development) method which were applied as the basis of this study involved (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, and (5) main product revision.

In order to answer the first problem of the study, the writer used Kemp’s model which consisted of (1) identifying learner’s characteristic, (2) stating goals, topics, and general purposes, (3) stating learning objectives, (4) listing subject content, (5) selecting teaching and learning activities, (6) evaluating the designed material, dan (7) revising the designed material. The writer related the Kemp’s model and the R&D method in order to get the writer’s steps and procedures for designing the material. For the instruments, the writer used questionnaire and informal interview to get the data in research and information collecting and the preliminary field testing.

The result of the descriptive statistic of the questionnaire in the preliminary field testing presented that the total mean of the designed material was 2.9. It showed that the designed material was good to be applied for the vocabulary learning because the design contained interesting pictures and various activities. However, the writer needed to revise and improve the design.

To answer the second question, the writer presented the designed material after evaluation. The final version of the designed material consisted of four units. Each unit contains three parts, namely Let’s Read Aloud!, Let’s Find It!, and Let’s Play! The designed material could be applied for the English vocabulary learning.
ABSTRAK


Dikarenakan pentingnya peran Bahasa Inggris sebagai bahasa Internasional dan pengaruhnya di dunia sekarang ini, Bahasa Inggris dimasukkan sebagai mutan lokal di sekolah-sekolah dasar beberapa tahun yang lalu. Salah satu pembelajaran Bahasa Inggris yang menjadi dasar sebelum mempelajari empat ketrampilan berbahasa Inggris adalah *vocabulary*. Oleh karena itu, *vocabulary* dikenalkan di sekolah-sekolah agar siswa menjadi familiar dengan Bahasa Inggris terlebih dahulu. Dua metode yang bisa mendukung pembelajaran *vocabulary* meliputi *total physical response* dan *audiolingual method*.

Penelitian ini bertujuan untuk menyusun seperangkat materi pembelajaran *vocabulary* kosa kata Bahasa Inggris yang menggunakan *Total Physical Response* dan *Audiolingual Method* untuk siswa kelas empat SD Negeri Tajem. Tujuan dari penelitian ini adalah untuk membantu siswa mengatasi masalahnya dalam mempelajari kosa kata Bahasa Inggris sehingga mereka dapat menguasai dan meningkatkan kosa kata Bahasa Inggris secara optimal. Adapun, permasalahan yang diuraikan melalui dua pertanyaan yang meliputi: (1) bagaimana seperangkat materi pembelajaran kosa kata Bahasa Inggris yang menggunakan *Total Physical Response* dan *Audiolingual Method* untuk siswa kelas empat SD Negeri Tajem disusun?, (2) Seperti apakah penyajian seperangkat materi pembelajaran tersebut yang telah disusun?


Untuk menjawab pertanyaan pertama dalam penelitian ini, penulis menggunakan model Kemp yang meliputi (1) mengidentifikasi karakter siswa, (2) merumuskan tujuan, tolok, dan spesifikasi tujuan pembelajaran, (3) merumuskan tujuan pembelajaran yang lebih khusus, (4) menyusun isi materi, (5) memilih kegiatan pembelajaran, (6) mengevaluasi materi, dan (7) memperbaiki materi. Penulis menarik hubungan antara model Kemp dengan metode *R&D* untuk mendapatkan langkah-langkah dan prosedur penulis dalam merancang materi pembelajaran. Untuk instrument, penulis menggunakan kuesioner dan wawancara informal untuk memperoleh data dalam penelitian dan pengumpulan informasi dan pengujian awal.

Hasil dari statistik deskriptif dalam kuesioner yang dilakukan pada tahap evaluasi materi menyajikan total rata-rata dari rancangan materi pembelajaran adalah 2,9. Ini menunjukkan bahwa rancangan materi pembelajaran ini dapat diterima untuk diterapkan dalam pembelajaran karena rancangan materi tersebut
berisi gambar-gambar yang menarik dan berbagai kegiatan pembelajaran. Akan tetapi, penulis perlu memperbaiki dan mengembangkan rancangan materi pembelajaran ini.

Untuk menjawab pertanyaan kedua, penulis menyajikan rancangan materi pembelajaran yang telah diperbaiki. Hasil akhir dari rancangan materi ini terdiri dari empat unit. Setiap unit berisi tiga bagian, yaitu *Let’s Read Aloud!*, *Let’s Find It!* and *Let’s Play!* Rancangan materi pembelajaran ini dapat diterapkan untuk pembelajaran kosa kata Bahasa Inggris.
ACKNOWLEDGEMENTS

This is my honour to express my gratitude to those who always support and facilitate me in finishing my study. First of all, I would like to thank and praise to Jesus Christ who always gives me His wonderful blessing in finishing my study.

My deepest gratitude is addressed to my major sponsor, Ag. Hardi Prasetyo, S.Pd., M.A. for the time, guidance, patience, suggestion, evaluation, support, and useful questions in guiding me to find my own way in this study.

I also would like to thank to Ag. Basuki, S.Pd., the principal of SD Negeri Tajem, for giving me permission and an opportunity to conduct my research there.

I give my gratitude also to Christina Lhaksmita Anandari, S.Pd., Ed.M., F. Chosa Kastuhandani, S.Pd., M.Hum, Andrea Ismargyaning Utami, S.Pd., and Ani R., S.Pd. who are willing to spare their time to evaluate my designed material. Your suggestion, comment, and criticism are beneficial to revise and improve my designed material. I also thank to Miss Lintang who is willing to share her knowledge related to my study and be my proofreader for this thesis. I thank to Mba Opie as the English teacher previously in SD Negeri Tajem who wants to share with me about the characteristics of the students there, especially the fourth graders.

My thank also goes to the teachers of SD Negeri Tajem, Bu Purwanti, Bu Tiwi, Bu Tari, Bu Retno, Pak Sarmidi, Pak Tamis, Pak Andi, Pak Alex, and Pak Bambang who support and give me so many advices.
I also express my greatest love and gratitude to my beloved parents, Yustinus Isbudiyono and Lucia Samini for their support, love, prayer, and patience. I will not be like now without them. My special thank is addressed to my oldest brother, F. N. Budi Iswantoro and my younger sisters, Lydia Herawati and Imelda Siwi C. P., who always support, give so much love, and make jokes for me when I was in my hard time during finishing my thesis. My gratitude is also addressed to my beloved grandmother, Mbah Hartowiyono, who always accompanied and supported me during the process of writing the thesis.

I would like to say my big thank to my best friends, Regina Rita S. M. and Benidicta Meivitasari M. for the friendship, love, support, and prayer (Thanks for the wonderful time and experiences with you all). I also thank to my friends in my old boarding house, Agnesia Febriani, Pristi, Eris, Edit, and Lina who always support me with their word, “Semangat”.

I would like to express my gratitude to my friends, Mas Bobby (Bobobibi), who always listens to my difficulties and gives me support, Indi who shared with me about the curriculum, Yoana who shared the ideas about the lesson plan and others, Petrus who helped me draw the pictures on my designed material, Guntur (Thunder) who became my proofreader for my thesis, Roy Syahputra who shared the time with me and supported me, Maria Eka, Dwi (PBI’07), Andreas Jeffry, Septi, Agnestia Prastiwi, Stevanus Roy and Reren for their support and prayer, and all my friends that I can not mention one by one (Thanks for the time, sharing, and support).
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CHAPTER I
INTRODUCTION

This study is aimed to design a set of English vocabulary material using Total Physical Response and Audilongual Method for the fourth grade students of SD Negeri Tajem. This first chapter consists of research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English had a strong influence in the modern world since the emergence of globalization era. Precisely, this change brings about the crucial effect into human’s life, especially in communication, technology and information, education, and the other sectors of life. Hence, people need English as a media to relate with other people around the world. Due to the importance of English as an international language, English has been included as the local content for primary schools since the year of 1992. It has been written in the Social and Educational Department Policy No. 0487/ 1992 Chapter VIII and strengthened by Social and Educational Minister Decree No. 060/ U/ 1993 on 25th of February 1993 (Listia and Kamal, 2008).

The application of the English learning as a local content in the primary school is based on the fact that language learning will be successful to be learned since the childhood. This notion is presented by Leontive (1989, p.211) as quoted below:
Language learning in an early age of a child (6 – 12 years old) has a deceptive effect. His language development will be greatly affected by his experience in learning the language. When he has undergone the right track of learning, his language acquisition will develop smoothly.

In addition, Lindfors (1980, p.97) also said “A great deal of a child’s acquisition of linguistic structure occurs during the first five years of life.” Thus, English is learned since the early age in order to make children familiar with the English words and later on they easily learn and master the language.

For many years, vocabulary is considered as the important role to learn the four English skills, as stated by Richards & Renandya (2002) that vocabulary is a core component of the language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Furthermore, vocabulary is needed in communication. People cannot effectively communicate if they do not know many of the words they want to say (Davies and Pearce, 2000). Besides, vocabulary is one of the English basic learning and becomes a start to learn more complex forms of English sentences. As stated by John Read (2000, p.1) in his book titled *Assessing Vocabulary*, he says “The vocabulary knowledge is necessary because the sense of the words are the basic block of language.” That is why vocabulary holds a crucial role in communication. This idea is also supported by Scrivener (1994) who says that vocabulary is a powerful carrier of meaning in English conversation. Hence, the beginning of English learning for the elementary school students is started with vocabulary.

However, not only vocabulary, but also grammar is needed in learning English. Grammar has the important role in arranging the words to be a cohesive
sentence. Nunan (2003) in the book titled *Practical English Language Teaching* says “Grammar is a set of rules specifying the correct ordering of words at the sentence level.” (p.154). Therefore, vocabulary cannot be separated from grammar aspect. In short, those two proficiencies should go together in order to make a sense of the sentences. As the result, English vocabulary learning is not apart from the grammar learning.

There are some English learning methods which can be used to teach vocabulary. Two of them are Total Physical Response and Audiolingual Method. Total Physical Response is conducive to support English vocabulary learning for children because it provides learning with the concrete thing, such as action. This is supported by Piaget (1972, as stated in Brown, 2000: 88) who says that children are still in an intellectual stage or concrete operation. Meanwhile, Audiolingual Method has a deal with a habit formation through drilling. The habit formation since childhood is beneficial because they have a capability of long-term memory and are effortless second language learners (Brown, 2000). Drilling in Audiolingual Method can be imitation and repetition. Moreover, the grammar learning is also presented in kinds of Audiolingual Method activity.

In this study, the writer conducted the research in *SD Negeri* Tajem and focused on the problems of the fourth grade students. After conducting observation while teaching the class for several times and interviewing the previous English teacher, the writer found that the major problem in the class was related to the vocabulary mastery. Most of the students had difficulties in memorizing English vocabulary. The problems occurred when the students were
asked to identify, pronounce, and write the English words. Moreover, most of them had less confidence and were shy to speak up. While, the source used for teaching English in SD Negeri Tajem is limited. There is only one source for the English teacher. In fact, the students’ characteristic of the school is they fully need the teacher’s guidance. However, they are actually high motivated to learn English. They like to do the written tasks and are curious when they find the difficult item on the task.

Considering the problems, the writer is motivated to design a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem. The writer selected those two methods because they could be combined. The Total Physical Response method can build the students’ vocabulary learning through listening and performing the actions. Meanwhile, the Audiolingual Method helps the students’ learning through imitation, repetition, simple grammar, and dialogue. In order to overcome the students’ problem in identifying, pronouncing, writing, and having no self-confidence, the two methods are applied in designing the material. The writer expects that the designed material can reduce the students’ problems in learning vocabulary and enrich their vocabulary.
B. Problem Formulation

The problems of this study are formulated in two questions. Those are:

1. How is a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of *SD Negeri* Tajem designed?

2. What does the designed set of material look like?

C. Problem Limitation

This study focuses on designing a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of *SD Negeri* Tajem. The concern of this study is on vocabulary mastery as the English basic learning for elementary students, especially the fourth grade students before going to learn more complex English sentences in the upper grade. The study takes only the fourth graders in order to make the research more effective and focused.

The writer prefer to use Total Physical Response and Audilingual Method with the consideration that both methods can support each other to teach vocabulary and overcome the students’ problems toward the vocabulary learning. The activities in the design will apply those methods in order to fulfill the students’ need in learning vocabulary. Furthermore, the set of English vocabulary material will be limited to four units for the half of first semester.
D. Research Objective

The objectives of this study are stated as follow:

1. To find out how a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem is designed.

2. To present the designed English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem.

E. Research Benefits

The benefits of this study are categorized below:

1. For the English teacher of SD Negeri Tajem

   The result of this study is expected to add the English teaching and learning sources, especially vocabulary for the English teacher of SD Negeri Tajem.

2. For the future researchers

   This study can be a reference for those who are interested in conducting the similar study. Besides, the future researchers can implement, revise, and complete the designed material. The writer expects the information in the study will be beneficial for the future researchers.
F. Definition of Terms

1. Design

In this study, the writer takes Kemp’s idea about design. According to Kemp (1977), design is called the approach and procedures to encompass the plans for instruction and teaching. The plans are beneficial to be applied first to individual topics and then to units and then to complete courses. In other case, Qin Yan dan Zhang Di (2008) in their journal titled *Course Design Based on the Communicative Approach* defines that the course design is the process of teaching by which teacher will clarify the goals and objectives of English teaching, choose the proper type of syllabus and selecting materials and learning activities according to the needs of their students. Thus, the term of “designing” in this study refers to the steps or ways used by the writer to produce the result of the study, that is the designed material.

2. Vocabulary

According to Scrivener (1994), vocabulary is a powerful carrier in meaning. Words should be managed in the right place of a sentence so that they could be transferred into the right meaning. I. S. P. Nation (2003) states that words are clearly vocabulary. In this study, the writer refers to vocabulary as a group of words used to communicate with other people.

3. Total Physical Response

In this study, the writer defines the term of ‘total physical response’ from Richards and Rogers (2001) who state that Total Physical Response (TPR) is a teaching principle using the coordination of speech and action, developed by...
James Asher who concerns that hundreds of vocabulary items can be learned from the skillful use of the imperatives by the instructor. Supporting materials in teaching points may include pictures, realia, slides, and word charts.

Larsen-Freeman includes James Asher’s Total Physical Response as a part of comprehension approach which is put into practice (2000). Asher believes the way of TPR is to base the foreign language learning upon the way children learn their native language (Larsen-Freeman, 2000). Freeman also says that vocabulary and grammar are emphasized over other language areas. Understanding the spoken word should precede its production. The spoken language is emphasized over written language (2000). In this study, the writer summarizes that Total Physical Response is a method which the learners learned through listening and performing action.

4. Audiolingual Method

In this study, the writer puts some basic knowledge from some experts like Richards and Rogers, and Larsen-Freeman about Audiolingual Method. Audiolingual Method basically is the same as Audiolingual Principle. According to Richards and Rogers, Audiolingualism is a linguistic, or stucture-based, approach to language teaching. One of language skills which is taught is listening, viewed largely as training in oral discrimination of basic sound patterns. The language may be presented entirely orally at first; written expression are usually withheld from learners in early stages (2001).

Meanwhile, Larsen-Freeman states that the Audiolingual Method, like the direct method, is also an oral-based approach (2000). The oral or aural skills
receive most of the attention. What students write has a deal with what they have first been introduced to orally and pronunciation. Audiolingual Method usually is applied through imitation and repetition. Therefore, the teacher is responsible for providing the students with a good model for imitation, while the students are the imitators of the teacher’s model (Larsen-Freeman, 2000). Related to this study, Audiolingual Method is dealing with listening skill and provided vocabulary learning through imitation and repetition. Besides, Audiolingual Method emphasizes that simple grammar is inductively learned after the students learn the language.

5. SD Negeri Tajem and Fourth Grade Students

From the observation done by the writer, SD Negeri Tajem which is located in a rural area, in Paingan, Yogyakarta has students mostly from the middle-lower class of society and has only one class for each grade. Because of the remote location from the town, the situation supports students in the learning and teaching process.

Meanwhile, the fourth grade students of SD Negeri Tajem are about 9-10 years old. They are beginners in learning English. The characteristics of the students are that their concentration is not fully formed and they need fully guidances from the teacher. Moreover, the number of the students in this class is big enough because some students previously failed to go up to the next grade.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the discussion of some theories as the theoretical basis for this study. The discussion involves two main sections, namely: theoretical description and theoretical framework.

A. Theoretical Description

This section discusses the theories related to the topic of this study. The theories include Design Model, Teaching Vocabulary, Total Physical Response, Audiolingual Method and KTSP (School Based Curriculum) as the consideration before designing the material.

1. Design Model

There are many kinds of model in designing the material. However, only one model was applied in this study, namely: Kemp’s model. The writer took only Kemp’s model with the consideration that the model had been able to complete the writer’s steps. Moreover, Kemp’s model (1977) has a flexible process which could be sequenced based on the writer’s choice. Therefore, this model became a foundation in designing the material.

a. Kemp’s Model

Kemp (1977) states that the instructional process is complex and composed of many interrelated parts and function which operates in order to achieve success. The instructional process known as instructional design consists
of plans which can be applied on any educational level—elementary, secondary, or college. The design covers first to individual topic and then to units and then to complete courses. There are some questions which may be considered the essential elements of the instructional design. Those questions are below (Kemp, 1977, p.8):

1. What must be learned? (objectives)
2. What procedures and resources will work best to reach the desired learning level? (activities and resources)
3. How will we know when the required learning has taken place? (evaluation)

According to Kemp (1977), there are eight steps to be employed to answer those questions:

1) Considering the goals, topics, and general purposes

All educational programs are based on broadly stated goals, which may be derived from three sources—society, students, and subject areas (Kemp, 1977). Goals are stating first and then continued with the topic. Kemp (1977, p.14) states “Topic is the scope of the course program as the basis for the instruction.” The topics should be selected from the simple to the complex level in order to build students’ knowledge and skills. After determining the topics, general purposes could be listed. Kemp (1977) says that general purposes were about what want to be accomplished in the topics and started with the teacher-oriented statements related to the broad goals of an institution or program. In this study, the writer applies to state goals, topics, and general purposes in designing the material.
2) Identifying the learner characteristics

To assure an individual’s success in his or her educational program, we should recognize and respect the students as an individual learner (Kemp, 1977). In designing a plan of educational program, determining the characteristic of the students is necessary to know the students’ condition and background in learning. Kemp (1977) categorizes the factors which affected the students’ characteristics into two parts, namely: academic factors and social factors. Before stating the goal, topic, and general purposes, we should know the learner characteristics previously. Identifying the learner characteristics is crucial to do because it has the purpose to obtain the learners’ capabilities, needs, and interests. Knowing their characteristics is considered that we respect them as individual. Besides, it is easy to determine the goal, topic, and general purpose after we know how the students we have.

3) Stating the learning objectives

“Specifying objectives is difficult but essential because the concern is with learning as the outcome of instruction” (Kemp, 1977, p. 23). In other words, the learning objectives is dealing with the students’ knowledge at the end of their learning. That is about what they will acquire at the end of the learning.

4) Listing the subject content

Kemp (1977) states that subject content should support each objective. Selecting subject contents can be determined by using some questions, such as: (1) what specifically must be taught or learned in this topic?, (2) what facts, concepts, and principles are related to this topic?, (3) what steps are involved in
necessary procedures relating to this topic?, and (4) what techniques are required in performing essential skills? (Kemp, 1977). In conclusion, subject content covers the selection and organizing of the specific knowledge and skill. The content becomes the subtopic of the material.

5) Determining the pre-assessment

Pre-assessment is determined by the two questions, such as 1) to what extent each student has acquired the necessary prerequisites for studying the topic? and 2) what the students may have already mastered about the subject to be studied? (Kemp, 1977). In addition, pre-assessment has the purposes to see each student’s background preparation in the learning and to know the students’ proficiency which they already have.

6) Selecting the teaching/learning activities resources

According to Kemp (1977), as a teacher we have to determine the efficient and effective methods which can be applied in the teaching and learning process. Therefore, selecting on the learning materials and activities is needed to connect the content and each objective. The activities transfer the materials systematically.

7) Determining the support services

Support services include funds, facilities, equipments, and personnells whose time must be scheduled for participation in the instructional plan (Kemp, 1977). In short, a person must consider all things needed to build an educational program.
8) Determining the evaluation

Kemp (1977, p.91) says “Evaluation is the payoff step in the instructional design plan”. Evaluation is done at the end of designing the material and is needed to revise and improve the design. Evaluation is used to get the better design.

The relation of eight steps of Kemp’s model is shown in figure 2.1 below.

![Kemp's Design Model](image)

**Figure 2.1 Kemp’s Design Model (Kemp, 1977, p.9)**
2. Teaching Vocabulary

The theory of teaching vocabulary involves many aspects. Firstly, teacher should notice and consider the students’ problems toward vocabulary learning. Thornbury (2002) writes that there are two major mistakes when the students learned the words, involving form-related and meaning-related errors. The form-related errors include mis-selections, mis-informations, and spelling and pronunciation errors. Meanwhile, the meaning-related errors occurs when the students do not know the meaning of a word and they only guess and finally lead them to choose the wrong word. Usually the words which have similar meaning confuse the students.

Secondly, in teaching vocabulary teacher should consider the students’ characteristics. Nation states “Vocabulary teaching and learning must fit into the broader framework of a language course” (2003, p.133). Thus, it is important to know the students’ characteristics when we teach them. This aims to fit the material which will be conveyed and transferred and the students’ characteristics. As the expectation, the material will be easier and suit with the students’ characteristics. There are some characteristics of the students in the language learning process which can become the considerations for designing the material and teaching in the classroom. Brewster, Ellis, and Girard (2002) classify the students between six and twelve years old on the level of syntactic, lexical complexity, and richness. In this level, students are helped to see the relationship between words and notice the common words structures in order to develop larger vocabularies.
In addition, Brown (2000) says that the school-age students were beginners in learning English. The beginning students are highly dependent on the teacher for models of language. Besides, Piaget (1972, as stated in Brown, 2000) categorizes children (7-12 years old) are in the concrete operational stage. In this stage, children apply to concrete by presenting the objects. Although their thinking become logical, they cannot learn something with the abstract idea. In this case, students need the real things in learning vocabulary. The other common students’ characteristic is they usually have short attention spans. According to Brown (2000), they easily get bored if the learning material is boring, useless, or too difficult and they are also easily distracted by noises or the other interesting things.

Furthermore, teaching vocabulary has two components, namely receptive and productive learning. Receptive learning is that the students are able to recognise a word and recall its meaning. While, productive learning includes the ability to speak and write the vocabulary (Yalden, 1985). Those components are actually linked to the students’ problems which dominantly occur in vocabulary teaching and learning. Therefore, teacher should not ignore those components in teaching. In addition, Dale and O’Rourke (1971) states how the children, especially for the school-age, learn the vocabulary. The students’ vocabulary is circumscribed only by their experiences and by the available models.

After knowing the dominant students’ problems toward vocabulary learning, the students’ characteristics, especially in age of 9-10 years old, and the components of teaching vocabulary, the writer can determine the content of the
designed material and the learning and teaching activities in accordance with those teaching vocabulary aspects which have been elaborated above. Therefore, the writer proposes some methods which can be applied in the designed material. Brewster and Ellis (2002) put the ideas on the point of view of behaviourism. They refer to behaviourism as Audiolingual Approach which emphasizes repetition. It is believed that imitation and practice or habit formation are the key processes in language development.

While, nativist supports that TPR (Total Physical Response) is a successful approach for beginners. TPR encourages students’ competence through listening to instructions and performing the actions. According to Thornbury (2002), Total Physical Response is one of the way how to illustrate the meaning in teaching vocabulary. The TPR learning activities involves the teacher demonstrating actions, using real objects, and then getting the learners to perform the same or similar actions in response to commands (Thornbury, 2002). He adds that the visual aids which can be used to teach were flashcards, wall charts, transparencies project on to board or wall using the overhead projector, and board drawings.

Thornbury (2002) also states that teaching vocabulary is dealt with how to highlight the form of the vocabulary. In this case, students learn the spoken form of the words through listening drills, oral drills, and boardwork. The drills have a link to audiolingualism which stresses on learning through repetition. As expectation, Total Physical Response and Audiolingual Method can cover the aspects of teaching vocabulary. Those two methods is expected to be able to overcome the students’ problems toward vocabulary learning, fit the students’
characteristics and include the vocabulary components which consist of receptive and productive learning.

3. Total Physical Response

Total Physical Response (TPR) was developed by James Asher in 1977. TPR has a purpose to teach oral proficiency at a beginning level (Richards and Rodgers, 2001). According to Richards and Rodgers (2001), TPR is a language teaching method built around the coordination of speech and action. There are some parts of further explanations of TPR:

a. Background of TPR

Asher, a professor of psychology at San Jose State University, considers that successful adult second language learning as a parallel process to child first language acquisition (Richards and Rodgers, 2001). In addition, he claims that speech directed to young children consists primarily of commands, which children responded physically before they begin to produce verbal responses. Hence, he creates the positive mood to facilitate learning, namely the method that is undemanding in terms of linguistic production and that involves gamelike movements in order to reduce the learner stress. Asher concerns on developing comprehension skills before the learner is taught to speak.

His idea is referred to Comprehension Approaches which is related to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities preceds productive skills in learning a language, (b) the teaching of speaking should be delayed until comprehension
skills are established, (c) skills are acquired through listening transfer to other skills, (d) teaching should emphasize meaning rather than form, and (e) teaching should minimize the learner stress (Winits, 1981, as stated by Richards and Rodgers, 2001).

b. Approach in TPR

Approach in TPR consists of two points, namely the theory of language and the theory of learning.

1) Theory of language

Asher do not directly discuss the nature of language, but he states that “Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor (Richards and Rodgers, 2001, p. 88).” He views the verb, particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized. He also sees that language is composed of abstractions and non-abstractions. The non-abstractions are represented by concrete nouns and imperative verbs.

2) Theory of learning

Asher proposes two theories behind TPR, namely a grammar –based view of language and a stimulus – response view or trace theory. A grammar-based view of language is learned from the use of imperative by the instructor. He sees that a stimulus-response view provides the learning theory underlying language teaching pedagogy (Richards and Rodgers, 2001). Asher draws the theories into some hypotheses:
a) Bio – program

Bio-program can also be called as “natural method”. Babies and children acquire their first language by listening to their parents. That is why it is called as a natural process or method. Basically, the second language is also acquired through the natural process. Therefore, the first and second language learning are considered as the parallel process. Asher emphasizes that listening should be established first, while the speech will evolve naturally (Richards and Rodgers, 2001).

b) Brain lateralization

Brain lateralization is the system of our brain toward language learning. Asher concerns that TPR is directed to the language learning which uses the right-brain. The right-hemisphere activities support the language learning through motor movement. Therefore, children usually use their right-brain in learning a language, while the left-hemisphere is useful to produce the language.

c) Reduction of stress

Condition is the important aspect in learning a language. Stress condition causes children not optimistically acquire the language. According to Asher (as stated by Richards and Rodgers, 2001), the stress-free learning will help students to tap the language development into the natural bio-program.

c. Design in TPR

There are some considerations of the Total Physical Response design, namely:
1) Objectives

Richards and Rodgers (2001, p.75) says that, “The general objectives of Total Physical Response are to teach oral proficiency at the beginning level.” The ultimate aim is to teach basic speaking skill.

2) Syllabus

The syllabus in TPR uses an analysis which reveals the use of a sentence-based syllabus. TPR requires the initial attention rather than to the form of items. Therefore, grammar is taught inductively (Richards and Rodgers, 2001).

3) Types of Learning and Teaching Activities

Imperative drills are the major classroom activity in TPR as said by Richards and Rodgers (2001, p.92). The other activities include role plays and slide presentations. Meanwhile, reading and writing activities may also be used to further consolidate structure and vocabulary, and as follow-up to oral imperative drills.

Whereas, according to Freeman (2000), there are three techniques of Total Physical Response, namely:

- Using commands to direct behavior

Clarifying meaning is important. At the beginning, the teacher explains the commands by demonstrating the actions. While the students give their attention on the teacher’s actions and try to understand the meaning. The next activity is teacher calls one student and gives some commands. The called students must perform the actions directly.
• Role rehearsal

Students give the commands to the teacher or to the selected classmate to perform the actions.

• Action sequence

Teacher explains three sequenced commands by demonstrating those three actions in order. The students watch and try to understand the meaning of those three ordered commands. For example, the teacher gives a student three sequence commands, such as: point the window, walk to the window, and close the window. The student performs the actions in order.

4) Learner Roles

The role of the learners is to be a listener and performer (Richards and Rodgers, 2001). In short, the students listen attentively and respond physically to the commands.

5) Teacher Roles

The teacher plays an active and direct role. Precisely, the teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably (Richards and Rodgers, 2001).

6) The Role of Instructional Materials

Richards and Rodgers says “There is no basic text in a TPR course” (2001: 94).

7) Procedure

Richards and Rodgers (2001) provides the procedures using TPR in the class, such as below:
a) Review: this is a fast-moving warm-up in which each individual is moved with commands, such as:

- Laura, open the door.
- Niko, take one picture.

b) New commands: students learn some new words which are learned in the day, for example:

- Wash your hand
- Wash your foot
- Wash your face

c) Role reversal: students volunteer to utter the commands and the teacher or other students perform the action of the command.

d) Reading and writing

Teacher writes new vocabularies on the blackboard. The teacher puts each new vocabulary into an imperative sentence. Then, the teacher reads aloud and acts out the imperative sentence.

In this study, the writer lists the activities using TPR which are going to be included in the designed materials. Those activities are:

a. Clarifying the meaning

Example: **Point your nose!**

Teacher clarifies the meaning of “point your nose” by performing the action.

b. Role Rehearsal/ Showing the action

Example: **Point your nose!**
Point your head!

Point your ears!

It is like a movement-game. After clarifying the meaning, the next activity is performing the action. The teacher selects one student, gives him/her the command, and the student performs the action. The teacher can be replaced by the other classmates.

The benefits of those activities are:
- students fully concentrate on the learning because they have to find the meaning by themselves
- students are helped to memorize the vocabulary because they learn through body movement.

4. Audiolingual Method

Audiolingual Method, known as an oral-based approach, drills students in the use of grammar patterns (Larsen-Freeman, 2000).

a. Background of Audiolingual Method

The emergence of Audiolingual Method is caused by the increased attention given to the foreign language teaching in the United Stated toward the end of 1950s (Richards and Rodgers, 2001). The need for a radical change and rethinking of the foreign language teaching methodology become the second reason of the emergence of Audiolingual Method. The other reason is the U. S. Government wants to prevent Americans from being isolated from scientific advances which are made in other countries. Those reasons support some
language teaching specialists (who) do an experiment on language teaching by combining structural linguistic theory, constrastive analysis, aural-oral procedures, and behaviorist psychology which lead to Audiolingual Method.

b. Approach in Audiolingual Method

There are two approaches of Audiolingual Method, namely the theory of language and the theory of learning. The more explanation is below:

1) Theory of language

The theory of language underlying Audiolingual Method is derived from a view which is known as structural linguistics (Richards and Rodgers, 2001). Besides, the important tenet of structural linguistics in language is based on the oral production.

2) Theory of learning

Audiolingual Method emphasizes behaviorism as the theory of learning. Behaviorism depends on the three crucial elements in the learning, such as: a stimulus, which serves to elicit a behavior, a response triggered by a stimulus, and a reinforcement, which serves to mark the response as being appropriate or inappropriate and encourages the repetition (Richards and Rodgers, 2001).

Richards and Rodgers (2001) categorizes the central principles of Audiolingual Method, such as:

- Foreign language learning is basically a process of mechanical habit formation.
- Aural-oral training is needed to provide the foundation for the development of other language skills.
o The approach of teaching grammar is essentially inductive rather than deductive. Explanation about the grammar rules is given after the students practice a pattern in a context.

o Teaching a language should involve aspects of cultural and linguistic systems of the person who speaks the language.

c. Design in Audiolingual Method

1) Objectives

Brooks (1964) as stated by Richards and Rodgers (2001) distinguish between short-range and long-range objectives of an audiolingual program. Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic sign on the printed page, and ability to reproduce these symbols in writing. In other hand, this implies that the objectives consist of (a) control of the structures of sound, form, and order in the new language, (b) acquaintance with vocabulary items that bring content into these structures, and (c) meaning, in terms of the significance these verbal symbols have for those who speak the language natively. While, long-range objective is to make the learners use the language as the native speaker uses it.

Richards and Rodgers (2001) underline the focus of Audilingual Method is on oral skill, linking to other skills as the learning develops. This method emphazises mastering sound system and grammartical patterns. The teaching of listening comprehenson, pronunciation, grammar, and vocabulary are related to development of oral fluency. Meanwhile, reading and writing skills may be taught, but they are dependent upon prior skills.
2) Syllabus

Richards and Rodgers (2001) says that “Audiolingualism is a linguistic, or structure-based, approach to language teaching.” The syllabus is derived from a contrastive analysis of the differences between the native tongue and the target language which involves the major difficulties of the learners. In addition, a lexical syllabus of basic vocabulary items is also usually specified in advance. The language skills are taught in the order of listening, speaking, reading, and writing.

3) Types of Learning and Teaching Activities

Richards and Rodgers (2001, p.53) states, “Dialogues and drills are the basis of Audiolingual classroom practices.” Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized.

Brooks (1964, p.156-61) as stated by Richards and Rodgers (2001) includes various kinds of drills used in Audilingual method as the following:

1. Repetition: students repeat an utterance aloud after they have heard it.
2. Inflection: one word in an utterance appears in another form when it is repeated.
   Example: She brings the book.
   She brings the books.
3. Replacement: one word in an utterance is replaced by another.
   Example: Andi takes his book.
   He takes his book.
4. Restatement: the students rephrase an utterance and address it to someone
else, according to the instructions.
Example: tell him to wait for me → wait for me

5. Completion: the students hear an utterance that is complete, except for one word, and then repeat the utterance in completed form.
Example: we all have ... own troubles. – we all have our own troubles.

6. Transposition: a change in word order is necessary when a word is added.
Example: I am hungry. (so) – so am I.

7. Expansion: when a word is added, it takes a certain place in the sequence.

8. Contraction: a single word stands for a phrase or clause.
Example: put your hand on the table. – put your hand there.

9. Transformation: a sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.
Example: he knows my address. – he doesn’t know my address.

10. Integration: two separate utterances are integrated into one.
Example: they must be honest. It is important. – this is important that they must be honest.

11. Rejoinder: students make an appropriate rejoinder to a given utterance.
Example: express surprise – wow, that’s great!

12. Restoration: students are given a sequence of words that have been culled from a sentence but still bear its basic meaning.
Example: She/cooking/kitchen. – She is cooking in the kitchen.
Meanwhile, Larsen-Freeman (2000) divides some techniques of Audiolingual Method which are described below:


2. Backward build-up (expansion) drill: a drill in the form of a dialogue. The teacher breaks down the dialogue into some parts and the students repeat part by part.

3. Repetition drill: repeating the teacher's model as accurately as possible.

4. Chain drill: the drill given by asking a question to a student, then continuing to other students with the same question.

5. Single-slot substitution drill: practicing students to find and fill in the slots of a sentence. The activity is teacher says a line of a dialogue, then asks students to repeat. After given a cue which is a word or phrase, students substitute the cue into the line in its proper place.

6. Multiple-slot substitution drill: this is similar to the single-slot substitution drill, but the difference is on the cue phrases.

7. Transformation drill: giving a certain kind of sentence pattern. The activity is, for example, teacher gives an affirmative sentence, then asks students to transform it into negative or passive one, etc.

8. Question-and-answer drill: asking a question to students. This aims to give the students a practice of the question patterns.

9. Use of minimal pairs: differentiating two words which have almost the similar sound, but difference in writing and meaning. Students learn how to pronounce
the words.

10. Complete the dialogue: filling the blanks of a dialogue/ filling the missing words.

11. Grammar game: the game uses a picture of a certain topic. For example, the teacher shows the picture of the things in classroom and gives a certain kind of sentence pattern. Afterwards, the teacher points a thing on the picture, one at a time, the students express a sentence using the pointed thing.

4) Learner Roles

According to Richards and Rodgers (2001), learners are viewed as organisms that can be directed by skilled training technique to produce the correct responses. While, Larsen-Freeman (2000) says that the role of students is as the imitator of the teacher’s model. By using this method, the goal which is going to be achieved for the students is forming a new habit in the target language, which is English.

5) Teacher Roles

Teacher’s role is central and active, a teacher-dominated method. The teacher should model the target language and control the direction and pace of the learning, and monitor and correct the language’s performance.

6) Role of the Instructional Materials

The materials used include student textbook, tape recorder, and audiovisual equipment. Those instructional materials have a role to assist the teacher in developing the students’ language mastery (Richards and Rodgers, 1986).
7) Procedure

Brooks as stated by Richards and Rodgers (2001) lists the procedures that may be adopted to apply the Audiolingual Method:

a. The modeling of all learnings by the teacher
b. The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned
c. The structure through the practice of patterns of sounds, order, and form rather than explanation
d. The gradual substitution of graphic symbols for sounds, after sounds are thoroughly known
e. Summarizing the main principles of structure
f. Reinforcement in learning (shortening of the time span between performance and pronunciation)
g. Minimizing vocabulary until all common structures have been learned
h. The study of vocabulary in context
i. Sustained practice in the use of the language
j. Practice in translation only as a literary exercise

In this study, the writer applies the principle of Audiolingual Method as a habit formation on the oral skill which emphasizes imitation and repetition. The basic grammar is given through a simple drilling. This is taken from Freeman’s technique, which is called restatements. The drill is linked to the form of the imperative sentences like in the Total Physical Response. The emphasis of the
grammar learning is underlined on the verb. The students learn how to change a simple sentence into the form of imperative sentence. Therefore, it can be connected to the next activity which uses the Total Physical Response. In addition, the writer adds the dialogues to be applied in the designed material. The function of the dialogues is to build and improve the students’ confidence. Moreover, they can also learn how to read the English sentences in correct and good intonation and pronunciation.

The activities of the Audiolingual Method which are going to be included in the designed material are below:

1. Repetition drill. The activity in this part is learning to pronounce the English words.

Example:

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Table  Meja
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Teacher becomes a model for pronouncing every single word in the list of vocabulary available in each unit. Students imitate what the teacher says. They will repeat to pronounce the words until having the correct pronunciation. Picture will be inserted in the designed material to attract the students’ attention and give students a real image of the word.
2. Learning a certain grammar using pictures (restatement).

Students learn and become familiar with the form of the English verbs.

Before students do the exercise, teacher gives a simple and short explanation.

Example:

![Diagram of a table and a chair]

- Students give a number and a name of each picture based on what the teacher says.
- Students change a simple sentence into the form of the imperative sentence.

The benefits of those activities are:

- Students practice listening.
- Students learn the simple grammar through the form of verbs. This is a warm-up activity before going to the next activity which applies the Total Physical Response.
3. Learning simple dialogues (dialogue memorization).

The dialogues presented in the designed material are created by the writer and related to the topic of the unit. The dialogue is only used for building the students’ confidence.

Example:

a. Andi : Excuse me, could you help me?
   Topan : Yes, what could I help?
   Andi : Lift this box, please!
   Topan : Ok, Andi.
   Andi : Thank you.

b. Teacher : Excuse me, could you help me, Tori?
   Tori : Yes, what could I help, Miss?
   Teacher : Put the books on my table, please!
   Tori : Okey, Miss.
   Teacher : Thank you.

c. Bintang : Excuse me, could you help me?
   Alam : Yes, what could I help?
   Bintang : Give this letter for the teacher, please!
   Alam : Ok, Bintang.
Bintang : Thank you.

d. Mimi : Excuse me, could you help me?
Sania : Yes, what could I help?
Mimi : Take that pencil, please!
Sania : Okey, Sania.
Mimi : Thank you.

The activities include:
- Students learn the dialogue through imitation and repetition (firstly with teacher, then in pairs). Then, they memorize one of the dialogues and perform it in front of the class. This might need much time, but it depends on the teacher whether all students will perform or not.

The benefits of the activities are:
- Students get some new vocabularies from the dialogues.
- Students learn how to read and present the dialogue using a good expression and pronunciation. Moreover, this activity can improve students’ self confidence. Students will be trained to perform something in front of the public with full of self confidence.

5. KTSP (Kurikulum Tingkat Satuan Pendidikan)

KTSP which stands for Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) has been applied in 2006. The development of the curriculum is given and arranged by the school itself. The structure and content of the
curriculum contain eight main subjects, local contents, and self development. The purpose of *KTSP* toward the English learning is to develop students’ competence in accordance with the area’s characteristic and potential, including the superiority whose material could not be grouped into the existing subjects. The aims of English learning for the elementary school students are actually to develop their communicative competence orally and limitedly to the language accompanying action and to build their awareness about the importance of English language in developing our nation’s competition in the global society. However, *SD Negeri Tajem* has no certain curriculum guideline for teaching English. Therefore, the writer modifies *KTSP* 2006 as a guidance for designing the material. In this study, the *Competence Standards* are written as on the *KTSP*, while the *Basic Competences* are more developed by the writer.

**B. Theoretical Framework**

Based on the theories having been elaborated above, the writer determines the steps of designing the material below:

1. **Identifying the learners’ characteristic**

   Considering the learner’s characteristic is needed to gather the important information which can support the designed material. In this study, the writer conducted the survey to obtain the students’ characteristic. This is the basic step before designing the material. The benefit of this step is to ensure that the designed material can meet the students’ characteristic. In this step, the writer conducted several observations, took some notes, conducted the informal
interview, and distributed the questionnaire for the fourth graders of *SD Negeri Tajem* which consisted of some closed questions.

2. **Stating the goals, topics, and general purposes**

   In this step, the writer stated the goal adapted from *KTSP*. The goal is known as *Competence Standard*. After stating the goal, the writer should consider the topics which were listed in the designed material. The topics should be selected by adjusting the goal and the students’ interest. The last is determining the general purposes for each topic which students has to achieve. The general purposes in this study is known as *Basic Competence*. Hence, the writer made up the *Basic Competence* which was suited to *Competence Standard*.

3. **Stating the learning objectives**

   The learning objectives are specified as *Indicator*. In this part, the writer stated the indicators of each topics. Stating the indicators has a purpose to know what the students are going to be achieved at the end of the teaching and learning process.

4. **Listing the subject content**

   Subject content consists of some stages for the units. It covers the certain knowledge which is going to be achieved and is related to the learning activities. In this study, the writer designed the subject contents by considering the methods and activities which are going to be applied in the designed material.

5. **Selecting the teaching and learning activities**

   In this part, the writer selected the teaching and learning activities by considering the students’ characteristic and the school’s facility. The teaching and
learning activities cannot be determined on one of the most suitable activity. Thus, selection for the activities which are going to be applied is based on the survey or step one which had been done by the writer. In this study, the writer develops the activities taken from the combination of the two methods, namely Total Physical Response and Audiolingual Method. However, the learning activities should consider and connect to the Competence Standard, Basic Competence, topic, Indicator, and subject content.

6. Evaluating the designed material

Evaluation is used to measure the designed material. In this step, the writer distributed the questionnaires to the lecturers of PBI (Pendidikan Bahasa Inggris) or ELESP (English Language Education Study Program) of Sanata Dharma University and some English teachers from different schools in order to evaluate the designed material. After getting feedback, the writer revised the designed material.

7. Revising the designed material

Revision was done after evaluating the designed material. Analyzing the result of the questionnaires of the evaluation is presented in the descriptive statistic and in the statements. The respondents’ comments, suggestions, and criticisms could be helpful for revising and improving the designed material. Finally, the writer got the final version of the designed material.
The writer put all the steps in a chart below:

- Stating the learners’ characteristic
- Stating the goals, topics, and general purposes
- Determining the learning objectives
- Listing the subject content
- Selecting the teaching and learning activities
- Evaluating the designed material
- Revising the designed material

*Figure 2.2 The Writer’s Model*
This chapter discusses the research method, research respondent, research instrument, data gathering technique, data analysis, and research procedure that were employed to accomplish this study. Further explanations on each item are presented below.

A. Research Method

According to Borg and Gall (1983, p.772), it was said “Educational research and development (R&D) is a process used to develop and validate educational products.” There were two problems formulated in this study. The first is how is a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem designed? And the second is what does the designed set of material look like? The writer implemented R&D (Research and Development) to answer the problems of this study. While, the product of the study was referred to the designed material.

There were ten steps of R&D cycle, namely (1) research and information collecting, (2) planning, (3) developing the preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.
In this study, the writer only employed the first five steps of R&D because the writer did not implement the designed material. The five steps were research and information collecting, planning, developing the preliminary form of product, preliminary field testing, and main product revision. Explanation on each step is presented below.

1. **Research and information collecting**

   Borg and Gall (1983) included the review of literature, classroom observation, and preparation of report as the research and information collecting. This was done in order to get the sufficient information in designing the material. This step is similar to identifying learners’ characteristic. Thus, in this study, the writer collected the information by conducting the observation in the classroom, distributing the questionnaires, and interviewing the fourth grade students of SD Negeri Tajem.

2. **Planning**

   Planning helped the writer design the material orderly and essentially. Borg and Gall (1983) stated that the most important aspect of planning was the statement of the specific objectives to be achieved by the product. In this study, the writer determined the plans, involving (1) stating the goals, topics, and general purposes, and (2) stating the learning objectives.

3. **Developing the preliminary form of product**

   The preliminary field form of product involved any procedures for evaluation and its purpose is to structure the product so as to permit obtaining as a lot of feedback as possible from the field test (Borg and Gall, 1983). After
determining the plans, the writer developed the preliminary form of the product by listing subject contents, selecting teaching and learning activities, and finally making a syllabus containing the goal, topics, general purposes, learning objectives, and activities before going to the next phase.

4. Preliminary field testing

Borg and Gall (1983) said that the purpose of the preliminary field testing was to obtain an initial qualitative evaluation of the new educational product. This step is also known as evaluation on the designed material. In this study, the writer used the questionnaire which is given to the PBI (Pendidikan Bahasa Inggris) or ELESP (English Language Education Study Program) lecturers of Sanata Dharma University and some English teachers from different schools to evaluate the designed material.

5. Main product revision

Borg and Gall (1983: 783) said “After the preliminary field testing, all data were compiled and analyzed.” The result obtained in the preliminary field testing was useful to restructure and make the revision. In this study, the writer added the necessary point and erased the unnecessary point in the designed material based on the respondents’ comments, suggestion, criticism, and corrections after getting feedback from the respondents.

The writer drew a comparison between the theories used in the second chapter with the methodology used in third chapter in order to get the certain steps in conducting the study. The steps on the second chapter become the realization of R&D method in order to answer the first question of the problem formulation.
Figure 3.1 The comparison between R&D Cycle and the theoretical framework in the second chapter

B. Research Respondents

Research respondents are grouped into two types:

1. The Respondents of the Research and Information Collecting

Research and information collecting was done in the pre-designing. The respondents were the fourth grade students in SD Negeri Tajem. The writer asked them to fill the questionnaires. This aimed to learn their characteristics in learning
English. Moreover, the informal interview was also conducted to get the clearer information needed for designing the material.

2. The Respondents of the Preliminary Field Testing

Evaluation on the designed material was referred to the PBI (Pendidikan Bahasa Inggris) or ELESP (English Language Education Study Program) lecturers of Sanata Dharma University and the English teachers from different schools as the respondents. The writer asked them to evaluate the designed material by giving a range of agreement in the closed-ended questions and comments, suggestions, and opinions in the opened-ended questions. Their feedback was helpful to revise and improve the designed material. The description of the respondents is represented below:

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Background of Education</th>
<th>Teaching Experience in years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>D3</td>
</tr>
<tr>
<td>English Lecturers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Research Instruments

There were two kinds of instruments used in this study, namely questionnaire and informal interview.

1. Questionnaire

Questionnaire is a supportive tool in gathering data. Oppenheim (1966: 40) divided types of question in the questionnaire into two types, namely: open and
closed questions. A closed question is giving the respondent a choice from several alternative replies. An open question is not followed by any kinds of choice, but giving the respondent free answers.

In this study, the first questionnaire was conducted for the fourth grade students of *SD Negeri* Tajem. This was done in the research and information collecting and aimed to analyze the students’ characteristics towards the English learning. The questionnaire consisted of closed-ended questions in order to help the students answer easily. After collecting the feedback, the writer analyzed the questionnaire. The result was then used to design the material.

The second questionnaire was distributed to the *PBI (Pendidikan Bahasa Inggris)* or ELESP (English Language Education Study Program) lecturers and some English teachers from different schools. This was done in the preliminary field testing. The purpose of the questionnaire is to evaluate the designed material. The writer used two types of questions consisting of open-ended questions for part one and close-ended questions for part two.

2. Informal interview

Informal interview consists of questions which are asked directly to the respondents in an informal situation. In this study, the informal interview was conducted in the pre-designing. It is aimed to strengthen the result of the questionnaire in finding the students’ characteristics toward English learning. The type of the questions is open-ended questions.
D. Data Gathering Technique

The writer divided the data gathering technique into two types. They were:

1. Data Gathering Technique for the Research and Information Collecting

To gather the data about the students’ characteristics, the writer made a questionnaire which consisted of closed-ended questions. The questions are written in Indonesian language in order for the students to understand and answer easily. The writer distributed the questionnaire to the fourth grade students of SD Negeri Tajem on the D-day. The writer carefully explained each question so that the students really understood and were able to answer according to what they really felt and experienced. The result of their answers was analyzed by using the descriptive statistic. The descriptive statistic is the statistics used to analyze descriptive research data (numerical terms), usually in terms of central tendency and dispersion (Brown and Rogers, 2004, p.288). The writer drew the answers on the table and counted the result by using a percentage method. Then, the writers combined the result of the questionnaire and the informal interview.

2. Data Gathering Technique for the Preliminary Field Testing

After finishing the designed material, the writer distributed the questionnaire to the PBI (Pendidikan Bahasa Inggris) or ELESP (English Language Education Study Program) lecturers of Sanata Dharma University and some English teachers from different schools to get their suggestions, comments, and advices which were used to revise and improve the designed material. After getting feedback, the writer analyzed the questionnaire and revised the designed material.
E. Data Analysis Technique

After obtaining the data in both the research and information collecting and the preliminary field testing, the writer analyzed the result using the technique which was elaborated as follow:

1. Questionnaire

Questionnaire in the research and information collecting was given to the fourth grade students of SD Negeri Tajem. It consisted of closed-ended questions. Therefore, the answers were calculated by using the percentage method. The formula is below:

\[
\text{The percentage} = \frac{n}{N} \times 100\%
\]

Notes:
- \(n\) = number of students who choose a certain option
- \(N\) = total number of respondents

Questionnaire in the preliminary field testing was distributed to the PBI (Pendidikan Bahasa Inggris) or ELESP (English Language Education Study Program) lecturers and some English teachers from different schools. It consisted of closed-ended questions in part one and opened-ended questions in part two. To assess the result of the respondents’ answers in part one, the writer used the form of score taken from Likert Scale which was introduced by Brown and Rodgers as the type of survey item where respondents were asked to register their reactions to statements or questions on, for example, a strongly agree to strongly disagree (2004, p.290). The form of Likert Scale could be seen below:
Points of agreements | Score
---|---
Strongly disagree | 1
Disagree | 2
Agree | 3
Strongly agree | 4

The score data was accumulated using the formula below:

\[
\bar{X} = \frac{\sum X}{N}
\]

Notes:
- \( \bar{X} \) = mean
- \( \sum X \) = sum of respondents’ answers for each statement
- \( N \) = number of respondents

Part two contained suggestions, advices, criticisms, and opinions on the designed material. The writer listed and selected the necessary suggestions to revise the design. Afterwards, the writer concluded some important points of the open-ended result.

2. Informal Interview

The informal interview was done in the pre-designing. It contained open-ended questions. The answers were put in the table. The writer concluded the answers into statements. It was used to strengthen the result of questionnaire in identifying the students’ characteristic toward English learning.
F. Research Procedures

The research procedures in this study were listed below:

1. Research and information collecting

This step is similar to identifying the learners’ characteristic. Firstly, the writer asked a permission from the principle of SD Negeri Tajem to conduct the study there. After getting the permission, the writer conducted observation for several times until finding the students’ problems in the English learning. The writer also distributed a questionnaire to the fourth grade students of SD Negeri Tajem to obtain the information related to the study. The informal interview was useful to strengthen the survey.

2. Planning

In this part, planning covered two main points, namely: (1) stating the goals, topics, and general purposes, and (2) stating the learning objectives. The writer changed the name of goal which referred to Standard Competence, the name of general purposes with Basic Competence, and the name of learning objective as Indicator. The writer adapted the names of the goal, general purposes, and learning objective to the school curriculum in order to make the writer easily develop the designed material.

3. Developing the preliminary form of product

Developing the preliminary form of product is dealing with listing the subject contents and selecting the teaching and learning activities. In this step, the writer determined the contents covered in the designed material, and then select the learning and teaching activities by adapting the principles of Total Physical
Response and Audiolingual Method. Finally, the writer made a syllabus containing *Competence Standard, Basic Competence*, topics, *Indicators*, and the teaching and learning activities. The syllabus helped the writer establish the lesson plans.

4. Preliminary field testing

Preliminary field testing could be considered as evaluation on the designed material. The writer distributed the questionnaire to the *PBI (Pendidikan Bahasa Inggris)* or ELESP (English Language Education Study Program) lecturers of Sanata Dharma University and some English teachers from different schools to evaluate the designed material. The questionnaire was given through open- and closed-ended questions. Evaluation is important in order to produce the good designed material which is acceptable for learning.

5. Main product revision

In this step, the writer revised the designed material after getting feedback from the *PBI (Pendidikan Bahasa Inggris)* or ELESP (English Language Education Study Program) lecturers of Sanata Dharma University and some English teachers from different schools. The revision was done by adding the necessary points or erasing the unnecessary points in the designed material based on the respondents’ suggestions, criticisms, and corrections.
CHAPTER IV
RESULT AND DISCUSSION

This chapter presents the finding result and discussion of all questions formulated in the first chapter. The discussions are grouped into two main aspects. The first aspect is the elaboration of the steps in designing the set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem. It is intended to answer the first question in the problem formulation. The second aspect includes the presentation of the designed material which is to answer the second question of the problem formulation.

A. The Elaboration of the Steps in Designing a Set of English Vocabulary Material Using Total Physical Response and Audiolingual Method for the Fourth Grade Students of SD Negeri Tajem.

There were totally seven steps in designing the set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem. The writer employed the combination of Kemp’s model and the R&D method. The elaborations for each step were:

1. Identifying the learners’ characteristic

Identifying the learners’ characteristic is needed for gathering the data based on the students’ need, lack, and want. It was obtained by distributing the
questionnaires and interviewing the fourth grade students of *SD Negeri* Tajem. The further explanations were below:

**a) Questionnaire**

Questionnaire was done on the D-day. There should have been thirty eight students in the class, however, two of them were absent. Therefore, only thirty six were involved in the questionnaire section. The writer guided the students in filling the questionnaires by giving more explanations on each question so that the students understood each question. The writer also asked the students to be honest in answering every question without cheating by looking at their friends’ work. The result of the questionnaires was analyzed using a table with the percentage method below:

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Number of Participants and Its Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>According to the students, English is an easy and enjoyable lesson.</td>
<td>29 Yes 80,55 7 No 2,52</td>
</tr>
<tr>
<td>2</td>
<td>According to the students, English is important learning for their future in continuing the higher education.</td>
<td>36 Yes 100 0 No 0</td>
</tr>
<tr>
<td>3</td>
<td>The students find difficulties to memorize English vocabulary.</td>
<td>27 Yes 75 9 No 25</td>
</tr>
<tr>
<td>4</td>
<td>The students are not fluent to pronounce English words.</td>
<td>31 Yes 86,11 5 No 13,89</td>
</tr>
<tr>
<td>5</td>
<td>The students find difficulties to write English words.</td>
<td>19 Yes 52,78 17 No 47,22</td>
</tr>
<tr>
<td>6</td>
<td>The students find difficulties to understand the meaning of English words into Indonesia language.</td>
<td>31 Yes 86,11 5 No 13,89</td>
</tr>
<tr>
<td>7</td>
<td>The students understand poorly what is ordered or asked to do in English.</td>
<td>28 Yes 77,78 8 No 22,22</td>
</tr>
<tr>
<td>8</td>
<td>The students often feel bored in learning English in class.</td>
<td>6 Yes 16,67 30 No 83,33</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Yes</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>10</td>
<td>The students like to learn English through the activities, such as: imitating and repeating a simple sentence which is said, pointing the things which are said in English, having a little conversation/dialogue, and doing actions/activities which are told in English.</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>The learning activity to memorize English vocabulary which the students like.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Match the English words with the Indonesia language.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>b. Match the picture with the English words.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>c. Guess the picture with the English words which are said.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>d. Doing the action or activity according to the spoken English language.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>e. Doing a simple dialogue/conversation with friend.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>What English materials do the students want to learn?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Vehicles</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2. Things in classroom</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3. Family</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4. Animals</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>5. Expressions</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>6. Fruits and vegetables</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>7. Face and body</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>8. Parts of house</td>
<td>23</td>
</tr>
</tbody>
</table>

Data from the table above showed that 29 students (80.55%) said that English was an easy and enjoyable learning. The second question which explored the importance of English for the students’ future was answered with the highest percentage 100% of “yes” answer. This question was used to find the students’ needs toward the English learning, whereas question number 3 up to 8 were used.
to find the students’ lacks toward English learning. The students who stated that they found the difficulties to memorize the English vocabulary were showed in the percentage of 75%. About 31 students (86,11%) said that they were not fluent enough to pronounce English words.

The fifth question asked whether the students find the difficulties to write the English words or not and 19 students (52,78%) answered “yes”. Thirty one students (86,11%) stated that they found the difficulties to understand the meaning of English words into the Indonesian language. For the seventh question, 28 students said that they understand poorly what was ordered or asked to do in English. It was showed with the percentage of 77,78%. There were only six students (16,67%) answering the eighth question who said that they feel bored to learn English in class. The tenth question which asked about the learning activities the students liked to do was answered “yes” by the thirty students. It was showed in the percentage of 83,33%. Moreover, the eleventh question was actually used to ensure the tenth question.

Thus, the result of the question number eleven is explained with the detail: (a) thirty four students (94,44%) liked matching the English words with the Indonesian language, (b) twenty six students (72,22%) chose matching the picture with the English words, (c) twenty six students (72,22%) liked guessing the picture with the spoken English words, (d) twenty six students (72,22%) liked doing the action or activity according to the spoken English language, and (e) twenty students (55,56%) chose doing a simple dialogue/ conversation with a friend. The last question asked the topics which should be included in the
designed material based on the students’ interest. There were three higher topics chosen, namely animals with the highest percentage are 86.11% or around thirty one students liked this topic to be inserted in the designed material, fruits and vegetables in the second rank with the percentage of 75% or twenty seven students chose this topic, and face and body which was chosen by twenty five students (69.44%). However, the topics included in the designed materials will be selected and adjusted to the curriculum. Hence, the writer listed four topics, such as: animals, things in the classroom, face and body, and transportation.

From the answers to the questionnaire, it could be concluded that (1) English learning is needed for the fourth grade students of SD Negeri Tajem to continue their study to higher school, (2) the students have lacks and difficulties in the English learning, such as memorizing English vocabulary, writing the words, pronouncing, and understanding the meaning of the English words, although they had got it since the first grade, (3) the students agreed with some activities which were proposed by the writer to be involved in the designed material.

b. Informal Interview

The informal interview was done in two days. The place was outside classroom when the break time and after school. The writer interviewed totally twenty one students in the informal condition and situation by recording and taking notes. In interviewing, the writer explained more each question by giving the examples or adding the necessary information available in the questionnaire in order to make questions clearer to the students. The writer asked the students to
answer the questions honestly. Finally, the writer put the result of the interview in a table as follow:

**Table 4.2 The result of Informal Interview**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do the student like learning English?</td>
<td>Almost all of the interviewed students said that they liked learning English, three students said that they did not really like and only one student said that he did not like learning English at all.</td>
</tr>
<tr>
<td>2</td>
<td>Do the students have interest to be able to speak English?</td>
<td>All of the students said that they had an interest to be able to speak English.</td>
</tr>
<tr>
<td>3</td>
<td>According to the student, is English important? Why?</td>
<td>All the students said that English is important to them with various reasons, such as: for their future in high schools, for speaking with foreign tourists, for their National test, and some did not know the reasons.</td>
</tr>
<tr>
<td>4</td>
<td>What are the difficulties which the student finds in English class?</td>
<td>The writer needed to explore more in this question so she provided such available answers in the questionnaire. The results were some students answered “yes” that they had a difficulty in memorizing English vocabulary. Moreover, most of them were rather difficult to pronounce, write, and understand the meaning of English words.</td>
</tr>
<tr>
<td>5</td>
<td>What are the learning activities which the student wants in English class?</td>
<td>In this question, the writer also explored more by referring to the question in the questionnaire. Thus, the students’ answers were they liked the learning activities, such as: repeating and imitating English sentences/words, doing the actions based on the spoken English, and learning English through pictures.</td>
</tr>
</tbody>
</table>
The result of the questionnaire was similar to the informal interview. After conducting the informal interview, the writer found that the problems experienced by the students toward vocabulary learning involved pronunciation, writing, and understanding the meaning of the vocabulary. Meanwhile, the activities that the students wanted were dealing with the learning using pictures, actions, and repetition. Those activities were expected to be able to overcome the students’ problems toward their vocabulary learning.

2. Stating the goals, topics, and general purposes

In this study, the goal known as Competence Standard was adapted from KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum. The writer modified the Basic Competence which emphasized listening, speaking, reading, and writing skills which were related to vocabulary proficiency and the Total Physical Response and Audiolingual Method. The Basic Competence as the general purposes will be listed in accordance with the topic and Competence Standard. The writer made only four units and those were not going to be implemented in the real classroom activity. The topics and basic competence are provided in a table below:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Basic Competence (General Purposes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Reread the words or sentences correctly related to the topic (Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Comprehend kinds of pet (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Rewrite the English words correctly dealing with the topic (Writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Respond to the imperative sentences related to</td>
</tr>
<tr>
<td>Unit</td>
<td>Topics</td>
<td>Basic Competence (General Purposes)</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- the topic in action (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate the imperative and information in the dialogues related to the topic (Speaking)</td>
</tr>
<tr>
<td>2</td>
<td>Things in the Classroom</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reread the words or sentences correctly related to the topic (Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comprehend kinds of thing in the classroom (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rewrite the English words correctly dealing with the topic (Writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Respond to the imperative sentences related to the topic in action (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate the imperative and information in the dialogues related to the topic (Speaking)</td>
</tr>
<tr>
<td>3</td>
<td>Face and Body</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reread the words or sentences correctly related to the topic (Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comprehend part of face and body (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rewrite the English words correctly dealing with the topic (Writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Respond to the imperative sentences related to the topic in action (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate the imperative and information in the dialogues related to the topic (Speaking)</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reread the words or sentences correctly related to the topic (Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comprehend means of transportation (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rewrite the English words correctly dealing with the topic (Writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Respond to the imperative sentences related to the topic in action (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate the imperative and information in the dialogues related to the topic (Speaking)</td>
</tr>
</tbody>
</table>

3. Stating the learning objectives

After stating the Standard Competence, topics, and Basic Competence, the writer stated the learning objectives. The learning objectives in the curriculum
have the other name as “Indicators”. The writer identified the learning objectives or indicators of each unit and topic below:

**Table 4.4 List of Indicators**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1    | Animals (What is your favorite pet?) | Students are able to:  
Listening  
➢ mention kinds of pets  
➢ identify kinds of pets  
➢ perform the action  
Speaking  
➢ retell the imperative sentences correctly  
➢ perform a simple dialogue  
Reading  
➢ pronounce the English words correctly  
Writing  
➢ write the kinds of pets correctly  
➢ use the “verb” in the imperative sentences |
| 2    | Things in classroom (Open the window, please!) | Students are able to:  
Listening  
➢ mention kinds of things in the classroom  
➢ identify kinds of things in the classroom  
➢ perform the action  
Speaking  
➢ retell the imperative sentences correctly  
➢ perform a simple dialogue  
Reading  
➢ pronounce the English words correctly  
Writing  
➢ write the name of things in the classroom correctly  
➢ use the “verb” in the imperative sentences |
| 3    | Face and Body (Point your nose!) | Students are able to:  
Listening  
➢ mention part of face and

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Unit Topics Indicators

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- identify part of face and body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- perform the action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- retell the imperative sentences correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- perform a simple dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pronounce the English words correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- write part of face and body correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- use the “verb” in the imperative sentences</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>students are able to:</td>
</tr>
<tr>
<td></td>
<td>(Draw your ship!)</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- mention means of transportation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- identify means of transportation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- perform the action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- retell the imperative sentences correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- perform a simple dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pronounce the English words correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- write the means of transportation correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- use the “verb” in the imperative sentences</td>
</tr>
</tbody>
</table>

### 4. Listing the subject content

After formulating the Indicators, the writer listed the subject contents. Subject contents should relate to the students’ needs, the learning objectives, and the teaching and learning activities. It contained the specific knowledge and skills.
In this study, the writer included three parts of the subject contents for each unit. Those three parts were described as follows:

1) Let’s Say!

This part contained a group of the important vocabulary related to the topic. The writer provided pictures, English writing, meaning, and pronunciation for each word. Those points were listed in a table to make students easily read the vocabulary.

2) Let’s Find!

This section provided some pictures related to the topic. The pictures helped the students number the picture, write the English word of the picture, or draw the words ordered by the teacher. In addition, the simple grammar learning was also included in this section. This was intended to introduce the students to some English “verb”. It becomes the warm-up activity before going to the next part.

3) Let’s Play!

This part was divided into two activities, namely part A (Show the Action!) and part B (Let’s Talk!). In part A, the writer listed some simple imperative sentences. Part B contained some dialogues.

5. Selecting the teaching and learning activities

The next step was the writer determined and selected the activities which were involved in every part of subject contents. Those activities were adopted from the combination of Total Physical Response and Audiolingual Method theories.
The first activity, *Let’s Say!*, was students imitated and repeated what the teacher pronounced. The teacher should become the good model for imitating the words. Meanwhile, in the *Let’s Find!* activity, the writer provided students with some activities. Those activities were listening to the teacher and finding the picture spoken, then numbering the picture and writing the name of the picture. In this part, the writer also put the exercise in which the students had to change the simple statement into the imperative sentence. The first and second parts of the subject content were dealing with the Audiolingual Method theory.

The last activity, *Let’s play!*, was divided into two parts, namely: part A and B. In part A, the writer listed some simple imperative sentences which were related to the topic. The activity was the teacher explained each imperative sentence first by demonstrating the action. Afterwards, the teacher chose one or some students and then asked them to perform the action according to what the teacher said. This activity could be modified. The students should take turns to be a commander and performer with the classmate. The activity in part A was related to the Total Physical Response theory. In part B, the writer provided some simple dialogues. The students learned the dialogues by listening to the teacher, then imitating and repeating every sentence. Afterwards, the students should work in pair and determined one of the dialogues to be memorized. They learned to perform the dialogue in good and correct pronunciation and intonation. This dialogue was part of the Audiolingual Method theory.
6. Evaluating the designed material

After designing the material, the writer conducted the preliminary field testing by distributing questionnaires to two lecturers of English Language Education Study Program (ELESP) and two English teachers from different schools as the respondents. It was intended to evaluate the designed material. The result of the questionnaires was important to revise and improve the designed material. The writer described the data into some parts, namely the description of the respondents, the presentation of the result of closed-ended questionnaire, and the respondents’ comments, suggestions, and criticisms.

a. The Description of the Respondents

The respondents of the preliminary field testing were two lecturer of English Education Study Program of Sanata Dharma University and two English teachers from different schools. The data of the respondents is presented below:

Table 4.5 Description of the Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sex</th>
<th>Background of Education</th>
<th>Teaching Experience in years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>D3</td>
</tr>
<tr>
<td>English Lecturers</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>English Teacher</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

b. The Presentation of the Result of Closed-Ended Questionnaire

The data of the closed-ended questionnaire is presented in the table using a descriptive statistic below:
Table 4.6 Data of the Closed-Ended Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion on</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>A. Program and planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The basic competence is well formulated.</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The indicators meet the required basic competence.</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The selected topics encourage the students’ motivation in learning vocabulary.</td>
<td>4</td>
</tr>
<tr>
<td>B. Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The contents of each unit are well developed and arranged.</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>The instructions on the designed material are simple and easy to understand.</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Total Physical Response and Audiolingual Method are really developed in the designed material.</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The learning activities in the designed material meet with Total Physical Response and Audiolingual Method.</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>The learning activities facilitate the students optimistically to achieve the vocabulary mastery.</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>The language element (vocabulary) is covered in the designed material.</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>The designed material can help students improve their learning on the vocabulary mastery.</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>The designed materials are suitable and relevant to the fourth grade students.</td>
<td>4</td>
</tr>
</tbody>
</table>

The result of the evaluation on the designed material showed that the mean of each question ranged 2,5 – 3,3. The total mean of the designed material was
2.9. The writer concluded that the designed material was good to be applied in the English vocabulary learning. However, it needed some revisions on the designed material. Based on the result of the questionnaire, there were three categories that the writer should carefully notice. They were *Basic Competence, Indicators*, and the content in the design. Hence, the writer revised those three points.

c. The Respondents’ Comments, Suggestions, and Criticisms

The data of the open-ended questionnaire was dealing with the respondents’ opinions on the weaknesses and strengths of the designed material, suggestions, comments, and criticisms which were useful to revise and improve the designed material. The writer got some points from those four questions in the open-ended part of the questionnaire, such as:

- The Total Physical Response and Audiolingual Method were good enough to be applied in the design. However, there were some parts in the designed materials that could be revised in order to fit the students’ learning needs.

- The pictures were quite clear and the design was attractive and colourful. The pictures could motivate the students. However, there were some inappropriate titles of the content in the unit.

- The writer should have noticed the grammar errors in the design, found and completed the missing articles on the general description, and completed the items of the exercise in part C.

- There were unclear instructions in the design. Stating clear instructions were so important that the students knew what to do in each part of the design.
There were some monotonous activities in the design. The writer should have made various and different activities for the same part of each unit. For example, activity in part A in unit one should be different with part A in unit two.

However, there were some opinions which could not be accepted by the writer. They were adding songs and numbers of the words in each unit. The writer thought that adding songs would be time-consuming because the activities on the designed material were already complete. Meanwhile, for the numbers of vocabulary the writer made the limitation on the words in each unit in order not to perplex students with many words. Hence, the students could focus on memorizing only some words.

7. Revising the designed materials

After evaluating the designed material through the questionnaire, the writer revised the design in order to get the better one and fit the students’ learning needs. The writer also considered the respondents’ comments, suggestions, and criticisms to revise the design. The revisions of the design involved below:

a) The writer changed the inappropriate words, such as the title of the content in each unit. Therefore, the writer changed, add, and edit it, like Let’s Say! became Let’s Read Aloud!, Let’s Find! became Let’s Find it!, and Let’s Talk! became Learn and Perform It!.
b) The writer revised some unclear instructions by separating one instruction from the other instruction, shortening the instructions, or adding the conjunction in the instruction.

c) The writer rechecked the grammar on the designed material and revised all the grammar errors.

d) The writer rechecked and revised the Basic Competence in order to be appropriate with the Indicators. Therefore, the revision of Basic Competence is presented below:

Table 4.7 List of Topics and Revision of Basic Competence

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Basic Competence (General Purpose)</th>
</tr>
</thead>
</table>
| 1    | Animals (What is Your Favorite Pet?) | Students are able to:  
  - Read aloud (Reading)  
  - Comprehend kinds of pet (Listening)  
  - Write the English words correctly (Writing)  
  - Respond in action (Listening)  
  - Communicate the dialogues (Speaking) |
| 2    | Things in Classroom (Open the Window, Please!) | Students are able to:  
  - Read aloud (Reading)  
  - Comprehend kinds of thing in the classroom (Listening)  
  - Write the English words correctly (Writing)  
  - Respond in action (Listening)  
  - Communicate the dialogue (Speaking) |
| 3    | Face and Body (Point Your Nose!) | Students are able to:  
  - Read aloud (Reading)  
  - Comprehend parts of face and body (Listening)  
  - Write the English words correctly (Writing)  
  - Respond in action (Listening)  
  - Communicate the dialogue (Speaking) |
| 4    | Transportation (Draw Your Ship!) | Students are able to:  
  - Read aloud (Reading)  
  - Comprehend means of transportation |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Basic Competence (General Purpose)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Write the English words correctly (Writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Respond in action (Listening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communicate the dialogue (Speaking)</td>
</tr>
</tbody>
</table>

And the revision of the indicators is presented as follow:

**Table 4.8 List of the Revised Indicators**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td><em>(What is Your Favorite Pet?)</em></td>
<td>Listening:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- identify kinds of pet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- show the action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- perform a simple dialogue in good pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pronounce the English words correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- mention kinds of pet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- write the kinds of the pet correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- rewrite the simple imperative sentence</td>
</tr>
<tr>
<td>2</td>
<td>Things in Classroom</td>
<td>Students are able to:</td>
</tr>
<tr>
<td></td>
<td><em>(Open the Window, Please!)</em></td>
<td>Listening:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- identify kinds of thing in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- show the actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- perform a simple dialogue in good pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- pronounce the English words correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- mention kinds of thing in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- write kinds of thing in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- rewrite the simple</td>
</tr>
<tr>
<td>Unit</td>
<td>Topics</td>
<td>Indicators</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 3    | Face and Body *(Point Your Nose!)* | Students are able to:  
Listening  
- identify parts of face and body  
- show the actions  
Speaking  
- perform a simple dialogue in good pronunciation  
Reading  
- pronounce the English words correctly  
- mention parts of face and body  
Writing  
- write parts of face and body correctly  
- rewrite the simple imperative sentence |
| 4    | Transportation *(Draw Your Ship!)* | Students are able to:  
Listening  
- identify means of transportation  
- show the actions  
Speaking  
- perform a simple dialogue in good pronunciation  
Reading  
- pronounce the English words correctly  
- mention means of transportation  
Writing  
- write means of transportation correctly  
- rewrite the simple imperative sentence |

**e)** The writer added different activities for some parts in every unit. The writer searched kinds of activities which included Total Physical Response and Audiolingual Method and put them in the design. This could avoid the
monotonous activities. Moreover, the writer rearranged the appearance of the designed material.

B. The Presentation of the Designed Material

This part is the presentation of the designed material which is intended to answer the second question in the problem formulation. The writer presented the final version of the designed material after revision. The designed material consisted of four units. Each unit could be applied for 2x35 minutes. The topics in the final version of the designed material were listed below:

Table 4.9 Topics of the Final Version of the Designed Material

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>What is Your Favorite Pet?</td>
</tr>
<tr>
<td>2</td>
<td>Things in the classroom</td>
<td>Open the Window, Please!</td>
</tr>
<tr>
<td>3</td>
<td>Face and Body</td>
<td>Point Your Nose!</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>Draw Your Ship!</td>
</tr>
</tbody>
</table>

While each unit was divided into three parts, namely Let’s Read Aloud!, Let’s Find It!, and Let’s Play!. The writer gave the details below:

1. Let’s Read Aloud!

The activity in this part has a purpose to give the students the basic knowledge of the vocabulary. Students learned the words through imitation and repetition. The additional activities were colouring the pictures, writing the things, and matching the pictures.
2. Let’s Find It!

This part was the main activity in which students listened and tried to find the pictures based on the numbers mentioned by the teacher, to draw the pictures, or to mark the picture based on the teacher’s instruction. The additional activity was changing a simple sentence to be the imperative sentence. This is a warm-up activity for learning commands in the next part.

3. Let’s Play!

This part consisted of two activities. The first one is showing the action. The students learn through listening and performing the action. The writer made up some games for learning the activity. The aim of the games is to create fun atmosphere for the students’ learning. The second activity was learning and performing the dialogues. The activity has the purpose to build students’ confidence, add some new vocabularies, and to practice their pronunciation in speaking English so that they could speak more fluently.

Those activities in the three parts of the subject contents were dealt with Total Physical Response and Audiolingual Method theory.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, namely conclusions and suggestions. The first part is about conclusions, while the second part is suggestions. The writer summarizes the important points of this study in the conclusion, while the suggestions in the second part are intended to the English teacher of SD Negeri Tajem, and the future researchers.

A. Conclusions

This study is aimed to design a set of English vocabulary material using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem. There were two questions formulated by the writer. Those questions were (1) How is a set of English vocabulary materials using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem designed? (2) What does the designed set of materials look like?

In this study, the writer applied Educational Research and Development (R&D) method collaborated with Kemp’s model as the supportive theory in order to answer the first question of the problem formulation. Therefore, the writer got all procedures to conduct the study. The procedures were (1) research and information collecting, (2) planning, (3) developing the preliminary form of product, (4) preliminary field testing, and (5) main product revision.
In order to answer the second question, the writer presented the final version of the designed material. The final version of the design consisted of four units which were presented below:

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>What is Your Favorite Pet?</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Open the Window, Please!</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Point Your Nose!</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Draw Your Ship!</td>
</tr>
</tbody>
</table>

Each unit of the designed material was divided into three parts, namely *Let’s Read Aloud!*, *Let’s Find It!*, and *Let’s Play!* The writer rearranged the activities of each part sequencely in order to achieve the learning optimally. *Let’s Read Aloud!* is the basic knowledge in which students learned the words through imitation and repetition. *Let’s Find It!* is the main activity. The students learn through listening and giving the number of each picture. Moreover, students become familiar with the imperative sentences after they do the exercise to change the simple sentence into the imperative one. *Let’s Play!* contains two activities, namely showing the action and learning and performing the dialogues. The first activity is to learn through listening and performing the action, while the second activity is to build students’ confidence and add some new vocabularies. All the activities covered in the parts of the units were related to Total Physical Response and Audiolingual Method theories.

Based on the data obtained in the preliminary field testing, the result showed that the total mean of the designed material was 2.9. It was supposed that
the designed material was good to be applied for teaching vocabulary using Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem because the design contained interesting and learning pictures and various learning activities which might help students learn the vocabulary. The revision on the designed material has been done in order to get the final version which can be useful for teaching.

B. Suggestions

In this part, the writer would like to give some suggestions which are intended to the English teacher of SD Negeri Tajem. In addition, it is also intended for the future researchers who are interested in conducting the similar study.

The English teacher plays the important role in the teaching and learning process. He/she becomes the source of the learning because the characteristic of the students needs full of teacher’s guidance. Moreover, the teacher also should be the good model of pronouncing the words and demonstrating the actions in the language learning. It is also suggested that the teacher should understand the theories of Total Physical Response and Audiolingual Method so that he/ she will not mislead the students.

For the future researchers, they can apply, evaluate the implementation, and revise the designed material based on their need and interest on this similar study. Besides, they can use this study as the reference for their study.
REFERENCES


**Internet Sources:**


Appendix A
Permission Letter
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Muncang, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor : D82. /Pnlt/Kajur/JPBS/ V / 2010
Hal : Permohonan Ijin Penelitian

Kepada

Kepala Sekolah SD Negeri Tajem

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Briyanta Ach. Setiawan
No. Mahasiswa : 061214 069
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 8 (Delapan)

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

Lokasi : SD Negeri Tajem
Waktu : April - September
Topik/Judul : Designing a set of English Vocabulary Materials Using Total Physical Response and Audiolingual Method for Students in Fourth Grade of SD Negeri Tajem

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

Yogyakarta, 19 Mei 2010

[Signature]
Dekan, Ketua Program Pendidikan Bahasa dan Seni

Tembusan Yth.:
1. 
2. Dekan FKIP
Appendix B

Questionnaire for Research and Information Collecting
Appendix B

KUESIONER UNTUK SISWA KELAS IV SD NEGERI TAJEM

Nama : 
Jenis kelamin : 

BERILAH TANDA SILANG (X) PADA SALAH SATU JAWABAN YANG SESUAI DENGAN KESEHARIANMU.

1. Menurut saya, Bahasa Inggris merupakan pembelajaran yang mudah dan menyenangkan.
   a. Ya b. Tidak

2. Menurut saya, Bahasa Inggris merupakan pembelajaran yang penting untuk masa depan saya dalam melanjutkan pendidikan yang lebih tinggi lagi.
   a. Ya b. Tidak

3. Saya mengalami kesulitan untuk menghafal kosa kata Bahasa Inggris.
   a. Ya b. Tidak

   a. Ya b. Tidak

5. Saya mengalami kesulitan untuk menuliskan kata-kata Bahasa Inggris.
   a. Ya b. Tidak

   a. Ya b. Tidak
7. Saya kurang memahami apa yang diperintahkan/ diminta untuk dilakukan dalam bahasa Inggris.
   a. Ya      b. Tidak

8. Saya sering cepat bosan belajar Bahasa Inggris di kelas.
   a. Ya      b. Tidak

   a. Ya      b. Tidak

    a. Ya      b. Tidak

11. Kegiatan belajar menghafal kosa kata Bahasa Inggris yang saya sukai:
    (Jawaban boleh lebih dari satu)
    a. Mencocokkan kosa kata Bahasa Inggris dengan Bahasa Indonesia
    b. Mencocokkan gambar dengan Bahasa Inggris
    c. Menebak gambar dengan mengucapkan Bahasa Inggris
    d. Melakukan tindakan/ gerakan sesuai Bahasa Inggris yang diucapkan
    e. Melakukan percakapan Bahasa Inggris sederhana dengan teman

12. Materi pelajaran Bahasa Inggris yang saya inginkan: (Jawaban boleh lebih dari satu)
    1. Kendaraan  5. Ekspresi

☺☺☺ Thank You ☺☺☺
Appendix C
Informal Interview Guideline
Appendix C

(Informal Interview Guideline)

PANDUAN INFORMAL INTERVIEW UNTUK SISWA

1. Apakah kamu senang belajar Bahasa Inggris?
2. Apakah kamu punya keinginan untuk bisa berbahasa Inggris?
3. Menurut kamu, apakah belajar Bahasa Inggris itu penting? Mengapa?
4. Apa saja kesulitan-kesulitan yang kamu temui saat belajar Bahasa Inggris di kelas?
5. Kegiatan belajar Bahasa Inggris seperti apa yang kamu inginkan di kelas?
Appendix D
Instruments for Preliminary Field Testing
Appendix D

THE GENERAL DESCRIPTION OF THE DESIGNED MATERIAL

The title of the study is “Designing a Set of English Vocabulary Material Using Total Physical Response and Audiolingual Method for the Fourth Grade Students of SD Negeri Tajem”. This study is aimed to make a set of English vocabulary which is expected to help the fourth grade students of SD Negeri Tajem in vocabulary mastery.

A. Background

Some factors, such as English as the International language, the emergence of globalization era, and the development of technology and information, places English as a means for communicating with other people around the world. This is dealing with the government’s decision to include English as a local content in the elementary schools.

As a local content English learning aims to develop the students’ communicative competence in the oral form limitedly to the language accompanying action and to recognize the importance of English language in developing the nation’s competition in the global society. It is covered on KTSP (School Based Curriculum). Moreover, elementary school students as the beginners in learning English need a basis as the foundation for learning more complex English. That is why vocabulary becomes one of English proficiency which is going to be achieved in the English learning for elementary schools,
stated by Richards & Renandya (2002) that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

However, most of the fourth grade students in SD Negeri Tajem have difficulties on the vocabulary mastery. The problems could be seen on their performance in writing, identifying, and pronunciating the English words. Considering the problems, the writer designed a set of English vocabulary using the two methods, namely Total Physical Response and Audiolingual Method for the fourth grade students of SD Negeri Tajem. It is expected that those two methods could help the students overcome their problems and optimistically learn English vocabulary. In addition, Total Physical Response helps the students learn English vocabulary through action, while Audiolingual Method builds students’ habit through imitation and repetition, simple grammar drill, and dialogue.

B. Content

The designed material consists of four units. Each unit is divided into three parts, namely: (1) *Let's Read Aloud!*, (2) *Let's Find It!*, and (3) *Let's Play!*. *Let's Read Aloud!* is the beginning activity which activates the students’ knowledge related to the topic. The activities involve imitation and repetition. *Let's Find It!* contains some drills. The drills include two activities, such as (1) identifying pictures (for examples: students listen to the teacher, give number on the picture, write the things, draw the picture, and mark the picture), and (2) learning a simple grammar (Students change a simple statement into the
imperative sentence. This becomes the simulation before learning commands in the next part). *Let's Play!* consists of two activities. The first activity is learning English vocabulary through action (Students listen and perform the action according to what the teacher says. The writer put some games in this part). The second activity is dialogue (Students learn some dialogues with the teacher first and then, practice the dialogue in pair, memorize it, and perform it.) This activity is used to practice pronunciation so that the students can communicate the dialogue fluently. This is also useful for the students to have self confidence and train them to perform something in public. In addition, they extend their knowledge with some new vocabularies. The writer set each unit of the designed material for 2 x 35 (70 minutes).

There is not a specific curriculum for teaching English in *SD Negeri Tajem*. Therefore, the writer modified *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) to design the material. The writer applied the theories of *Total Physical Response* and *Audiolingual Method* in the teaching and learning activities. The topics are listed below:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>What is Your Favorite Pet?</td>
</tr>
<tr>
<td>2</td>
<td>Things in the Classroom</td>
<td>Open the Window, please!</td>
</tr>
<tr>
<td>3</td>
<td>Face and Body</td>
<td>Point Your Nose!</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>Draw Your Ship?</td>
</tr>
</tbody>
</table>
C. Purpose

The purpose of the designed materials is to help the students’ learning optimistically in vocabulary mastery. Besides, a simple grammar learning is also added in the material. This is based on the fact that grammar can not be separated with vocabulary. They go together in an English sentence in order to make the sense of the sentence. However, the simple grammar learning in this design only focuses on the verb. It is for the simulation in the next activity which learn about commands.
GAMBARAN UMUM MATERI PEMBELAJARAN

Judul dari studi ini adalah “Designing a Set of English Vocabulary Materials Using Total Physical Response and Audiolingual Method for the Fourth Grade Students of SD Negeri Tajem”. Tujuan dari studi ini yaitu untuk membuat satu set materi pembelajaran kosa kata Bahasa Inggris yang diharapkan bisa membantu siswa kelas empat SD Negeri Tajem dalam penguasaan kosa kata Bahasa Inggris.

A. Latar Belakang

Faktor-faktor, seperti Bahasa Inggris sebagai Bahasa Internasional, munculnya zaman globalisasi dan berkembangnya teknologi dan informasi menjadikan Bahasa Inggris sebagai perantara/ alat dalam berkomunikasi dengan orang-orang dari berbagai belahan dunia. Hal inilah berhubungan dengan keputusan pemerintah yang memasukkan Bahasa Inggris sebagai muatan lokal di sekolah-sekolah dasar.

Bahasa Inggris sebagai muatan lokal bertujuan Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah dan memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global. Tujuan tersebut tercakup di dalam KTSP (Kurikulum Tingkat Satuan Pembelajaran) yang sedang digunakan di SD Negeri Tajem. Terlebih lagi, siswa-siswa sekolah dasar sebagai pemula dalam
mempelajari Bahasa Inggris membutuhkan sebuah dasar sebagai pondasi untuk mempelajari Bahasa Inggris yang lebih rumit. Itulah mengapa vocabulary menjadi salah satu keahlian Bahasa Inggris yang ingin dicapai dalam pembelajaran Bahasa Inggris untuk sekolah dasar, seperti pernyataan Richards dan Renandya (2002) yaitu bahwa vocabulary merupakan komponen penting dari keahlian Bahasa Inggris dan menyediakan banyak dasar untuk bagaimana siswa berbicara, mendengar, membaca, dan menulis dengan baik.


B. Isi

Materi pembelajaran ini terdiri dari 4 (empat) unit. Setiap unit dibagi menjadi 3 (tiga) bagian, yaitu (1) Let’s Read Aloud!, (2) Let’s Find it!, dan (3)

Tidak ada kurikulum khusus untuk mengajar Bahasa Inggris di SD Negeri Tajem. Oleh sebab itu, penulis memodifikasi KTSP (Kurikulum Tingkat Satuan Pendidikan) untuk merancang materi ini. Penulis menerapkan teori Total
Physical Response dan Audiolingual Method pada kegiatan pembelajarannya. Ada pun beberapa topik yang telah disusun untuk mendukung materi pembelajaran ini, yaitu:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topik</th>
<th>Judul</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>What is Your Favorite Pet?</td>
</tr>
<tr>
<td>2</td>
<td>Things in the Classroom</td>
<td>Open the Window, please!</td>
</tr>
<tr>
<td>3</td>
<td>Face and Body</td>
<td>Point Your Nose!</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>Draw Your Ship!</td>
</tr>
</tbody>
</table>

C. Tujuan
QUESTIONNAIRE

FOR ENGLISH LECTURER AND ENGLISH TEACHER

This questionnaire is developed in order to collect feedback which is used for evaluating my designed materials, entitled Designing a Set of English Vocabulary Materials using Total Physical Response and Audiolingual Method for the Fourth Grade Students of SD Negeri Tajem. As a respondent, you are expected to choose one of the agreements on the closed-ended questions in part A and comments or suggestions on the open-ended questions in part B.

Respondent’s Identity

Name : ____________________________

Sex : male/ female

Educational background : D3/ S1/ S2 / S3

Teaching experiences : _______ years

A. Put a tick (✓) on the score of each column which indicates your degree of agreement in every statement. The number and the degree of agreement are categorized below:

1 = strongly disagree

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2 = disagree
3 = agree
4 = strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>A. Program and planning</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The basic competence is well formulated.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The indicators meet the achievement of basic competence.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The selected topics encourage the students’ motivation in learning vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B. Materials</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The contents of each unit are well developed and arranged.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The instructions on the designed materials are simple and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Total Physical Response and Audilingual Methods are really developed in the designed materials.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The learning activities in the designed materials meet with Total Physical</td>
<td></td>
</tr>
</tbody>
</table>
Response and Audiolingual Method.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The learning activities facilitate the students optimistically to achieve the vocabulary mastery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The language element (vocabulary) is covered in the designed materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The designed materials can help students improve their learning on the vocabulary mastery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The designed materials are suitable and relevant to the fourth grade students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Please give your comments and suggestions on the designed materials.

1. What is your opinion about the strengths and weaknesses of the designed materials?

The strengths are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The weaknesses are:
2. In which parts of the designed materials need revisions and improvements?

3. What kind of revisions and improvements are needed to add in the designed materials?
4. What are your suggestions and criticisms to improve the designed materials?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☺ Thank you☺
Appendix E

Syllabus
SYLLABUS

Competence Standard
Listening : To understand simple instructions using actions in the class context
Speaking : To express simple instructions and information in the class context
Reading : To understand simple English writing in the class context
Writing : To write simple English writing in the class context

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Topics</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read aloud (Reading)</td>
<td>Animals</td>
<td>➢ Imitating and repeating what the teacher says</td>
<td>Students are able to:</td>
<td>2x35'</td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td>(What is Your Favorite Pet?)</td>
<td>➢ Numbering the picture according to what the teacher says</td>
<td>➢ pronounce the English words correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Writing the pet on each picture</td>
<td>➢ mention kinds of pet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Changing a statement into the imperative sentences</td>
<td>➢ identify kinds of pet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ A simple game: some</td>
<td>➢ write the kinds of the pet correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehend kinds of pet (Listening)</td>
<td></td>
<td>➢ Writing the pet on each picture</td>
<td>➢ rewrite the simple imperative sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write the English words correctly (Writing)</td>
<td></td>
<td>➢ A simple game: some</td>
<td>➢ show the action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respond in action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Topics</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time Allocation</td>
<td>Sources</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>(Listening)</td>
<td></td>
<td>students show the same action according to what the teacher says, the rest students will see which students’ action is correct</td>
<td>➢ present a dialogue in an interesting way</td>
<td>2x35’</td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ perform a simple dialogue in good pronunciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Communicate the dialogues (Speaking)</td>
<td></td>
<td>➢ Imitating and repeating what the teacher says</td>
<td>Students are able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Numbering the picture according to what the teacher says</td>
<td>➢ pronounce the English words correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Writing the thing according to the picture</td>
<td>➢ mention kinds of thing in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Changing a statement into the imperative sentence</td>
<td>➢ identify kinds of thing in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ A simple game “Simon”</td>
<td>➢ write kinds of thing in the classroom correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ rewrite the simple imperative sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ show the actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Read aloud (Reading)</td>
<td>Things in Classroom (Open the Window, Please!)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ students show the same action according to what the teacher says, the rest students will see which students’ action is correct</td>
<td>➢ present a dialogue in an interesting way</td>
<td>2x35’</td>
<td>Internet</td>
</tr>
<tr>
<td>● Comprehend kinds of thing in the classroom (Listening)</td>
<td></td>
<td>➢ Imitating and repeating what the teacher says</td>
<td>Students are able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Write the English words correctly (Writing)</td>
<td></td>
<td>➢ Numbering the picture according to what the teacher says</td>
<td>➢ pronounce the English words correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Respond in action</td>
<td></td>
<td>➢ Writing the thing according to the picture</td>
<td>➢ mention kinds of thing in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Changing a statement into the imperative sentence</td>
<td>➢ identify kinds of thing in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ A simple game “Simon”</td>
<td>➢ write kinds of thing in the classroom correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ rewrite the simple imperative sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ show the actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Topics</td>
<td>Learning Activities</td>
<td>Indicators</td>
<td>Time Allocation</td>
<td>Sources</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>(Listening)</td>
<td></td>
<td>• Communicate the dialogue (Speaking)</td>
<td>• Presenting a dialogue in an interesting way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Perform a simple dialogue in good pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read aloud (Reading)</td>
<td>Face and Body (Point Your Nose!)</td>
<td></td>
<td>• Imitating and repeating what the teacher says</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Drawing the picture and giving number on the picture according to what the teacher says</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Comprehend parts of face and body (Listening)</td>
<td></td>
<td></td>
<td>• Writing each part of face and body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write the English words correctly (Writing)</td>
<td></td>
<td></td>
<td>• Write parts of face and body correctly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are able to:
• Pronounce the English words correctly
• Mention parts of face and body
• Identify parts of face and body

2x35’ Internet
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Topics</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| Respond in action (Listening) | | according to the picture | ➢ Changing a statement into the imperative sentence  
 ➢ A simple game: students make a big circle in the class. The teacher will throw a ball to a student. The student who gets the ball has to do what the teacher says (three ordered commands directly)  
 ➢ Presenting a dialogue in an interesting way | ➢ rewrite the simple imperative sentence  
 ➢ show the actions | | |
| Communicate the dialogue (Speaking) | | | | | |
| Read aloud (Reading) | Transportation (Draw Your Ship!) | ➢ Imitating and repeating what the teacher says  
 ➢ Mark the picture | Students are able to:  
 ➢ pronounce the English words correctly  
 ➢ mention means of transportation  
 ➢ identify means of transportation | 2x35’ | Internet |
<p>| Comprehend means of | | | | | |</p>
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Topics</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation (Listening)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write the English words correctly (Writing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respond in action (Listening)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicate the dialogue (Speaking)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>according to what the teacher says</td>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Writing the thing according to the picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Changing a statement into the imperative sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ A simple game: some students stand in different places and the teacher orders them to do the teacher’s instruction (the rest students will see the students who do the right action). The students will take the turn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Presenting a dialogue in an interesting way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Perform a simple dialogue in good pronunciation</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>➢ Writing the thing according to the picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Rewrite the simple imperative sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Show the actions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix F
Lesson Plans
LESSON PLAN
UNIT 1
What is Your Favorite Pet?

School : SD Negeri Tajem
Subject : English
Grade : IV

Competence Standard:
Listening: To understand simple instructions using actions in the class context
Speaking: To express simple instructions and information in the class context
Reading: To understand simple English writing in the class context
Writing: To write simple English writing in the class context

Basic Competence Standard:
- Comprehend kinds of pet (Listening)
- Respond in action (Listening)
- Communicate the dialogues (Speaking)
- Read aloud (Reading)
- Write the English words correctly (Writing)

Indicators:
Students are able to:
Listening
  ➢ identify kinds of pet
  ➢ show the action
Speaking
  ➢ perform a simple dialogue in good pronunciation
Reading
  ➢ pronounce the English words correctly
  ➢ mention kinds of pet
Writing
  ➢ write the kinds of the pet correctly
- rewrite the simple imperative sentence

**Times allocation**: 2x35’

**I. Teaching Learning Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students imitate and repeat what the teacher says (students practice pronunciation)</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>• Students colour the picture</td>
<td>5’</td>
<td>Individual work</td>
</tr>
<tr>
<td>2</td>
<td><strong>Main Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students listen to the teacher and number the picture</td>
<td>4’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Students write the name of each pet in the exercise</td>
<td>4’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Students change a statement into the imperative form like the example given.</td>
<td>8’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Discussion on the answer.</td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>• Teacher’s explanation by demonstrating the commands</td>
<td>6’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students show the action instructed by the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A simple game: the teacher asks some students to come in front of the class and to perform what the teacher says, the rest students will</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>No</td>
<td>Activities</td>
<td>Duration</td>
<td>Notes</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Students repeat each sentence in the dialogue after the teacher</td>
<td>6’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>Students work in pairs to learn the dialogue and choose one of the dialogue</td>
<td>5’</td>
<td>Pair-work</td>
</tr>
<tr>
<td>3</td>
<td>Students perform one of the dialogue</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>Post-Activity: Students review what they have learned by writing or drawing things related to the topic in a small paper.</td>
<td>4’</td>
<td>Individual work</td>
</tr>
</tbody>
</table>

II. Learning Material  : Animals  
III. Learning Methods : Total Physical Response and Audiolingual Method  
IV. Learning Sources  : Internet  

LESSON PLAN
UNIT II
Open the Window, Please!

School : SD Negeri Tajem
Subject : English
Grade : IV

Competence Standard:
Listening: To understand simple instructions using actions in the class context
Speaking: To express simple instructions and information in the class context
Reading: To understand the simple English writing in the class context
Writing: To rewrite the simple English writing in the class context

Basic Competence Standard:
- Comprehend kinds of thing in the classroom (Listening)
- Respond in action (Listening)
- Communicate the dialogue (Speaking)
- Read aloud (Reading)
- Write the English words correctly (Writing)

Indicators:
Students are able to:

Listening
➢ identify kinds of thing in the classroom
➢ show the actions

Speaking
➢ perfom a simple dialogue in good pronunciation

Reading
➢ pronounce the English words correctly
➢ mention kinds of thing in the classroom

Writing
➢ write kinds of thing in the classroom correctly
- rewrite the simple imperative sentence

**Times allocation**: 2x35’

## I. Teaching Learning Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher’s explanation by using picture cards or the real things in the class</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students write the things in English in the exercise</td>
<td>6’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Students imitate and repeat what the teacher says (students practice pronunciation)</td>
<td>6’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>2</td>
<td><strong>Main Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students listen to the teacher and give number on each picture</td>
<td>5’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Students change a statement into the imperative form like the example given.</td>
<td>8’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Discussion on the answer.</td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>• Teacher’s explanation by demonstrating the actions</td>
<td>5’</td>
<td></td>
</tr>
</tbody>
</table>
|    | • Students shows the action instructed by the teacher A simple game: using “Simon says”. Teacher tells a short story which includes “Simon says” or teacher points a student and says “Simon
<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>says”. For example, if there is the words, “Simon says: Jono, clean the</td>
<td>6’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>blackboard”. And then, Jono has to clean the blackboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students repeat each sentence in the dialogue after the teacher</td>
<td>5’</td>
<td>Pair-work</td>
</tr>
<tr>
<td></td>
<td>• Students work in pairs to learn the dialogue and choose one of the</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students perform one of the dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Post-Activity:</td>
<td>4’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>• Question-answer using the cards or the real things in the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Learning Material : Things in Classroom

III. Learning Method : Total Physical Response and Audiolingual Method

IV. Learning Sources : Internet

(http://www.csuchico.edu/~gthurgood/470/027_Commands.pdf,
http://www.ehow.com/info_7895677_total-physical-response-activities.html
by Sid Williams III, eHow Contributor, updated on February 5th, 2011)
LESSON PLAN

UNIT III

Point Your Nose!

School     : SD Negeri Tajem
Subject    : English
Grade     : IV

Competence Standard :
Listening: To understand simple instructions using actions in the class context
Speaking: To express simple instructions and information in the class context
Reading: To understand the simple English writing in the class context
Writing: To rewrite the simple English writing in the class context

Basic Competence Standard :
- Comprehend parts of face and body (Listening)
- Respond in action (Listening)
- Communicate the dialogue (Speaking)
- Read aloud (Reading)
- Write the English words correctly (Writing)

Indicators :
Students are able to:

Listening
➢ identify parts of face and body
➢ show the actions

Speaking
➢ perform a simple dialogue in good pronunciation

Reading
➢ pronounce the English words correctly
➢ mention parts of face and body

Writing
➢ write parts of face and body correctly
I. Teaching Learning Activities:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher’s explanation: Using a big paper which contains parts of face and body</td>
<td>4’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students imitate and repeat what the teacher says (students practice pronunciation)</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>- Students listen to the teacher and fill the blank like the example given</td>
<td>6’</td>
<td>Individual work</td>
</tr>
<tr>
<td>2</td>
<td><strong>Main Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the teacher, draw the picture, and give number on the picture</td>
<td>8’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>- Students change a statement into the imperative form like the example given.</td>
<td>6’</td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>- Discussion on the answer.</td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>- Teacher’s explanation by demonstrating the actions of three ordered commands</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students show the actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A simple game: teacher asks students to make a big circle in the</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>No</td>
<td>Activities</td>
<td>Duration</td>
<td>Notes</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
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</tr>
</tbody>
</table>
|    | class and the teacher will throw a ball to one of the student. Student who gets the ball will do what the teacher says (the three ordered commands directly)  
  - Students repeat each sentence in the dialogue after the teacher  
  - Students work in pairs to learn the dialogue and choose one of the dialogue  
  - Students perform one of the dialogue | 6’ 5’ 9’ | Whole-class discussion Pair-work Whole-class discussion |
| 3  | Post-Activity:  
  - Students review the learning by drawing the things they have learned in a paper | 4’ | Individual work |

II. Learning Material: Face and Body  
III. Learning Method: Total Physical Response and Audiolingual Method  
IV. Learning Sources: Internet  
(http://www.csuchico.edu/~gthurgood/470/027_Commands.pdf,  
http://www.ehow.com/info_7895677_total-physical-response-activities.html  
by Sid Williams III, eHow Contributor, updated on February 5th, 2011)
LESSON PLAN
UNIT IV

Draw Your Ship!

School: SD Negeri Tajem
Subject: English
Grade: IV

Competence Standard:
Listening: To understand simple instructions using actions in the class context
Speaking: To express simple instructions and information in the class context
Reading: To understand the simple English writing in the class context
Writing: To rewrite the simple English writing in the class context

Basic Competence Standard:
- Comprehend means of transportation (Listening)
- Respond in action (Listening)
- Communicate the dialogue (Speaking)
- Read aloud (Reading)
- Write the English words correctly (Writing)

Indicators:
Students are able to:
Listening
- identify means of transportation
- show the actions
Speaking
- perform a simple dialogue in good pronunciation
Reading
- pronounce the English words correctly
- mention means of transportation
Writing
- write means of transportation correctly
- rewrite the simple imperative sentence

**Times allocation** : 2x35’

I. **Teaching Learning Activities** :

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1  | **Pre-Activities:**  
  - Teacher’s explanation using picture papers or flash cards which contain means of transportation  
  - Students match the picture with the word in the exercise  
  - Students imitate and repeat what the teacher says (students practice pronunciation)  | 6’ | - |
|    |            | 5’ | Individual work |
|    |            | 6’ | Whole-class discussion |
| 2  | **Main Activities:**  
  - Students listen and mark the picture according to the teacher’s instruction  
  - Students change a statement into the imperative form like the example given.  
  - Discussion on the answer.  
  - Teacher’s explanation by demonstrating the actions  
  - Students show the actions (Teacher points some students to stand in different places of the class, and then asks them to do what the teacher says. The rest students will see the students who do the right action. | 5’ | Individual work |
<p>|    |            | 8’ | Individual work |
|    |            | 4’ | |
|    |            | 5’ | Whole-class discussion |
|    |            | 8’ | Whole-class discussion |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Another way is teacher points students one by one to show the action instructed by the teacher, this is done in a fast way)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students repeat each sentence in the dialogue after the teacher</td>
<td>6’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td>• Students work in pairs to learn the dialogue and choose one of the dialogue</td>
<td>5’</td>
<td>Pair-work</td>
</tr>
<tr>
<td></td>
<td>Students perform one of the dialogue</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>3</td>
<td>Post-Activity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students review what they have learned by writing or drawing the things related to the topic in a small paper.</td>
<td>4’</td>
<td>Individual work</td>
</tr>
</tbody>
</table>

II. Learning Material: Transportation

III. Learning Method: Total Physical Response and Audiolingual Method

IV. Learning Sources: Internet

Appendix G

Material Presentation
Total Physical Response and Audiolingual Method Based Material
Designed by Brigitta Neti I.
Foreword

Language is a main tool for communication and English is one of the international language needed to communicate overseas. That is why our government require their society to learn English since elementary school. However, students for elementary school are introduced firstly with the English words as the simple one. Thus, this is the teacher’s responsibility to select the method which can be used to transfer English vocabulary material for the students. In order to add the teacher’s sources for teaching vocabulary, the writer designs a set of English vocabulary material which combines Total Physical Response and Audiolingual Method. As the expectation, the students will be easier to learn English vocabulary.
GENERAL DESCRIPTION OF ENGLISH VOCABULARY MATERIAL FOR THE FOURTH GRADE STUDENTS OF SD NEGERI TAJEM

This book is designed for English vocabulary teaching and learning, especially for the fourth grade students. The purpose of the book is adding the teacher’s sources in SD Negeri Tajem. The content of the book consists of four units for half of the first semester.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animals</td>
<td>What is Your Favorite Pet?</td>
</tr>
<tr>
<td>2</td>
<td>Things in the Classroom</td>
<td>Open the Window, please!</td>
</tr>
<tr>
<td>3</td>
<td>Face and Body</td>
<td>Point Your Nose!</td>
</tr>
<tr>
<td>4</td>
<td>Transportation</td>
<td>Draw Your Ship?</td>
</tr>
</tbody>
</table>

Meanwhile, each unit is divided into three parts, namely: (1) Let’s Read Aloud!, (2) Let’s Find It!, and (3) Let’s Play! Each unit is for 2x35’.

1. Let’s Read Aloud!

It is the beginning activity which activates the students’ knowledge related to the topic. The activities involve imitation and repetition. There are additional activities in this part, such as colouring, writing, matching, etc.

2. Let’s Find It!

It contains some drills. The drills include two activities, such as (i) identifying pictures (for examples: students listen to the teacher, give number on the picture, write the things, draw the picture, and mark the picture), and (2) learning a simple grammar (Students change a simple statement into the imperative sentence. This becomes the simulation before learning commands in the next part).
3. Let’s Play!

It consists of two activities. The first activity is learning English vocabulary through action (Students listen and perform the action according to what the teacher says. The writer put some games in this part). The second activity is dialogue (Students learn some dialogues with the teacher first and then, practice the dialogue in pair, memorize it, and perform it.) This activity is used to practice pronunciation so that the students can communicate the dialogue fluently. This is also useful for the students to have self confidence and train them to perform something in public. In addition, they extend their knowledge with some new vocabularies.
**TABLE OF CONTENT**

<table>
<thead>
<tr>
<th>Page</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Foreword</td>
</tr>
<tr>
<td>ii</td>
<td>General Description of English Vocabulary Material for the Fourth Grade Students of SD Negeri Tajem</td>
</tr>
<tr>
<td>iv</td>
<td>Table of Content</td>
</tr>
<tr>
<td>1</td>
<td>Unit 1: What is Your Favorite Pet!</td>
</tr>
<tr>
<td>11</td>
<td>Unit 2: Open Your Window, please!</td>
</tr>
<tr>
<td>18</td>
<td>Unit 3: Point Your Nose!</td>
</tr>
<tr>
<td>25</td>
<td>Unit 4: Draw Your Ship!</td>
</tr>
<tr>
<td>32</td>
<td>Teacher’s Note</td>
</tr>
</tbody>
</table>
UNIT 1

What is Your Favorite pet?

A. LET’S READ ALOUD!

Repeat after your teacher! And then, you may colour the picture!

Dog

Cat
Hamster

Rabbit

Turtle

Rooster

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
1. Listen to your teacher and give number on the picture! And then, write the pet below!

Example:

3  
Dog

- [ ]
- [ ]
- [ ]

B. LET'S FIND IT!
2. Change these sentences into the imperatives form!

a) Teacher shows a picture of dog.
   Show a picture of dog!

b) Dea takes a picture of cat.
c) I write horse on a paper.

d) You put a picture of parrot on the table.

e) Dani draws a turtle.

f) They spell fish.
1. **Show your Action!**
   Do what the teacher says!

   a. Take a picture of cat!
      Take a picture of dog!
      Take a picture of hamster!
      Take a picture of rabbit!

   b. Say horse!
      Say peacock!
      Say bird!
      Say fish!

   c. **LET'S PLAY!**
c. Show a picture of turtle
   Show a picture of parrot!
   Show a picture of horse!
   Show a picture of cat!

2. Learn and Perform it!
   Choose one, remember it, and perform it in front of the class!
   (Work in pairs)

Find the meaning of the words below!

FAVORITE : _______
PET : ___________________
HAVE : _________________
HOW MANY : ___________________
a. Nino: What is your favorite pet?
   Tika: My favorite pet is dog.
   Nino: How many dogs do you have?
   Tika: I have one.

b. Dika: What is your favorite pet?
   Tio: My favorite pet is cat.
   Dika: How many cats do you have?
   Tio: I have two.

c. Sandi: What is your favorite pet?
   Sea: My favorite pet is parrot.
   Sandi: How many parrots do you have?
   Sea: I have four.
d. Yoyo : What is your favorite pet?
  Farrel : My ___ pet is fish.
  Yoyo : How many fishes do you ____?
  Farrel : I have ten fishes.
UNIT 2
Open the Window, Please!

A. LET’S READ ALOUD!
Write them in English! And then, repeat after your teacher!
B. LET'S FIND IT!

1. Listen to your teacher and give number on the picture!

Example:

5
2. change the sentence into imperative form!

a) A student opens the window.
   Open the window, please!

b) Dina moves the table.

c) I sit on my chair.

d) She takes the eraser.
e) Ani cleans the blackboard.

f) He closes the door.

g) Joshua asks a box of chalk to the office.

---

**C. LET'S PLAY!**

1. **Show the Action!**
   
   Do what the teacher says!

   A Simple game Simon says:

   a. Clean the blackboard!
   b. Move your chair!
   c. Draw two tables on your paper!
   d. Put the marker!
   e. Choose the picture of “whiteboard”!
1. Match them!
   a. Circle the picture of desk!
   b. Say cupboard!
   c. Open the door!
   d. Close the window!
   e. Spell classroom!

2. Learn and Perform it!
   Choose one, remember it, and perform it in front of the class!
   (Work in Pairs)

Match them!

Excuse me: ________
Help          : ________
Lift          : ________
Put           : ________
Give          : ________
Take          : ________

a. Berikan
b. Permisi
c. Angkatkan
d. Ambilkan
e. Letakkan
f. Bantu
b. Andi : Excuse me, could you help me?
Topan : Yes, what could I help?
Andi : Lift this box, please!
Topan : Ok, Andi.
Andi : Thank you.

b. Teacher : Excuse me, could you help me, Tori?
Tori : Yes, what could I help, Miss?
Teacher : Put the books on my table, please!
c. Bintang: Excuse me, could you help me?
Alam: Yes, what could I help?
Bintang: Give this letter to the teacher, please!
Alam: Ok, Bintang.
Bintang: Thank you.

a. Mimi: _______ , could you help me?
Sania: Yes, what could I help?
Mimi: Take that pencil, please!
Sania: Okay, Sania.
Mimi: _______.
UNIT 3
POINT YOUR NOSE!

A. LET'S READ ALOUD!

Listen to your teacher and fill the blank! Then, repeat after your teacher!

FACE

5. EYE

---
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
B. LET'S FIND IT!

Change the sentence into imperative sentence like the example given!

Example:
Ani blinks her eyes. Blink your eyes!
1. Sania opens her mouth. ......................
2. We touch our ears. ............................
3. I bend my knee. ............................... 
4. You close your eyes. ...........................
5. He folds his hands. ............................
Listen to the teacher, draw the picture of parts of face and body and give number!

Example:
Teacher says “number 4 is eyes”, you should draw the eyes and give number on that picture.
1. **Show the Action!**
   Do what the teacher says!

   a. Point your nose!
      Touch your nose!
      Say nose!

   b. Point your eyes!
      Blink your eyes!
      Say eyes!

   c. Point your knee!
      Bend your knee!
      Say knee!

   d. Point your hand!
      Rise your hand!
      Say hand!
2. Learn and Perform it!
Choose one, remember it, and perform it in front of the class!
(Work in Pairs)

Find the meaning of words below!

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>With</td>
<td>dengan</td>
</tr>
<tr>
<td>Bleeding</td>
<td>lalu</td>
</tr>
<tr>
<td>May</td>
<td>mungkin</td>
</tr>
<tr>
<td>Help</td>
<td>membantu</td>
</tr>
<tr>
<td>Of course</td>
<td>tentu</td>
</tr>
<tr>
<td>Treat</td>
<td>perawatan</td>
</tr>
<tr>
<td>Bandages</td>
<td>pita</td>
</tr>
<tr>
<td>Bicycle</td>
<td>sepeda</td>
</tr>
</tbody>
</table>

e. Point your fingers!
   Count your fingers!
   Say fingers!

f. Point your teeth!
   Show your teeth!
   Say teeth!

g. Point your ears!
   Pull your ears!
   Say ears!

h. Point your mouth!
   Open your mouth!
   Say mouth!
a. Keshia : Hi, Sasa! What is wrong with your finger?
Sasa : My finger is hurt.
Keshia : May I help you?
Sasa : Of course. Thank you, Keshia.

b. Sano : Hi, Fahmi! What is wrong with your knee?
Fahmi : My knee is hurt because I fell down.
Sano : May I help you?
Fahmi : Of course. Thank you, Sara.

c. Abdul : Hi, Bondan! What's wrong with your leg?
Bonti : My leg is seriously hurt.
Abdul : May I help you?
Bonti : Of course.
    Thank you, Abdul.

d. Risa : Hi, Liza! What is _____ with you?
Liza : My arm is hurt.
Risa : May I _____ you?
Liza : Of course. _____ ___, Risa.
UNIT 4

Draw Your Ship!

A. LET'S READ ALOUD!

Match the picture with the correct word! Then, repeat after your teacher!

Plane
Pedicab
Taxi
Bicycle
Ship
Car
B. LET'S FIND IT!

Listen to your teacher and mark the picture! Then, write them!
(You may colour the picture)

Example:
(Teacher says: circle the car!)
Change the sentence in the box into imperative form!

*Example:* Lisa takes the picture of car.
  - **Take the picture of car!**

Children colour the picture of bicycle.
  - _____________

I draw a ship.
  - _____________
C. LET'S PLAY!

1. Show the Action!
   Do what the teacher says!

   a. Find a picture of Car!
   Find a picture of Helicopter!
   Find a picture of Train!

She writes pedicab on the blackboard.
- __________________
- __________________

We call a taxi.
- ________

Andi chooses the picture of bus.
- __________________
- __________________

They spell the word plane.
- __________________
b. Draw your Ship!
   Draw your Bicycle!
   Draw your Plane!

c. Show a picture of Pedicab!
   Show a picture of Truck!
   Show a picture of Motorbike!

d. Spell the word Bus!
   Spell the word Taxi!
   Spell the word Bicycle!
2. **Learn and Perform it!**

Choose one, remember it, and perform it in front of the class!

**Match them!**

<table>
<thead>
<tr>
<th>1. What are you doing:</th>
<th>a. menggambar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Draw:</td>
<td>b. menyusun</td>
</tr>
<tr>
<td>3. Paint:</td>
<td>c. apa yang sedang kamu lakukan</td>
</tr>
<tr>
<td>4. List:</td>
<td>d. mewarnai</td>
</tr>
<tr>
<td>5. Amazing:</td>
<td>e. foto</td>
</tr>
<tr>
<td>6. Photo:</td>
<td>f. menakjubkan</td>
</tr>
<tr>
<td>7. Colour:</td>
<td>g. melukis</td>
</tr>
</tbody>
</table>

**Dialogues:**

a. **Toni:** Sasa, what are you doing?
   **Sasa:** I am drawing a plane. What about you?
   **Toni:** I am colouring this motorbike.

b. **Sara:** Fahmi, what are you doing?
   **Fahmi:** I am painting my own car. What about you?
   **Sara:** I am colouring the ship.
c. Abdul : Bondan, what are you doing?
Bondan : I am listing the kind of transportation. What about you?
Abdul : I am colouring the bicycle.

b. Resa : Liza, what are you doing?
Nanda : I am looking at the amazing helicopter photo. What about you?
Resa : I am colouring the pedicab.
TEACHER’S NOTE

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
UNIT 1

What is Your Favorite pet?

A. LET’S READ ALOUD!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare the teaching tools, including the big paper which contains pictures of kinds of pet</td>
<td>-</td>
</tr>
<tr>
<td>Ask students to repeat the words after you</td>
<td>Repeat after the teacher</td>
</tr>
<tr>
<td>Give students a few minutes to learn the words</td>
<td>Learn the words that you have learned for a few minutes</td>
</tr>
<tr>
<td>Give time for students to colour the pictures (if there is a rest of time)</td>
<td>Colour the pictures</td>
</tr>
<tr>
<td>Review the learning by asking students the pets on your big paper</td>
<td>Be ready to answer the teacher’s question</td>
</tr>
</tbody>
</table>

LIST OF VOCABULARY

Dog = anjing (dɒg)
Cat = kucing (kæt)
Bird = burung (bɜːd)

Fish = ikan (fɪʃ)

Horse = kuda (hɔːs)

Parrot = burung beo (ˈpær.ət)

Rabbit = kelinci (ˈræb.ɪt)

Hamster = hamster (ˈhæm p.ətər)

Turtle : kura-kura (ˈtɜː.tl)

Rooster : ayam jantan (ˈruː.ətər)
B. LET’S FIND IT!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what to do (see the example)</td>
<td>Listen to the teacher’s explanation</td>
</tr>
<tr>
<td>Ask students to listen carefully and give number on the picture</td>
<td>Listen carefully to the teacher and give number on the picture</td>
</tr>
<tr>
<td>1. Horse</td>
<td>4. Parrot</td>
</tr>
<tr>
<td>2. Fish</td>
<td>5. Cat</td>
</tr>
<tr>
<td>3. Dog</td>
<td>6. Turtle</td>
</tr>
</tbody>
</table>
Ask students to write each pet of the picture  
Write each pet of the picture

Explain the imperative form (see the example)  
Listen to the teacher's explanation

Ask students to change a statement into the imperative form  
Change a statement into the imperative form

C. LET’S PLAY!

1. Show the Action!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the students all commands/imperative forms in part C by demonstrating the actions</td>
<td>See the teacher's actions while memorizing the actions</td>
</tr>
<tr>
<td>Play a simple game with the students  The game: ask some students to come in front of the class and order them to do what you say, the rest students will see the students who do the correct action.</td>
<td>Do what the teacher say</td>
</tr>
</tbody>
</table>

2. Learn and Perform it!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to imitate and repeat each sentence in the dialogue after you</td>
<td>Imitate and repeat after the teacher</td>
</tr>
<tr>
<td>Ask students to find the meaning of each word in the box</td>
<td>Find the meaning of each word in the box by consulting the dictionary</td>
</tr>
<tr>
<td>Ask students to work in pairs</td>
<td>Work in pair, choose one of the dialogue, and memorize the dialogue</td>
</tr>
<tr>
<td>Ask students to perform the dialogue (you can change the circumstance in the class by asking the students to make a circle or go outside the class)</td>
<td>Perform the dialogue in an interesting way</td>
</tr>
</tbody>
</table>
UNIT 2
Open the Window, Please!

A. LET’S READ ALOUD!

Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare the teaching tools, including the flash cards which contain pictures</td>
<td>-</td>
<td>Repeat after the teacher</td>
</tr>
<tr>
<td>Ask students to repeat the words after you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give students a few minutes to learn the words</td>
<td>Learn the words that you have learned for a few minutes</td>
<td></td>
</tr>
<tr>
<td>Ask students to write the things in part A</td>
<td>Write the things in part A</td>
<td></td>
</tr>
<tr>
<td>Review the learning by asking students the things in the flash cards</td>
<td>Be ready to answer the teacher’s question</td>
<td></td>
</tr>
</tbody>
</table>

LIST OF VOCABULARY

<table>
<thead>
<tr>
<th>Picture</th>
<th>Name</th>
<th>How to pronounce</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Blackboard" /></td>
<td>Black board</td>
<td>ˈblæk.bɔːd</td>
<td>Papan Tulis hitam</td>
</tr>
<tr>
<td><img src="image2.png" alt="Whiteboard" /></td>
<td>White board</td>
<td>ˈwaɪt.bɔːd</td>
<td>Papan tulis putih</td>
</tr>
<tr>
<td><img src="image3.png" alt="Chalk" /></td>
<td>Chalk</td>
<td>ˈʃɔːk</td>
<td>Kapur</td>
</tr>
<tr>
<td>English</td>
<td>Indonesian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marker</td>
<td>Spidol papan tulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>Meja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk</td>
<td>Meja Kerja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td>Kursi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Door</td>
<td>Pintu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Window</td>
<td>Jendela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cupboard</td>
<td>Lemari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eraser</td>
<td>ɪˈreɪ.zə.r</td>
<td>Penghapus</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>ˈklɑːs.ruːm</td>
<td>Kelas</td>
<td></td>
</tr>
</tbody>
</table>

**The flash cards**

![Eraser image](image-url)

![Classroom image](image-url)

![Blackboard image](image-url)

![Chalk image](image-url)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
B. LET’S FIND IT!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students to listen to you and give number on the picture. 1. Blackboard 2. Chalk 3. Chair 4. Eraser</td>
<td>Listen to the teacher carefully and give number on the picture.</td>
</tr>
<tr>
<td>Ask students to change a statement into the imperative form.</td>
<td>Change a statement into the imperative form.</td>
</tr>
</tbody>
</table>

C. LET’S PLAY!

1. Show the Action!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the students the commands by telling the story about “Simon says”.</td>
<td>Listen to the teacher carefully and memorize the actions.</td>
</tr>
<tr>
<td>Play the game “Simon says” with the students. For example: There is a new English teacher in this school. His name is Mr. Simon. Mr.</td>
<td>Do what “Simon says”.</td>
</tr>
</tbody>
</table>
Simon teaches this class now. After teaching, he needs someone's help to clean the blackboard. So, Mr. Simon says “Jono, clean blackboard!”, etc.

2. **Learn and Perform it!**

**Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to imitate and repeat each sentence in the dialogue after you</td>
<td>Imitate and repeat after the teacher</td>
</tr>
<tr>
<td>Ask students to find the meaning of each word in the box</td>
<td>Find the meaning of each word in the box by consulting the dictionary</td>
</tr>
<tr>
<td>Ask students to work in pairs</td>
<td>Work in pair, choose one of the dialogue, and memorize the dialogue</td>
</tr>
<tr>
<td>Ask students to perform the dialogue (you can change the circumstance in the class by asking the students to make a circle or go outside the class)</td>
<td>Perform the dialogue in an interesting way</td>
</tr>
</tbody>
</table>
**UNIT 3**

**POINT YOUR NOSE!**

**A. LET’S READ ALOUD!**

**Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare the teaching tools, including a big paper which contains pictures of parts of face and body</td>
<td>-</td>
</tr>
<tr>
<td>Ask students to repeat the words after you</td>
<td>Repeat after the teacher</td>
</tr>
<tr>
<td>Give students a few minutes to learn the words</td>
<td>Learn the words that you have learned for a few minutes</td>
</tr>
<tr>
<td>Ask students to listen to you and fill the blank</td>
<td>Listen to the teacher carefully and fill the blank</td>
</tr>
<tr>
<td>1. Knee</td>
<td>8. Chin</td>
</tr>
<tr>
<td>2. Shoulder</td>
<td>9. Hand</td>
</tr>
<tr>
<td>3. Forehead</td>
<td>10. Mouth</td>
</tr>
<tr>
<td>4. Nose</td>
<td>11. Toes</td>
</tr>
<tr>
<td>5. Eye</td>
<td>12. Hair</td>
</tr>
<tr>
<td>7. Head</td>
<td>14. Fingers</td>
</tr>
<tr>
<td>Review the learning by asking students parts of body on the paper</td>
<td>Be ready to answer the teacher's question</td>
</tr>
</tbody>
</table>

**LIST OF VOCABULARY**

**FACE**

Eye = mata /aɪ/
Nose = hidung
/toʊθ/

Ear = telinga
/ɜːr/

Mouth = mulut
/maʊθ/

Tooth = gigi
/tuːθ/

Forehead = dahi
/ˈfɔː.hed/

Chin = dagu
/tʃɪn/

Head = kepala
/hed/

Hair = rambut
/heə r/
The Picture

B. LET’S FIND IT!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students to draw parts of face and body and then, give number on the picture according what the teacher says</td>
<td>Listen to the teacher, draw the picture, and give number on the picture</td>
</tr>
<tr>
<td>1. Hair 6. Fingers</td>
<td></td>
</tr>
<tr>
<td>2. Arm 7. Leg</td>
<td></td>
</tr>
<tr>
<td>3. Shoulder 8. Mouth</td>
<td></td>
</tr>
</tbody>
</table>
C. LET’S PLAY!

1. Show the Action!

**Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the students the three ordered commands by demonstrating the actions</td>
<td>Pay attention to the teacher carefully and memorize the actions</td>
</tr>
<tr>
<td>Play a game with students (make a big circle and throw the ball, the student who gets the ball, he/she has to do what the teacher says in the three ordered commands directly)</td>
<td>Play the game and do what the teacher says</td>
</tr>
</tbody>
</table>

2. Learn and Perform it!

**Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to imitate and repeat each sentence in the dialogue after you</td>
<td>Imitate and repeat after the teacher</td>
</tr>
<tr>
<td>Ask students to find the meaning of each word in the box</td>
<td>Find the meaning of each word in the box by consulting the dictionary</td>
</tr>
<tr>
<td>Ask students to work in pairs</td>
<td>Work in pairs, choose one of the dialogue and memorize the dialogue</td>
</tr>
<tr>
<td>Ask students to perform the dialogue (you can change the circumstance in the class by asking the students to make a circle or go outside the class)</td>
<td>Perform the dialogue in an interesting way</td>
</tr>
</tbody>
</table>
A. LET’S READ ALOUD!

**Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare the teaching tools, including flash cards which contain pictures of means of transportation</td>
<td>-</td>
</tr>
<tr>
<td>Ask students to repeat the words after you</td>
<td>Repeat after the teacher</td>
</tr>
<tr>
<td>Give students a few minutes to learn the words</td>
<td>Learn the words that you have learned for a few minutes</td>
</tr>
<tr>
<td>Ask students to match the picture and the word</td>
<td>Match the picture and the word</td>
</tr>
<tr>
<td>Review the learning by asking students means of transportation on the flash cards</td>
<td>Be ready to answer the teacher’s question</td>
</tr>
</tbody>
</table>

**LIST OF VOCABULARY**

- **Car**: Mobil (ˈmɑːl)  
- **Bicycle**: Sepeda (ˈbɑɪ.sɪ.kl)  
- **Pedicab**: Becak  
- **Motorbike**: Motor (ˈmɔr.tə.baɪk)
The Flash Cards

**Bus**: Bis (bʌs)

**Taxi**: Taxi (ˈtæk.si)

**Plane**: Pesawat (pleɪn)

**Helicopter**: Helikopter (ˈhel.iˌkɒp.tər)

**Ship**: Kapal (ʃɪp)

**Truck**: Truk (trʌk)

**Train**: Kereta Api (treɪn)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
B. LET’S FIND IT!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students to listen to you and mark the picture according to your instruction (use the word: circle, underline, and give a thick on the picture of ...)</td>
<td>Listen to the teacher carefully and mark the picture</td>
</tr>
<tr>
<td>1. Circle the picture of pedicab, plane, ship</td>
<td></td>
</tr>
<tr>
<td>2. Put a thick on the picture of helicopter, bicycle</td>
<td></td>
</tr>
<tr>
<td>3. Underline the picture of taxi, bus</td>
<td></td>
</tr>
<tr>
<td>Ask students to colour the picture</td>
<td>Colour the picture</td>
</tr>
<tr>
<td>Ask students to change a statement into the imperative form</td>
<td>Change a statement into the imperative form</td>
</tr>
</tbody>
</table>

C. LET’S PLAY!

1. Show the Action!

Activities

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the students all commands by demonstrating the actions</td>
<td>Pay attention to the teacher and memorize the actions</td>
</tr>
<tr>
<td>Play a game with students (ask some students to place themselves in different position and then, you order them the same instruction. The rest</td>
<td>Play the game and do what the teacher says</td>
</tr>
</tbody>
</table>
students will see the selected students who do the right action

2. Learn and Perform it!

Activities

<table>
<thead>
<tr>
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<th>Students</th>
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<td>Work in pair, choose one of the dialogue, and memorize the dialogue</td>
</tr>
<tr>
<td>Ask students to perform the dialogue (you can change the circumstance in the class by asking the students to make a circle or go outside the class)</td>
<td>Perform the dialogue in an interesting way</td>
</tr>
</tbody>
</table>