DESCRIPTIVE STUDY OF TOTAL PHYSICAL RESPONSE AND DRILLING METHOD FOR TEACHING ENGLISH SKILLS AT AT-THOHIRIYAH KINDERGARTEN

A GRADUATING PAPER
Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

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2019
DECLARATION

بِسْمِ اللَّهِ الرَّحْمنِ الرَّحِيِّمِ

"In the name of Allah the Most Gracious and the Most Merciful"

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher himself. This paper does not contain any materials which have been published by other people; and it does not cite any other people's ideas except the information from the references.

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Salatiga, June 26th 2019

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Case: Mohammad Anas Sofyan’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Mohammad Anas Sofyan’s graduating paper entitled “DESCRIPTIVE STUDY OF TOTAL PHYSICAL RESPONSE AND DRILLING METHOD FOR TEACHING ENGLISH SKILLS AT AT-THOHIRIYAH KINDERGARTEN”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty.
I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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Salatiga, Augusts 26th 2019

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Mohammad Anas Sofyan
113-12-002
A GRADUATING PAPER

DESCRIPTIVE STUDY OF TOTAL PHYSICAL RESPONSE AND DRILLING METHOD FOR TEACHING ENGLISH SKILLS AT AT-THOHIRIYAH KINDERGARTEN

WRITTEN BY:
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on July 10th 2019, and hereby considered to complete the requirements for the degree of Sarjana pendidikan (S.Pd) in English and Education.

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MOTTO

“There is no power and no strength except with Allah”

Narrated by Imam Ahmad in his musnad (V/159)
DEDICATION

This graduating paper is dedicated to:

1. My beloved mother (Muniroh) and father (Rohmad), thanks for all of the prayers, struggle, and sacrifice.
2. My beloved sisters (Nurul Imaniyah and Afifaturrahmah) thanks for your motivation and support.
3. My big brothers of Unbreakable (Faisal Abi Yusuf, Ahmad Zamroni, Ahmad Chudhori, and Surya Agung Wijaya), thanks for your help, motivation, and support.
4. My friends in CEC, thanks for your motivation and support.
ACKNOWLEDGEMENT

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidances, advices, helps, and encouragements from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Prof. Dr. Zakiyuddin, M. Ag as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Prof. Dr. H. Mansur, M.Ag as the Dean of Teacher Training and Education Faculty.
3. Norwanto, S.Pd., M.Hum., Ph.D. as the Head of English Education Department.
4. Hanung Triyoko S.S., M.Hum., M.Ed. as a counselor who has educated, supported, directed and given the researcher advices, suggestions, and recommendations for this thesis from beginning until the end.
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6. All of the staffs who have helped the researcher in processing of graduating paper administration.

7. All of my friends from A class of TBI 2012.

8. All of my friends from Communicative English Club (CEC). Keep pacing the world with English

9. All teacher and staff of At-thohiriyah Kindergarten and EEE education.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestions and contributions from the readers for the improvement of the graduating paper.

Salatiga, June 26th 2019

The researcher,

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ABSTRACT


The researcher conducted the research to know the use of Total Physical Response and Drilling Method for Teaching English Skills at At-Thohiriyah Kindergarten. This research answered two questions (1) What kind of media are covered for teaching English skills through Total Physical Response and drilling method at At-Thohiriyah Kindergarten? (2) How does teacher use Total Physical Response and drilling method for teaching English skills at At-Thohiriyah Kindergarten? The research design of this research was descriptive qualitative. From the research, the researcher could conclude that teacher used different media in every meeting. In meeting one, teacher used three media, for example: flashcard, ball, and song. Those media are useful for all learning styles. It was also happen in next meeting that teacher used video and song in the second observation. In the last observation, teacher used picture, song, and coloring book. By using those media, the teacher taught the students about English vocabulary with fun atmosphere and interactive communication with the teacher, however, not all of students were able to learn language in conscious and subconscious ways because some students got less attention from teacher.

**Keywords**: total physical response, drilling method, young learner.
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CHAPTER I
INTRODUCTION

A. Background of the Research

English for centuries has been used as an international communication language. It means language that we use officially in any international agenda is English. This language has long history in development of grammar and vocabulary. Through colonization of Europeans in 1800-1976, English language starts to spread widely in many countries around the world (Lavey, Pridmore, Spencer & Viljoen, 2014: 43). At the same time, science and the results of innovation in Europe are published in English language. Most of factors above are the things that make English that make English language as international language. Therefore, researchers in linguistic field are very possible to study the process of learning English language for children in their research.

Observing children learn language in class which is one of interesting topic to observe. Like in the Behaviorism theory, the mastering of children first language can be looked from pronouncing of words that imitated from what they hear in their environment. In other words, the children can apply a language a language easily with repetition and imitation from their teacher in classroom environment (Marysia, 2004: 18). Therefore, English language is a foreign language in Indonesia can be taught with various methods by teacher in their classroom.
Teaching and learning process is also important when the teacher teaches students in the class. Based on (Alan, 2009: 1) the process here is activities in the classroom that is created by the teacher consciously to upgrade ability and potential of children. In the process, the teacher is able to observe his students development holistically. From observation, the teacher also can estimate the result that will student get. Moreover, the level of teaching skill from the teacher will increase through the observation of teaching-learning process in the class. From some reasons above, the observation in teaching-learning process is important to do for the teacher or developer of education.

Language teaching for Children has important role in learning process in the classroom. In this case, early or children language learner receive anything from their teacher without critical analysis. Hence, the teachers have to deliver the material correctly and clearly. When the students get wrong concept of language that they learn from their teacher, they will always consider that what they get is correct before someone fix it. Ideally, every kindergarten has professional and competent teachers who can guide their student to mastering what they learn.

Salatiga city is the place where the researcher does the research. In the city, there are many kinds of school ranging from preschool to university. The researcher chose At-Thohiriyah Kindergarten as a place to research. There are more than 15 kindergartens, yet not all have included English language in its curriculum. At-Thohiriyah kindergarten is one of
include English language in its curriculum. The other reasons why the researcher took place of research in At-Tohiriyah: firstly the kindergarten not only works with Islamic values, under shade of At-Thohiriyah foundation but also still give the chance for the students to think widely by learn English language. Secondly, there are increasing the number of students and facilities in over last few years. The last one, the place is strategic for study. It is located not far away from city center, and stand on Domas Street which quiet enough for learning process.

Early English Education (EEE) is an English course located in ABC Salatiga. It develops curriculum of English learning in At-Thohiriyah kindergarten and collaborate with more than 50 primary educations in Salatiga and its surrounding. Mostly teacher in EEE have had bachelor degree in teaching as fresh graduate so they are still young and energetic. EEE English course has aim to introduce English language to children with fun. Generally, tools that EEE use to get the aim are storytelling, games, give students chance to talk and write in English. All of the tools are focus for fluency in speaking English. Drilling words and sing English children songs are used by EEE to increase student’s vocabulary.

Children cannot learn English literally. It happens because the ability to read and write is not possessed by mostly 7 years old children. The other side, they can listen some English sources but the listening skill needs to develop in this age. Therefore, teacher and student’s interaction in kindergarten will make language learning process easier. In the last words,
teaching and learning process is to make a bridge between English literacy and the children.

From all of the background above, the researcher wants to know the children teaching-learning process in English language. Hence, he decide to make a research entitled “DESCRIPTIVE STUDY OF TOTAL PHYSICAL RESPONSE AND DRILLING METHOD FOR TEACHING ENGLISH SKILLS AT AT-THOHIRIYAH KINDERGARTEN”.

B. Problems of the Research

According to the background of research above, there are any problems but the researcher limit of the problems as follow:

1. What kind of media are covered for teaching English skills through Total Physical Response and drilling method at At-Thohiriyah Kindergarten?

2. How does teacher use Total Physical Response and drilling method for teaching English skills at At-Thohiriyah Kindergarten?

C. Objectives of the Research

Based on the problem of research, the researcher has aim as follow:

1. To identify kind of media are covered for teaching English skills through Total Physical Response and drilling method at At-Thohiriyah Kindergarten.

2. To know the implementation of Total Physical Response and drilling method for teaching English skills at At-Thohiriyah Kindergarten.
D. Benefits of the Research

The researcher expects that the results of the research give benefit in case of:

1. Theoretically
   a. Giving some contribution to enlarging the knowledge about English teaching learning process in kindergarten, which is hope that after read and analyzed this research the reader will be more understand the English teaching learning process in kindergarten.
   b. The result of the research is expected be able to motivate the next researcher to make further research.

2. Practically

   The result of research will be useful for kindergarten English teacher as addition information of teaching English for kindergarten student. The teacher can improve the capability of teaching through practice various method of teaching learning process especially for kindergarten student.

E. Definition of the Key Terms

1. Descriptive study

   Descriptive study is an investigation that attempt to describe accurately and factually a phenomenon subject area (Jeremy, 2005: 164)
2. Teaching

Teaching is a process of delivering knowledge from the teacher to students and the teacher make conducive situation that is possible for the student to learn from the teacher (Jeremy, 2005: 56).

3. Learning

Learning is the process by which change in behavior, knowledge, skill, and through practice instruction or experience and the result of such a process (Richard & Schmidt, 2010: 325).

F. Limitation of the Research

This research specifically concern on the English teaching-learning process (teaching method, steps of teaching, tools to give instruction, students and teacher’s role) and the evaluation model in At-Thohiriyah Kindergarten Domas, Salatiga.

G. Graduating Paper Outline

This research is divided into five chapters. Each chapter explains different matters in line with the topic that is discussed. Chapter I is an introduction, consists of the background of the research, problems of the research, objective of research, benefits of the research, definition of key terms, and limitation of the research and paper outline. Chapter II is a theoretical framework, consists of teaching-learning process (teaching method, steps of teaching, tools to give instruction, student and teacher’s role). Chapter III presents the research methodology. It consists of research method, the procedure of the research, object of the research, data
source, method of collecting data, and the technique of data analysis.
Chapter IV is data analysis and discussion. It is the analysis to answer the
problem of the research. Chapter V is the conclusion. It is the conclusion
of the research and suggestion that the writer makes from the findings that
the writer has.
CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

1. Concept of Teaching

Teaching is not just as simple as about transferring teacher’s knowledge to the students. Teaching does not mean transferring knowledge to students, but it is helping students to develop their own knowledge (Bowden and Ference, 1998: 3). By McManus (1989) cited in Smith and Laslett (2002: 1) that:

Teaching is more than the sum of its parts’ but it is possible from research, observation and autobiographical anecdote to discern ‘four rules’ of classroom management applied by successful teachers which like the ‘four rules’ in arithmetic, once assimilated, can be applied in many different situations.

In brief it can be informed that teaching is a combined part probably taken from research or observation of the classroom with rules in which it can be flexible applied in many different situations.

Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching provides assistance and facilities to the students in order to the students can learn well. Therefore Holkes at al (in Richard Freeman, 1996: 242) said that teaching is cognitive as well as a behavioral activity and that teacher” theories and beliefs about teaching, teacher and learners
guide their practical of knowledge classroom action. It means that teaching is transfer process of knowledge from teacher to the students. Teacher must know about the activity and the behavior of the students. For the statement above, it can be concluded that teaching provide assistance and facilities to the students to transfer knowledge from teacher to the students.

In another way, it can be informed that teaching process is continuously interactional product between development and experience. The learner learns from their experiences and develops their experience so that they will get a new knowledge and self-development. Furthermore, teaching is knowledge cultivating from the teacher to the students.

Teaching process consists of many aspects which it is systematically done. Each of the aspects is interconnected so it cannot be separated. Furthermore, this is done continuously (Rohani, 2004: 1). This can be meant that according to Rohani, teaching is combined activities done systematically and continuously.

2. Concept of learning

Kolb (1984: 38) argues that defining learning in terms of the change in behavior is limiting and it poorly characterizes the learning process. Kolb defined learning as a human adaptation process. “It is a process whereby knowledge is created through the transformation of experience”. He cited Lewin”s (1951) work as the empirical evidence
for supporting a learning cycle theory that begins with the experiences of the learner. Lewin’s formula for learning describes human behavior as a function of a person and the environment. Learning takes place, according to Lewin, when a learner (person) interacts with, or is stimulated by, an environment. Others adopt the same “human adaptation process” explanation for learning, but cast it in different ways. From the some theories above, the researcher concludes that learning is the process of adaptation and interaction to get the knowledge and experience in the environment by human.

According to UNESCO (2006: 9) learning activities are defined any activities of an individual organized with the intention to improve his/her knowledge, skills and competence. It can be meant that the process of improvement of self-knowledge, skills and competence through learning activities. Every individual attempts to get things done or in purposes.

There are two fundamental criteria to distinguish learning activities from non-learning activities, they are: the activity must be intentional and the activity are organized some ways. It can be informed that the learning activities can be distinguished by the intention and its organization. Meanwhile, learning according to Green (201: 10) is seen as a collaborative process between students and teacher. This can be meant that learning is an interaction between the students and a teacher.
According to Rohani (2004: 19) learning is a behavioral changing caused by experiences and practices. Experience is an interaction between individuals and their environment with their observation and practice. In this interaction, they get new knowledge, attitude, skill, etc.

Language learning is a conscious process to learn a language. It refers to formal study of a language rules. Richards & Rodgers (2001). It can be summarized that language learning is a well-planned process to master a language. In which, the learners learn in a formal way and a language rules.

Those explanations have the same focus that learning is an effort to get something done. It may that they have different point of views on how they define learning such as; intentional learning, integral part of life and behavioral changing. Those still lead to the conclusion that learning is a process of self-development.

3. Teaching Method

Method has an important role in order to support teaching and learning process. A teacher has to know what kind of method which are able to be employed in order to create an effective teaching.

There are some definitions of method itself. According to Anthony (1963) as quoted by Brown (2000: 14) gives us a definition that has admirably withstood the test of time. His concept of “method” was the second of three hierarchical elements, namely
approach, method, and technique. Anthony (1963) as quoted by Brown (2000: 14) says that “method was described as an overall plan for systematic presentation of language based open a selected approach”. In addition, Richard and Rodgers (1982: 154) as quoted by Brown (2000: 14), “a method was an umbrella term for the specification and interrelation of theory and practice”. Brown (2000: 16) also states that:

   Method is a generalized set of classroom specification for accomplishing linguistic objective. Method tends to be concern primarily with teacher and student roles and behavior and secondarily with such features as linguistic and subject- matter objectives, sequencing, and materials. They are almost always thought of as being proudly applicable to variety of audiences in a variety of contexts.

   While Brown (2007: 6) defines method as a generalize set of classroom specification for accomplishing linguistics objectives. Methods tend to be concerned primarily with the teacher and students roles and behavior ad secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to the variety of audiences in a variety of contexts.

   There are many methods used in English teaching, some examples are:
a. **Content-Based Instruction**

Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus (Richard & Rodgers, 2001: 204).

b. **Communicative language teaching method (CLT)**

In this method, the learners learn language through using it to communicate. The authentic and meaningful communication should be the goal of classroom activities. The communication itself involves the integration of different language skills. Learning is seen as a process of creative construction and involves trial and error (Richard & Rodgers, 2001: 172).

c. **Cooperative Language Learning**

In Cooperative Language Learning, group activities are the major mode of learning. Group activities are carefully planned to maximize students’ interaction and to facilitate students’ contribution to each other’s learning. Cooperative language learning activities can also be used in collaboration with other teaching method and approach (Richard & Rodgers, 2001: 201)
d.  **TPR (Total Physical Response)**

To young learners, it is suitable for using a TPR (Total Physical Response). Richards and Rodgers (2001: 73), “TPR (Total Physical Response) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”. According to Richards and Rodgers (2001: 74) say that children’s ability in listening comprehension is required because children are required to respond physically to spoken language in the form of parental command. Listening should be accompanied by physical movement, for example: when the teacher said “Hide your hand!” at the same time he hides his hand. He could ask the students to do the same he does then.

4. **Media in Language Teaching**

In teaching learning process, media is one of component that influence the student’s achievement. As a way in to outlining the case for media teaching in English, it is important to reflect briefly on the emergence and identity of Media Studies, which has only existed in schools for about 20 years. English teachers have been formally required to teach about aspects of the media as part of the National Curriculum since 1989, making it sound as though such work is firmly established in the English classroom. Media Education has never really developed in any significant way and the National Literacy Strategy,
especially the literacy hour, has, if anything, diminished its presence (Goodwyn and Brason, 2005: 90).

From the definition above it can be concluded that many media for learning process to reach the goal of teaching learning. Media is the important thing that can support teaching learning process. It’s one of the facilitate teacher to deliver the material for the students.

There are some media that use in the research. According to Scrivener (2011: 333), “flashcards as English language Teaching jargon for picture (or diagram, words, etc.) that you can show to the student, typically something you can hold up when standing in front of the whole class”. According to Scrivener (2011: 334), “picture stories can be in a book or handout, drawn on the board OHP, on flashcard or on posters.

According to Scrivener (2011: 337), “storytelling is one of the massages that teaching supervisors and teacher-training courses tend to hammer home as much as possible is that teacher talking time (TTT) is a bad thing, and that it should be cut down”. According to Scrivener (2011: 337), “storytelling is a useful short activity for the end of a lesson, perhaps, or main lesson to provide a change of mood”. According to Scrivener (2011: 338) says that songs on recording, video, or perhaps played on a guitar in the classroom or often use as a “filler” activity to change the mood or pace of a lesson. Find, but do be
aware that songs can also be usefully in the grated into the main flow of your course. Scrivener (2011: 347) also states that the teacher divides the classroom into two teams. One team sends one member to the front, who then sits facing the class, with his back to the board. The team of the student sitting at the front must define the word in the blackboard or give example without saying the actual word.

5. Teacher and Learner Roles

Based on government rule no. 74 year 2008 about teacher’s section 52 said that some roles of teacher are; plan the learning, guiding and training the students. Design of learning and organizing teaching process are a teacher responsibility. Design of learning is a tool that helps a teacher to do effective and efficient learning and teaching process (Rohani, 2004: 69).

Meanwhile, according to Harmer (2001: 57-62), the teacher’s roles are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. This can be meant that the teacher’s roles are complex. They should act differently depending on the situational needs. Teachers are demanded to be creative so that they can create an effective and efficient learning and teaching process. A vital role for any teacher is fostering students’ creativity. It can help the learners to develop their skills, analytical skill, critical thinker, problem solving skill, etc. Tomlinson (2015: 24) cited in Maley & Peachey (2010: 24).
The teacher is the most powerful in the classroom. There are many ways for the teacher to use that power by Edge (2001: 9), such as:

a. **Organization**

The learners have purpose in their activity in the classroom, which they are learning in the classroom to get knowledge. In the other words, the learners feels confidence in their teaching learning process. In this case learners have structure which exactly in their learning.

b. **Security**

The learners must give one condition which safe and comfort to the students. So, the condition in the classroom will be conductive without the students feel afraid or noisy in their learning.

c. **Motivation**

Learners will be success if they are a given motivation when they learn. The teacher should give motivation to their students if they faced difficulties or problem in their assignment.

d. **Instruction**

Learners need to be told new things, and told how to do new things.
e. **Modeling**

   Learners need to be shown the new things, and shown how to do new things.

f. **Guidance**

   Learners need a helping hand and discover new things and to practice new skills.

g. **Information**

   Learners need source of extra information about what they are learning, which they can call on as required.

h. **Feedback**

   Learners need to know how close they are getting to their targets.

i. **Encouragement**

   Learners need to feel that the language is developing inside them, even if what they are producing at the moment seems unlike Standard English.

j. **Evaluation**

   Learners need to know the result of their study. So, motivate instruction, model, guidance, information, give feedback, encourage, and evaluate.

   The Teachers take an important part of teaching according to above explanations. The teachers are demanded to be creative and active in the pre teaching and during the teaching process as
well as after the teaching process. Design of learning is a systematic planning in the learning and teaching process. The teachers are demanded to comprehend how to design a teaching and learning process deeply.

According to Edge (2001: 9) all learners are similar. They have everything possessed by somebody else, such as intelligences, emotional, a place to live and everything else that goes with being a human being including the ability to speak at least one language. Among learners to the others, they are different. It can be caused by their background, educational, social and cultural, where they live. So it is most important aspect in their learning process. Some learners are more successful than others. These characteristics are typical of good language learners, although no learners would have them all:

a. They have a positive attitude about the language they want to learn and about speakers of that language.

b. They have a strong personal motivation to learn the language.

c. They are confident that they will be successful learners.

d. They are prepared to risk making mistakes and they learn from the mistakes that they make.

e. They like to learn about the language.

f. They organize their own practice of the language.
g. They find ways to say things that they do not know how to express correctly.

h. They get into situations where the language is being used and they use the language as often as they can.

i. They work directly in the language rather than translate from their first language.

j. They think about their strategies for learning and remembering and they consciously try out new strategies.

B. Previous Research

The researcher found another previous research that is relevant with this research. The first previous research was conducted by Putri in 2016. She has research entitled “Teaching English for Young Learners using a Total Physical Response (TPR) Method”. The objectives of this research are to describe the use of Total Physical Response (TPR) Method to teach English for young learners. The research finding shows that (1) Total Physical Response is one of an interesting method for teaching young learner, because they directly practice the command with the physical movement. (2) It is suitable for teaching young learner. (3) Based on the researcher, it is better method for teaching young learner who has kinesthetic learning style. In practicing this method, the teacher does not need much preparation to use this method in teaching learning process. It is good for teaching listening, speaking skills and improving students’ vocabularies.
In the previous research, the researcher used literature research or the data based on the book. However in this research, the researcher uses qualitative research based on data observation in the real class. The similarities are about the research design (descriptive qualitative research) and talk about teaching method for young learner.

Second previous research was conducted by Reed Yamauchi in 2014. She has an action research project entitled “Multiple intelligences and vocabulary recall in Young Learners: An Action Research Project”. In the action research, a combination of quantitative data, namely, checklists completed by the teacher and an independent observer were analyzed in terms of descriptive summaries and themes with the results triangulated (Wallace, 1998). The research was conducted in a private kindergarten approximately 25 students, aged 5-6 years, living in rural Japan. In cycle 1: she uses chants. To determine whether or not the vocabulary words were known to the students, the vocabulary items were introduced via a chant designed by the researcher containing six vocabulary words. Cycle 2: Drilling. The intention of Cycle 2 was to determine the effect of drilling on students’ oral recall of the target vocabulary. In Cycle 3, the researcher aimed to discover the effect on oral recall of teaching through song. The results are Students orally recalled vocabulary 81.25%, 91.67%, and 77.08% of the time in Cycle 1 (chant), Cycle 2 (drill), and Cycle 3 (song), respectively. In comparison to this graduating paper, there are some differences and similarities. The researcher finds the different method in
the research between previous research and this research. In previous research, the researcher used classroom action research. However, in this research the researcher uses qualitative research. Both of them have similarities in the subject of research which is teaching for young learner.

The third previous research is conducted by Agung Ginanjar Anjaniputra in 2013 entitled “Teacher’s Strategies in Teaching Speaking to Students at Secondary Level”. The researcher graduated from English Education Study Program of Indonesia University of Education. This research is aimed at portraying teacher’s strategies in teaching speaking to students at secondary level and recognizing to students” response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students” response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. From this previous research, the differences are about subject and object of the research. The similarities are about the technique of collecting data and the research design. Both of researches have similarities how to collect the data by
using observation and interview. However, the previous research focused on a speaking skill. In contrast, my research has wider skill.

Fourth previous research is conducted by Dewi Rohmawati entitled “The Use of MIT (Mediated Instruction of Text) Strategy and Printed Material to Improve Reading Skill to The Eight Grade Students of SMP N 2 Bandungan Satu Atap Kab. Semarang in Academic Year of 2015/2016”. This research is aimed to improve students’ reading skill through MIT (Mediated Instruction of Text) strategy and printed material. This research will answer these main questions (1) How is the profile of reading skill of eight grade students of SMP N 2 Bandungan Satu Atap in the academic year 2015/2016?. (2) How is the effect treatment with MIT (Mediated Instruction of Text) strategy and printed material of students” gender on the reading skill achievement of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year 2015/2016?. (3) How is the significant influence of MIT strategy and printed material in improving students” reading skill of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year of 2015/2016?. Twenty seven students of the eight grade students of SMP N 2 Bandungan Satu Atap 2015 were instructed through MIT strategy and printed material to improve their reading skill. The methodology of this research used classroom action research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. Before MIT strategy and printed material applied, the profile of reading skill of the eight grade students was low, it showed from the test record that only 33,33% students pass the standarized score \( (KKM) \) and 66,66% still were under average. While the target all of students pass the standarized score (70). After students got treatment the score increased in each
cycle it can be seen from the result of pre-test, in cycle 1 the mean of post-test higher than pre-test: 70,00>61,48 and in cycle 2: 80,37>70,37. The T-calculation results also shows that T-calculation of cycle 1 is 5,76 higher than t-table 2,77 and cycle 2 is 7,09. In cycle 2 all students between boy and girl students could pass the standardized score. It means that the use of MIT strategy and printed material is able to improve the students’ reading skill. The researcher can conclude that previous research used printed media, but in this research, the teacher does not only use printed media based on EEE’s syllabus before the researcher conduct his research.
CHAPTER III

RESEARCH METHODOLOGY

A. Type of research

Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data. There are two kinds of research namely Qualitative and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers. According to Richard and Cook as quoted by Nunan (1992) say that:

Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assume the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected). Research methodology is scientific way to get data with specific purpose and utility.

There are four things which have to concern in researching; scientific way, data, purpose and utility. According to Creswell (2008) as quoted by Herdiansyah (2012) says that research is a process of steps used to collect and analyze information to increase our understanding of a topic.
or an issue which is consists of three steps: pose a question, collect data to answer the question and present an answer to the question.

This research uses descriptive-qualitative method in conducting the research. Kothari (2004: 3) defines “Qualitative research is concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind”. In line with Kothari, Creswell (2007: 37) states that qualitative research is defined as a process of investigating human relation issues in comprehensive view, structured by sentences, presented in detail from informants, and conducted in a natural settings.

Based on Neville (2007: 3) “Qualitative research is more subjective in nature than Quantitative research and involves examining and reflecting on less tangible aspect of a research subject”. Qualitative research viewed as a research procedure enable to explain data descriptively using sentences or utterances by the researcher.

Neville (2007: 3) further explain that Descriptive research can be used to collect data, analyze data, and draw conclusion. Arikunto (2010: 3) also explain that “Descriptive research is the study intended to investigate the situation, 20 conditions, circumstances, events, and other activities. Then the result is presented in a research report

B. Place and Time of Research

This research was conducted in At-Thohiriyah Kindergarten Salatiga. It is located at Domas street 62 Salatiga, Central Java. The
researcher only focused on the B class of At-Thohiriyah Kindergarten Salatiga in the academic year 2018/2019.

C. Data Sources

According to Lofland as quoted by Moleong (2004: 112) sources of data in qualitative research are words and events, for the additional data can be documents or others. The research data in this study were collected in the form of information about the teaching-learning activities at At-Thohiriyah Kindergarten Salatiga.

The sources of the data in this research included events, informants, and documents.

1. Event

The event in this research is in the form of the teaching and learning activities in the classroom of English at the B class of At-Thohiriyah Kindergarten Salatiga in the academic year 2018/2019.

2. Informant

Informant which in descriptive qualitative research is often called as respondences are people who give the information for the research. The informant of this research, the teacher of the class, is Mr. Sutrisno because he is the English teacher who is responsible for teaching the B class of At-Thohiriyah Kindergarten Salatiga in the academic year 2018/2019 and this class consist of 20 students. The English teacher will be the additional informant of this research. The
main data will be found from the English teaching-learning process through observation.

3. Document

The documents of this research will be taken from printed and recorded materials. The documentation data in this research include lesson plan, school profile and students’ list. It is also found from the recording of the students’ activities and from interview with the teacher.

Those data sources were analyzed to answer two research questions above dealing with teaching methods, and teaching-learning materials.

D. Technique of Collecting Data

In collecting the data, the researcher needs some instrument to get information for this research. The researcher used three instruments for collecting the data. They are observation, interview and document.

1. Observation

Observation data is used the first instance in the qualitative research, consisting of recording, transcript, and notes relating to our subjects’ behavior and language. Arikunto (2006: 229) says that an observation is a way to get information by observing and taking notes systematically about observed phenomenon. According to Glesne (2006: 53) says that when a researcher begins role as a participant observer, he or she tries to observe everything that happens: notes and
jots down thoughts narrow, specific regard for our research problem. In using observation method the researcher arranges form consists of some items about the objects that will be observed.

The researcher observed the English language teaching and learning process. They were related to the teaching methods, and teaching-learning materials. The researcher filled the observation form and write down notes for additional information. This observation was addressed to the teachers and all students of the B class of At-Thohiriyah Kindergarten Salatiga.

First observation was conducted on Tuesday, February 12th 2019. Second observation was conducted on Friday, February 15th 2019. Third observation was conducted on Tuesday, February 19th 2019. Here the researcher observed the teaching and learning process, what materials are taught, what the methods are used, and how assessments were used. researcher observed the teaching and learning process, what materials are taught and what the methods are used.

2. Interview

According to Hadi (2004: 179) says that interview is data collection method by asking and answering systematically and with research purposes. According to Gorden, interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. interview was used in getting data when the researcher got the problem
which was observed and to know the things about the respondent deeper.

In qualitative research interview becomes main method to get the data. The most of data can be gotten by interviewing. The researcher has to be expert in interviewing so that can get valid information from respondent. In interviewing the researcher has to be flexible, it can make respondent feels enjoy and not pressure, in the nice situation respondent will feel comfortable to answer the questions.

According to Arikunto (2006: 227) says that there are two kinds of interview, structured and unstructured interview. The structured interview is manual interview which is arranged as detail as possible like check list while unstructured interview is manual interview which only contains main point that will be asked to the sources. The researcher used structured interview in interviewing the teachers.

The researcher had done the interview with one English teachers At-Thohiriyah Kindergarten Salatiga. The interview with Mr. Sutrisno conducted on February 12, 15, and 19, 2019. This was to obtain further explanation about the researcher’s classroom observation or another question which related to teaching-learning process which not be gathered from observation.
3. Documentation

According to Arikunto documentation method is searching the data such as note, transcript, book, newspaper, magazine, agenda, etc. The researcher used the method to collect documents which relating to the research. They were At-Thohiriyah kindergarten files (videos and interview), textbooks and pictures. And the most important things were data showing treatment of young learners.

E. Technique of Analyzing Data

Prasetyo (1999: 99) said that data analysis of qualitative research is analysis done toward non number data, such as interview result, notes or report from books, article, including photograph, pictures, or film. According to Hitchcock and Hughes (1995: 296) say that

“Analysis involves discovering and deriving patterns in the data, looking for the general orientation on the data, in short, trying to sort out what the data are about, why and what kinds of things might be said about them.”

According to Hitchcock and Hughes (1995: 297) say that the analysis of qualitative data can be done through some stages. The researcher can begin with collecting and compering the data, coding the then begins to organize ideas which emerge from the data. For the next stage the researcher moves from description of what is the case to an explanation of why is the case, is the case. Marshall and Huberman as quoted by Sugiono (2008: 127) suggest that the process of data analysis involve three activities; data reduction, data display, and conclusion drawing or verification.
1. **Data Reduction**

Data reduction can make unmanageable data become more manageable and easy to comprehend. It is process to select, focus, simply, and change, the data from the field. Choosing the case, deciding research question and determining instrument of data collection are the earlier stages in data reduction. After the data collected, the researcher makes coding and categorizes the data. The use of codes and categorization can help to break the data down into manageable pieces, it allows for the identification of relationship between units of meaning.

According to Hitchcock and Hughes (1995: 299) say that data reduction used to select data that were gotten from observation, interview and documentation. The researcher selected the data to answer the research questions.

2. **Data Display**

Data display is a process to present the data. After organizing and arranging the data into some classification, the researcher reports the data in words or narrative form. It is supported by Miles and Hubermen who said that the most frequent from the display data for qualitative research data in the past has been narrative text.

According to Sugiono (2008: 249) says that data displays were used to analyze the data which were taken from the data
collection. The result of data display showed the real data. It was such as narrative text. By displaying data, it were making the result explained easier what happen in the place that was observed.

3. Conclusion Drawing

   Conclusion is verified during the process analysis by rechecking the data, discussing with the information and other informant. After data were analyzed, the data were written as a report of research.

   After doing data reduce and display data the next step was conclusion drawing or verification. This step made sure the truth data. The data had to be valid and can be responsible.

   In technique of data analysis, there were several steps. These were the following steps used to analyze the data:

   First, all of the data that had been collected through observation, interview, and documentation will be categorized to be as follows: teaching material and teaching method.

   Then the researcher did the triangulation process which the researcher selected the significant data. If the interview did not match to the observation, the data were chosen from the observation, the stronger data.

   Finally the research was concluded by rechecking the data. After data were analyzed, the result was written in narrative form as a report of the research.
CHAPTER IV
FINDING AND DISCUSSION

A. Finding

1. Media of Teaching English Skills through Total Physical Response
   and Drilling Method at at At-Thohiriyah Kindergarten.

a. Classroom Observation 1

   The research was on Tuesday, February 12th 2019. The class consisted of 20 students in this class. The teacher applied three steps to teach English vocabulary about number such as: introduction, main activity, and closing. It was included the teacher’s activity to start the class using greeting and praying together. In this apperception section the teacher greeted the students “assalamualaikum wr wb, good morning students? How are you today?” and then the students answered “Good morning Mr. Tris”

   Teacher moved his body to catch students’ attention by raising his hand up and down, and than students followed his movement. Teacher started to count number with louder voice during his movement after that student followed teacher’s voice and movement. This activities spent five minutes.

   In the next section, teacher wrote number from one to ten in the white board. On the other hand students also did that activities writing the number in their book. After that teacher read the number from the white board, students repeated to count the
number with the teacher. During the instruction, teacher still went around in the class and shook his body such as his hand with happy expression. This section took ten minutes.

Moreover, teacher picked out some flashcard from his bag and he said “attention class, in here I have something special for you” after that all students kept attention to the teacher, and he started to explain about number by using this media. He showed off one by one his card which was number one. While he showed number one, he said “ONE” to the students. They responded by saying “ONE” together. Teacher repeated this activities until number ten or the last card.

Teacher prepared a song that would be sang together by the students. This song had been made by the teacher based on EEE’s materials in the syllabus. Then, teacher give instruction to sing that song together and raised their fingers based on the number that had been sang. After they sang that song together teacher call one by one student to go in front of the class. In the in front of the class, teacher had prepared a container that was full of balls. Students have to pick out one by one ball until they had ten balls. When they picked out the ball from the container, they had to count the ball for example: one, two, three, and four, until ten. This section had been done after all students did this activities.
In the review section, teacher repeated to count number from one until ten together with all students. After they finished to count number together, they repeated to sing the song about number together with all fingers movement. Teacher observed all student and gave achievement to students who were active in the teaching and learning process. He gave star as achievement. Some students who got the stars looked very happy.

When all materials had already been given, teacher adjusted his flashcard. On the other hand, students were given instruction to sit down in their own chair. Teacher’s assistant helped to give instruction to all students to sit down before they go home. In the end, teacher leaded all students to pray together after that teacher gave salam and shake hand one by one his students.

b. Classroom Observation 2

The research was on Friday, February 15\textsuperscript{th} 2019. The class consisted of 20 students in this class. The teacher applied three steps to teach English vocabulary about body parts such as: introduction, main activity, and closing. It was included the teacher’s activity to start the class using greeting and praying together. In this apperception section the teacher greeted the students “\textit{assalamualaikum wr wb}, good morning students? How are you?” and then the students answered “Good morning Mr. Tris, “ I am fine thank you”, and teacher helped them to answer it.
Teacher ordered to stand up and raise their hand up and down after that they shook their body. Teacher also orders to the students to sit down and stand up repeatedly from their chair, and students followed that instruction. This activities took five minutes until end.

In the next activity, a teacher played a video about named of parts of the body. He used laptop to display the video. While the teacher adjusted the video, students had been organized by the assistant. Therefore, students could keep attention to the teacher. During the video was played, teacher ordered students to follow to repeat the name of part of the body. They started to say “HEAD, NECK, ARMS, HANDS, LEGS, AND FEET”. Anto said “HEAD” Budi said “ini legs”. Tono answered “feet”. Furthermore, by using this video, teacher also gave repetition for those vocabulary from part of the body.

In the next section, teacher touched his body from head until his feet and he mentioned the name of that parts in English. After the students watch it the instruction from the teacher, the followed the movement and they mentioned one by one the name of that parts. After that teacher repeated to mention the name of parts of body by saying “HEAD” “kepala” until he said “FEET” “kaki”. Santi followed him to say “HEAD” “kepala”, Rina said “HANDS” “tangan”, and Anto said “LEGs” “kaki”. During this
section, teacher went around in the class to see all his students following his instruction. Teacher said that “anak-anak hari ini kita akan bernyanyi bersama” “students, today we will sing a song together” teacher used song based on EEE’s syllabus. They started to practice together by singing and touching their body repeatedly. Teacher said “Head head head this is my head, Neck neck neck this is my neck, Hand hand hand this is my hand, Foot foot foot this is my foot, Arms arms arms this is my arms, and Legs legs legs this is my legs”. Susanti sang “Hand hand hand this is my hand” and touched her hand.

Teacher asked to all students parts his body. When teacher touched his head, he ask “What is it?” “HEAD” answered Bayu. However, Anto answered “HAND”, and Mr. Tris said to Anto “HEAD”, and Anto touched his heads and said “HEAD”. He repeatedly touched his body until feet, and all students followed teacher’s movement. Than teacher asked one by one his students some parts of his body. Before he finished his activity in the class he ordered to all students to sing a song together with him.

When all materials had already been given, teacher adjusted his laptop. On the other hand, students were given instruction to sit down in their own chair. Teacher’s assistant helped to give instruction to all students to sit down before they go home.
end, teacher leaded all students to pray together after that teacher gave salam and shake hand one by one his students.

c. Classroom Observation 3

The research was on, February 15th 2019. The class consisted of 20 students in this class. The teacher applied three steps to teach English vocabulary about body parts such as: introduction, main activity, and closing. It was included the teacher’s activity to start the class using greeting and praying together. In this apperception section the teacher greeted the students “assalamualaikum wr wb, good morning students? How are you today?” and then the students answered “Good morning Mr. Tris”. Teacher started to talk about family members by questioning “anak-anak dirumah tinggal dengan siapa?” Students at home with whom do you life?”. After the teacher asked the question, students responded by saying the name of their family members such as ayah, ibu, adik, kakak, (father, mother ,little brother and brother) in Indonesian. Susanto said “Ayah”, Yusuf said “ibu”, Dini said “Mbak”, and Santi said “Mas”. Teacher asked to Yusuf “Siapa nama ibumu?” “Lastri” said Yusuf. Than teacher asked to Santi “Siapa nama kakakmu?” “Kolis” answered Santi. Teacher asked that question with happy expression. After the
teacher asked that question to all students, teacher asked one by one student about the name of their family members.

After that section, teacher showed off a picture about family tree. In a family tree, students could see pictures of father mother, brother, and sister. Teacher thought his student by pointing the family tree. He started with father picture and he said “father…ayah” after that all students followed him to say “father….ayah”. Suddenly, Tono, Anto, and Doni came to the family tree and touched the picture, and they said “ayah” “father” with louder voice. Mr. Tris suggested them to come back to their sit. Teacher went on to the next picture from mother until sister.

After the teacher showed of family tree, teacher leaded his students to sing a song about family,. This song is based on EEE’s syllabus. He said to his students “mari kita bernyanyi bersama” “let’s we sing together”. Teacher sang “One and one I love my mother, Two and two I love my father, Three and three I love my brother sister, One two three I love my family”. When they sang that song teacher touched the family tree picture. Rara, Doni, Rangga, and Ahmad sang “One and one I love my mother, Two and two I love my father, Three and three I love my brother sister, One two three I love my family” in the in front of the class with the louder voice, and Mr. Tris said “Anto ayo bernyanyi!”. Then, Anto sang in front of the class.
After they sang the song together, teacher distributed coloring book and crayon to all students. After all students got their crayon and coloring book, they started to colored all picture in there. During this section, teacher walked around and asked with his students about the picture. Teacher asked “siapa ini?” “Who is this?” Tono, Budi, and Sinta said “ayah” “bahasa inggrisnya apa?” “what is the english of this?” asked Mr.Tris. Students answered “father”. However, some students answered wrong. Wisnu, Salma, Yusuf, and Dini said “kakak”. Teacher came to them and said “FATHER” “AYAH”, and they said “FATHER” “AYAH” with louder voice. However, Wisnu still said “kakak”, and teacher repeated to say “FATHER”. Finally, Wisnu said “Father” “ayah” with lower voice.

When all materials had already been given, teacher gathered the crayon and coloring book. On the other hand, students were given instruction to sit down in their own chair. Teacher’s assistant helped to give instruction to all students to sit down before they go home. In the end, teacher leaded all students to pray together after that teacher gave salam and shake hand one by one his students. Based on the interview with the teacher, he said that “The purpose is to introduce English as foreign language for young learners”.
2. Implementation of Total Physical Response and Drilling Method for teaching English skills at At-Thohiriyah Kindergarten.

a. Classroom Observation 1

Based on the research on Tuesday, February 12th 2019, the researcher found that teacher used Total Physical Responses (TPR) to teach his students. This approach gave him opportunity to use physical activities during teaching and learning process. The researcher also found that the teacher use drilling method to teach his students about English vocabulary. I saw TPR during this meeting from beginning when the teacher asked students to raise their hand up and down, and then teacher also use his hand as an example to count number from one to ten. He also used his hand to count number while they sang a song together. When the teacher called the students to go to in front of the class, they counted ball from one to ten. It is also used drilling method and TPR approach.

The researcher found that teacher used drill method with a different media in one meeting, for example: he used white board to count one until ten, he repeated that number twice. He also drill it his students by using flashcard. Teacher also drill about number from one to ten when they practiced to sing a song. In the review section, teacher repeated to count number from one to ten and repeated to sing a song together about number. Therefore
researcher can conclude that teacher dominated to use drill method to teach his student by using different media in this meeting.

b. **Classroom Observation 2**

Based on the research on Friday, February 15\(^{th}\) 2019, teacher used TPR approach to teach about some part of the body such as head, neck, arms, hands, legs, and feet. When he mentioned head, he touched his head. Then students followed that instruction from the teacher. The researcher also found that during singing a song. Teacher mentioned to took hold some parts of students body based on the song. For example when the song mentioned “Head head head this is my head”, students took hold of his head. The researcher found that teacher used drilling method in this meeting. Researcher found after student watched the video, practiced to named their parts of body in English, and sang a song together. Teacher asked some parts of student’s body to check students understanding.

c. **Classroom Observation 3**

On Tuesday, February 19\(^{th}\) 2019 in the third meeting, researcher found that teacher still dominated to teach student with TPR approach. For example teacher touch of family tree and when he called his students that students also touch that family tree and mentioned the name of family member. When they sang, they also used their body movement to express about the song. When the
lyric said that: “One and one I love my mother, Two and two I love my father, Three and three I love my brother sister, One two three I love my family”, they used their hand to express one love symbol with their hand, they used their hand to express two love symbol with their hand, they used their hand to express three love symbol with their hand. The researcher also found that teacher teach vocabulary about family by using drilling method for example he mentioned the name of family members when he use pictures, family tree, song, and coloring book.

B. Discussion

1. Media of Teaching English Skills through Total Physical Response and Drilling Method at at-Thohipriyah Kindergarten.

   a. Classroom Observation 1

       Researcher found tree media that had been used by teacher to teach the first material about number such as: flashcard, ball, and song. When teacher used flash card, the researcher found that flash card is colorful, and it made students interest with that flashcard when they learned about number. In the flashcard, students could see number with different colors and there are different hand signing the fingers correlated with number. Students would able to read the number in the letter form, so teacher was able to give reinforcement about the number by using that flashcard. By using flashcard, students who have visual, and audio-
visual learning style are able to improve their understanding about the vocabulary. When the teacher use ball, students were active to play and count number by using that ball. Student did not only sit down in their chair but also moved their body by counting the ball. Therefore, students with kinesthetic learning style were able to learn in better ways because kinesthetic student had been stigmatize as stupid student. This opinion made a lot of teachers do believe that they could not handle students who were overactive in the class because they did not provide good media. The last media is song. This song is based on EEE’s syllabus. When the teacher use song, it gave advantages for student with audio and audio-visual learners because they would use their abilities to learn from sound.

b. Classroom Observation 2

In the next research, researcher found that teacher use video and song. When the teacher used the video to teach about part of the body, students with visual, audio-visual, and auditory learning style would get advantages because they would get a visual example and would get explanation from the audio. When the teacher use song, students also had to move their body by touching their part of the body. Therefore, it is helpful for auditory and kinesthetic learner because they had to listen to voice and practice to produce the sound and move their body.
c. **Classroom Observation 3**

In the last observation, the researcher found that teacher use picture, song, and coloring book. Similar with flashcard, pictures are useful for visual and audio-visual learner, because during they watched the picture, teacher explained the picture. Therefore they get the visual and the audio. When teacher used song the result is similar with second observation that it is very useful for auditory, audiovisual and kinesthetic learner. Visual and kinesthetic learner got a lot of advantages when teacher distributed coloring book and crayon, because they had to move their body to color the coloring book by using crayon. Based on the interview with the teacher, he said that “I use music, and than I use pictures, videos, and dance. Sometimes I use toys because we have a lot of toys in the classroom”.

2. **Implementation of Total Physical Response and Drilling Method for teaching English skills at At-Thohiriyah Kindergarten.**

   a. **Classroom Observation 1**

   When the teacher apply TPR approach, sometimes it did not work well because some students were busy to interact with their friends and they did not kept attention to the teacher. The students who were sit in front of the teacher had positive feedback to respond the teacher. However, students who sit far from teacher and near the window and door had negative feedback to the teacher.
because they did not focus on teacher but they focused to their mother or father outside of the class. Researcher also found that drilling process was less effective for student who had less independency because they looked for their mother or father outside of the class. However, students in front of the teacher had positive feedback to the teacher. They were really active to respond all instruction from the teacher. However, this atmosphere declined before the class was ended.

b. Classroom Observation 2

When the teacher used the laptop to display the video for drilling his students, it was less effective because the total number of students are twenty, so students who sit in the first row were able to understand the video better than students in the second and third rows. Furthermore, students who sit in the third row did not focus to watch laptop. Because of that, teacher, assistant and their parent had to help them to focus to watch the video. Therefore, when the display is hard for students to watch the materials, it could decline students attention during the drilling method by using the video. When the teacher used TPR approach, teacher had different responses to the voice from students, for example: when teacher listened students’ voice getting louder, teacher gave positive respond by giving thumb up to that students. However,
when the students’ voice was getting lower, teacher had to repeat his action until the students respond him. For example when the students only touched their head without saying “head”, so teacher came that student than say “head” until that student respond him.

c. Classroom Observation 3

When the teacher drilled his students about family by using picture, some students gave wrong answer. This is happen because some students have different perception about father, mother, brother, and sister in their house compared with the picture. Therefore, researcher can conclude that pictures are less relevant. Furthermore, teacher had to give more reinforcement to the student by repeating that activities until students responded correctly. During the coloring section, many students asked to their teacher about what kind of crayons that were proper for their coloring book. This is happen because students were not confidence with their own choice about the color. The researcher think that TPR did not work well because teacher provided a lot of activities with picture with less activities with students movement.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

1. Media of Teaching English Skills through Total Physical Response and Drilling Method at At-Thohiriyah Kindergarten

   The researcher can conclude that teacher used different media in every meeting. In meeting one, teacher used three media, for example: flashcard, ball, song. Those media are useful for all learning style. Therefore, students with visual auditory, audio-visual, and kinesthetic learning styles are able to get a lot of benefit during teaching and learning process. It is also happen in next meeting that teacher used video and song in the second observation. They are not only watch and listen in the class, but also they practice to sing with all movement. In the last observation, teacher used picture, song, and coloring book. By using those media, the teacher teaches the students about English vocabulary with fun atmosphere and interactive communication with the teacher, so all of students are able to learn language in conscious and subconscious way.

2. Implementation of Total Physical Response and Drilling Method for teaching English skills at At-Thohiriyah Kindergarten

   Researcher can conclude that teacher use TPR and drilling method to teach English vocabulary for young learner. They have a lot of physical activities in the class with different media. Teacher also
gives a lot of repetition during teaching and learning process. Students only learn five until ten vocabulary in each meeting. However, teacher repeated those words many times. Furthermore, teacher gives repetition by using media. Therefore, students did not only listen teacher instruction, but also they watch video and picture, and they have physical activities by using some media.

B. Suggestion

1. For Teacher

   Researcher suggests that teacher has to give more attention to students fairly. He also has to speak louder and clear intonation. He also has to go around more than before especially to walk into students who sit near the window and the door because they have less attention to the teacher. Teacher also could use other approach not only TPR.

2. For Other Researcher

   The researcher suggest that other researchers are able to conduct research in higher level of teaching for young learner. Other researchers are also able to conduct classroom action research with the same topic because in this research teacher still have a problem to manage his class, for example: teacher could not give attention to all students in the class based on their sits. Therefore, the result would be different from this research.
3. For School

Researcher suggests that classroom has to be bigger than now because the classroom is very small for twenty students. Therefore, not many students could not move their body freely in the class, so by enlarging the classroom, students have their freedom to move their body in the class. School also has to provide LCD projector in the class. Therefore, all students can see the media from far away because the display of the laptop is very small.
REFERENCES


CURRICULUM VITAE

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2007-2010 Vocational High School/ SMKN 02 Salatiga

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Dewan Mahasiswa (DEMA) 2015-2017 as a member.
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Nomor : B-26/In.21/D1.1/PP.07.3/12/2015 Salatiga, 08 Desember 2015
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada
Yth. Hanung Triyiko, M.Hum, M.Ed
Di Tempat

Assalamualaikum Wr. Wb.
Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara
ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Mohammad Anas Sofyan
NIM : 113-12002
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : DESCRIPTIVE STUDY ON THE ENGLISH TEACHING-
LEARNING PROCESS AT AT-THOHIRIYAH KINDERGARTEN

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]

An. Dekan,
Waktu: 8 Ag, M.Phil

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
# LEMBAR KONSULTASI SEKRIPSI

**NAMA** : Mohammad Anas Sofyan  
**NIM** : 113-12-002  
**PEMBIMBING** : Hanung Triyoko, M.Hum, M.Ed.  
**JUDUL** : Descriptive Study on the English Teaching-Learning Process at At-Thohiriyah Kindergarten

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Note: Setiap konsultasi harus dibawa

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# DAFTAR SATUAN KREDIT KEGIATAN (SKK)

Nama: Mohammad Anas Sofyan  
Fakultas: Tarbiyah dan Ilmu Keguruan  
NIM: 113-12-002  
Jurusan: Tadris Bahasa Inggris

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Jumlah: 104

Salatiga, 12 Januari 2017
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

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Yth. Kepala TK At-thohiriyah
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Nama : Mohammad Anas Sofyan
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Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun Judul skripsinya adalah:

Descriptive Study on the English Teaching –Learning Process at At-Thohiriyah Kindergarten

Dosen Pembimbing : Hanung Triyoko, M.Hum. M.Ed

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di TK At-Thohiriyah Salatiga, mulai tanggal 7-20 Februari 2019.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan : 1. Mahasiswa yang bersangkutan

Steward, M.Pd

NIP. 19670121 199903 1 002
### INTERVIEW RESULT

**Date:** June, 14th, 2019

**Transcript of Interview for the Teacher**

**Topic:** English Teaching and Learning Process for Young Learners

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<tr>
<td>1.</td>
<td>Researcher</td>
<td>What is the purpose of teaching and learning process for young learning at At-Thohiriyah Kindergarten Salatiga?</td>
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<td>2.</td>
<td>Teacher</td>
<td>The purpose is to introduce English as foreign language for young learners.</td>
</tr>
<tr>
<td>3.</td>
<td>Researcher</td>
<td>How many times does the teacher teach English in a week at At-thohiriyah kindergarten salatiga?</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher</td>
<td>Twice in a week.</td>
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<tr>
<td>5.</td>
<td>Researcher</td>
<td>What language materials and topic are covered in English course for young learners at At-thohiriyah kindergarten salatiga?</td>
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<td>6.</td>
<td>Teacher</td>
<td>I teach introduction, greeting, pledge, number, parts of body, family, school equipment, foods, fruits, animals, tree, color, transportation, nature, professions, feeling, clock, nations, public space, communications, space, days and letters</td>
</tr>
<tr>
<td>7.</td>
<td>Researcher</td>
<td>What methods are used the teacher in teaching and learning for young learners at At-thohiriyah kindergarten salatiga? What is the reason choose the methods?</td>
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<td>8.</td>
<td>Teacher</td>
<td>I use drilling method because to introduce new vocabulary. Learners need a lot of repetition about that vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Question</td>
</tr>
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<td>---</td>
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<tr>
<td>9.</td>
<td>Researcher</td>
<td>What teaching aid is used in teaching and learning English for young learners at At-thohiriyah kindergarten salatiga?</td>
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<td>10.</td>
<td>Teacher</td>
<td>I use music, and than I use pictures, videos, and dance. Sometimes I use toys because we have a lot of toys in the classroom.</td>
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<tr>
<td>11.</td>
<td>Researcher</td>
<td>Are there any difficulties or obstacles in teaching and learning process? What are they?</td>
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<td>12.</td>
<td>Teacher</td>
<td>Yes, I think I don’t have enough experience to teach young learner because I am a fresh graduate so sometime I don’t know how to handle my students when they are getting mad especially when one student cries in the class. It gives impact to other students to follow to cry in the class.</td>
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<td>13.</td>
<td>Researcher</td>
<td>How to solve those problems?</td>
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<td>14.</td>
<td>Teacher</td>
<td>I think I need to improve my experience to teach young learner and elder students, so I can learn how to student for young learner and adult.</td>
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Lesson Plan

Subject : English
Class : Basic
Meeting : 1
Time Allocation : 60 Minutes
Topic : Number
Skill : Vocabulary

A. Learning Objective
   1. The students will be able to count number from 1 to 10

B. Approach
   1. Total Physical Response (TPR)

C. Method
   1. Drill

D. Materials
   1. Topic: Number
   2. Number

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<td>1</td>
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E. Activities

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<tr>
<td><strong>Teacher’s Activities</strong></td>
<td><strong>Students’ Activities</strong></td>
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<tr>
<td></td>
<td>5 minutes</td>
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<td>1. Teacher gives salam. (good evening every body) and they pray together</td>
<td>1. Students answer the salam and pray together.</td>
</tr>
<tr>
<td>2. Teacher tells his students that they will count from 1 to 10</td>
<td>2. Students listen that they will count from 1 to 10</td>
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**Main Activities**

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<td>10 minutes</td>
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<tr>
<td>1. Teacher writes number 1 until 10 on the white board.</td>
<td>1. Students watch the teacher.</td>
</tr>
<tr>
<td>2. Students follow along with</td>
<td>2. Students follow along with</td>
</tr>
<tr>
<td>Teach</td>
<td>15 minutes</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
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<tr>
<td>2. Teacher tells students to follow along with him.</td>
<td>teacher.</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td><strong>15 minutes</strong></td>
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<tr>
<td>1. Teacher teaches students about number by using flashcard.</td>
<td>1. Students learn number by using flashcard</td>
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<tr>
<td>2. Teacher shows the first card</td>
<td>2. Students see the first card</td>
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<tr>
<td>3. He says “one”</td>
<td>3. Students say “one”</td>
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<tr>
<td>4. Teacher shows next card</td>
<td>4. Students see next card</td>
</tr>
<tr>
<td>5. He says “two”</td>
<td>5. Students say “two”</td>
</tr>
<tr>
<td>6. Teacher shows next card</td>
<td>6. Students see next card</td>
</tr>
<tr>
<td>7. He says “three”</td>
<td>7. Students say “three”</td>
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<tr>
<td>8. Teacher shows next card</td>
<td>8. Students see next card</td>
</tr>
<tr>
<td>9. He says “four”</td>
<td>9. Students say “four”</td>
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<tr>
<td>10. Teacher shows next card</td>
<td>10. Students see next card</td>
</tr>
<tr>
<td>11. He says “five”</td>
<td>11. Students say “five”</td>
</tr>
<tr>
<td>12. Teacher shows next card</td>
<td>12. Students see next card</td>
</tr>
<tr>
<td>13. He says “six”</td>
<td>13. Students say “six”</td>
</tr>
<tr>
<td>14. Teacher shows next card</td>
<td>14. Students see next card</td>
</tr>
<tr>
<td>15. He says “seven”</td>
<td>15. Students say “seven”</td>
</tr>
<tr>
<td>16. Teacher shows next card</td>
<td>16. Students see next card</td>
</tr>
<tr>
<td>17. He says “eight”</td>
<td>17. Students say “eight”</td>
</tr>
<tr>
<td>18. Teacher shows next card</td>
<td>18. Students see next card</td>
</tr>
<tr>
<td>19. He says “nine”</td>
<td>19. Students say “nine”</td>
</tr>
<tr>
<td>20. Teacher shows next card</td>
<td>20. Students see next card</td>
</tr>
<tr>
<td>Practice</td>
<td>Review</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>15 minutes</strong></td>
<td><strong>10 minutes</strong></td>
</tr>
<tr>
<td>1. Teacher gives instruction to count number from 1 to 10 with finger and sing together.</td>
<td>1. Students count number from 1 to 10 with finger and sing together.</td>
</tr>
<tr>
<td>2. Teacher calls one by one student to go in front of the class, and student picks and counts balls from the container from 1 to 10.</td>
<td>2. Student goes in front of the class, and student picks and counts balls from the container from 1 to 10.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td></td>
</tr>
<tr>
<td><strong>10 minutes</strong></td>
<td></td>
</tr>
<tr>
<td>1. Teacher repeats to count number from 1 to 10 together.</td>
<td>1. Students repeat to count number from 1 to 10 together.</td>
</tr>
<tr>
<td>2. Teacher sings song about number.</td>
<td>2. Student sing song about number.</td>
</tr>
<tr>
<td>3. Teacher gives star for student who is active during teaching and learning process.</td>
<td>3. Student gets star.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td></td>
</tr>
</tbody>
</table>
and gives salam before go home.

answer the salam from teacher.

F. Resources

1. Flash card

[https://www.shutterstock.com/search/flash+card](https://www.shutterstock.com/search/flash+card)
Lesson Plan

Subject : English
Class : Basic
Meeting : 2
Time Allocation : 60 Minutes
Topic : Body parts
Skill : Vocabulary

A. Learning Objective

1. Student will be able to identify some common body parts.

B. Approach

1. Total Physical Response (TPR)

C. Method

1. Drill

D. Materials

1. Topic: Body Parts
2. Body Parts
3. “Head head head this is my head
   Neck neck neck this is my neck
   Hand hand hand this is my hand
   Foot foot foot this is my foot
   Arms arms arms this is my arms
   Legs legs legs this is my legs”

E. Activities

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Activities</td>
</tr>
<tr>
<td>5 minutes</td>
</tr>
<tr>
<td>1. Teacher gives salam. (good evening every body) and they pray together</td>
</tr>
</tbody>
</table>
2. Teacher explains today that they will learn parts of body.
2. Students listen that they will learn parts of body.

Main Activities

**Overview**

10 minutes

1. Teacher plays video about parts of body.
1. Students watch video about parts of body.

**Teach**

15 minutes

<table>
<thead>
<tr>
<th>Teacher Touches</th>
<th>Students Touches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher touches his part of body from head until feet, and he explains the parts with English named.</td>
<td>1. Students touches his part of body from head until feet, and he explains the parts with English named</td>
</tr>
<tr>
<td>2. Teacher touches his head and says “HEAD”</td>
<td>2. Students touch their head and say “HEAD”</td>
</tr>
<tr>
<td>3. Teacher touches his neck and says “NECK”</td>
<td>3. Students touch their neck and say “NECK”</td>
</tr>
<tr>
<td>4. Teacher touches his arms and says “ARMS”</td>
<td>4. Students touch their arms and say “ARMS”</td>
</tr>
<tr>
<td>5. Teacher touches his hands and says “HANDS”</td>
<td>5. Students touch their hands and say “HANDS”</td>
</tr>
<tr>
<td>6. Teacher touches his legs and says “LEGS”</td>
<td>6. Students touch their legs and say “LEGS”</td>
</tr>
<tr>
<td>7. Teacher touches his feet and says “FEET”</td>
<td>7. Students touch their feet and say “FEET”</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>

**Practice**

**15 Minutes**

<table>
<thead>
<tr>
<th>1. Teacher teaches songs about parts of body.</th>
<th>1. Students learn song about parts of body</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teacher sings “Head head head this is my head” and touches his head</td>
<td>2. Students sing “Head head head this is my head” and touches their head</td>
</tr>
<tr>
<td>3. Teacher sings “Neck neck neck this is my neck” and touches his neck</td>
<td>3. Students sing “Neck neck neck this is my neck” and touches their neck</td>
</tr>
<tr>
<td>4. Teacher sings “Hand hand hand this is my hand” and touches his hands</td>
<td>4. Students sing “Hand hand hand this is my hand” and touches their hands</td>
</tr>
<tr>
<td>5. Teacher sings “Foot foot foot this is my foot” and touches his foot</td>
<td>5. Students sing “Foot foot foot this is my foot” and touches their foot</td>
</tr>
<tr>
<td>6. Teacher sings “Arms arms arms this is my arms” and touches his arm</td>
<td>6. Students sing “Arms arms arms this is my arms” and touches their arm</td>
</tr>
<tr>
<td>7. Teacher sings “Legs legs legs”</td>
<td>7. Students sing “Legs legs legs”</td>
</tr>
</tbody>
</table>
this is my legs” and touches his legs.

this is my legs” and touches their legs.

<table>
<thead>
<tr>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 minutes</strong></td>
</tr>
<tr>
<td>1. Teacher asks “What is this?”, and he touches his head.</td>
</tr>
<tr>
<td>2. Teacher asks “What is this?”, and he touches his neck</td>
</tr>
<tr>
<td>3. Teacher asks “What is this?”, and he touches his arm</td>
</tr>
<tr>
<td>4. Teacher asks “What is this?”, and he touches his hand</td>
</tr>
<tr>
<td>5. Teacher asks “What is this?”, and he touches his legs</td>
</tr>
<tr>
<td>6. Teacher asks “What is this?”, and he touches his foot</td>
</tr>
<tr>
<td>7. Teacher repeats to sing those songs again.</td>
</tr>
</tbody>
</table>

| 1. Students answer “HEAD” |
| 2. Students answer “NECK” |
| 3. Students answer “ARM” |
| 4. Students answer “HAND” |
| 5. Students answer “LEG” |
| 6. Students answer “FOOT” |
| 7. Students sing the song again. |

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 minutes</strong></td>
</tr>
</tbody>
</table>
1. Teacher leads to pray together and gives salam before go home.

1. Students pray together and answer the salam from teacher.

F. Resources

2. Video

https://www.youtube.com/watch?v=AlKXoHwWluA&ab_channel=EnglishSing

sing
Lesson Plan

Subject: English

Class: Basic

Meeting: 3

Time Allocation: 60 Minutes

Topic: Family

Skill: Vocabulary

A. Learning Objective

1. Student will be able to describe their family member

B. Approach

1. Total Physical Response (TPR)

C. Method

1. Drill

D. Materials

1. Topic: family

2. Family members

[Diagram of family members: father, mother, me, sister, brother]
3. “One and one I love my mother
   Two and two I love my father
   Three and three I love my brother sister
   One two three I love my family”
E. Activities

## Introduction

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>1. Students answer the salam and pray together.</td>
</tr>
<tr>
<td>1. Teacher gives salam. (good evening every body) and they pray together</td>
<td>2. Students listen that they will learn about family.</td>
</tr>
<tr>
<td>2. Teacher explains today that they will learn about family.</td>
<td></td>
</tr>
</tbody>
</table>

## Main Activities

### Overview

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>1. Students see family tree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher shows family tree.</td>
<td>1. Students see family tree.</td>
</tr>
<tr>
<td>2. Teacher says “father…ayah”</td>
<td>2. Student repeat to say “Father…Ayah”</td>
</tr>
<tr>
<td>3. Teacher says “mother…ibu”</td>
<td>3. Student repeat to say “mother…ibu”</td>
</tr>
<tr>
<td>4. Teacher says “brother…saudara laki-laki”</td>
<td>4. Student repeat to say “brother…saudara laki-laki”</td>
</tr>
<tr>
<td>5. Teacher says “sister…saudara perempuan”</td>
<td>5. Student repeat to say “sister…saudara perempuan”</td>
</tr>
<tr>
<td>6. Teacher says “me…saya”</td>
<td>6. Student repeat to say “me…saya”</td>
</tr>
</tbody>
</table>

### Teach
<table>
<thead>
<tr>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Teacher shows photos from different people.</td>
</tr>
<tr>
<td>9. Teacher Shows father photo, and he says “Father” “ayah”</td>
</tr>
<tr>
<td>10. Teacher Shows mother photo, and he says “Mother” “ibu”</td>
</tr>
<tr>
<td>11. Teacher Shows brother photo, and he says “Brother” “saudara laki-laki”</td>
</tr>
<tr>
<td>12. Teacher Shows sister photo, and he says “Sister” “saudara perempuan”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Minutes</td>
</tr>
<tr>
<td>1. Teacher teaches songs about family.</td>
</tr>
<tr>
<td>2. Teacher sings “One and one I love my mother” “Two and two I love my father” “Three and three I love my brother sister” “One two three I love my</td>
</tr>
<tr>
<td>1. Students follow to sing a song about family.</td>
</tr>
<tr>
<td>2. Students sing “One and one I love my mother” “Two and two I love my father” “Three and three I love my brother sister” “One two three I love my”</td>
</tr>
</tbody>
</table>
family” And touches family tree.

**Review**

**10 minutes**

| 2. Teacher asks “who is this?” and touches father’s picture in coloring book. | 2. Students answer father |
| 3. Teacher asks “who is this?” and touches mother’s picture in coloring book. | 3. Students answer mother |
| 4. Teacher asks “who is this?” and touches brother’s picture in coloring book. | 4. Students answer brother |
| 5. Teacher asks “who is this?” and touches sister’s picture in coloring book. | 5. Students answer sister |
| 6. Teacher asks “who is this?” and touches baby’s picture in coloring book. | 6. Students answer baby |
| 7. Student sing together | 7. Student sing together |
7. Teacher repeat to sing family song together

F. Resources

3. Coloring book


4. Picture


   https://www.dream.co.id/your-story/dahsyatnya-doa-ibu-mampu-mengubah-takdir-anak-151222d.html

PHOTOS OF TEACHING-LEARNING PROCESS