Developing a Model of Teaching English to Primary School Students

Suwarsih Madya
Bambang Sugeng
Samsul Maarif
Nury Supriyanti
Widyastuti Purbani
Basikin
Sri Istiqomah
State University of Yogyakarta, Indonesia

Abstract: Under the auspices of the Centre for Curriculum Development, a three-cycle action research study was carried out in three primary schools in Yogyakarta with the aim of developing a model of teaching English to primary school students. The model consists of five parts: Opening, Content Focus, Language Focus, Communication Focus, and Closing. The model, requiring that learning tasks involve active participation of students, both physically and mentally, supported by the use of media suitable for young learners, was developmentally fully implemented. The results showed that efforts were mostly made to establish teacher-student rapport in the first cycle, in which success in classroom management was gradually reached. This led to the easier second cycle, which was characterized by increasing teacher talk (classroom English), the use of interesting media, and more active students' participation in the tasks involving various games which successfully elicited students' English. All of this was solidified in the third cycle. The conclusion is that with the three aspects being focused successively, teacher-student good rapport being established, various media being used, and competing and cooperative tasks being assigned in balance, joyful and effective leaning is likely to occur.

Key words: English for young learners, mode of teching English

Starting from 1995 primary schools in Indonesia are formally allowed to introduce English as a local content subject to the fourth, fifth and sixth grade students. The increasing awareness of the importance of mastering English in this global world seems to have encouraged more and more primary schools to teach it. With Law No. 22 of 1999 on Regional Government, each region of the district level has full autonomy to organize education for its people. The decision to have English as an optional subject or as a compulsory subject in primary schools starting from the first grade and even kindergartens in some regions seems to have been part of the implementation of regional autonomy.

With such a phenomenon, people have raised a number of questions, of which the main ones are concerned with what approach, methods, techniques, and materials would be appropriate for English as a foreign language in primary schools (EFLINPS). This study will however focus on the following question: What model of teaching and learning is appropriate for English in primary schools?

This question is worth answering because limited observation has shown that the teaching of English in primary schools has been conducted unprofessionally. That is, the teaching of English in primary schools has been carried out without considering the specific characteristics of the students. Instead of teaching English through joyful activities, the teachers as observed by Bambang Sugeng (2000), Husna (1998), Hanie (1997), Nafisah Indarwati (2001), and Suyati (2002) taught grammar too much, used translation without any context, and gave students too much tiring work.

To help improve this situation, under the auspices of the Centre for Curriculum Development, a three-cycle action research study was carried out in three primary schools in Yogyakarta with the aim of developing a model of teaching English to primary school students.

LITERATURE REVIEW

Language and Language Ability

Of the many definitions of language proposed by experts, the composite definition by Brown (2000: 7) has been regarded as appropriate in the context of this research study, that is:
(1) Language is systematic
(2) Language is a set of arbitrary symbols
(3) Those symbols are primarily vocal, but may also be visual
(4) The symbols have conventionalized meanings to which they refer
(5) Language is used for communication
(6) Language operates in a speech community or culture
(7) Language is essentially human, although possibly not limited to humans
(8) Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

This definition shows a comprehensive view of language, embracing form, meaning, language use, (cultural) context, and universality upon which its acquisition is consequent. This definition implies that learning a language means learning how to use the language to communicate in real situations. For purposes of designing the language teaching and learning, one needs to answer the following question: What constitutes communicative language ability?

Models of communicative language ability have been proposed by a number of experts, for example, Hymes (1972), Munby (1978), Canale and Swain (1980), Littlewood (1981), Savignon (1983), Canale (1983), Bachman (1990), Bachman and Palmer (1996), and Celce-Murcia (1995). For purposes of this action research study, a reference is made to Bachman's (1990) model of language ability, which has been reworded by Bachman and Palmer (1996). This is because this model is regarded to match the definition of language presented above.

According to Bachman (1990), language ability involves two components: language competence and strategic competence. Note that Bachman and Palmer (1996) call the language competence as language knowledge. Language competence comprises organizational competence

and the pragmatic competence as its two major components. The organizational competence comprises grammatical competence (knowledge of vocabulary, morphology, syntax, phonology/graphology) and textual competence (knowledge of cohesion, rhetorical organization). The pragmatic competence comprises illocutionary competence or functional knowledge and sociolinguistic competence/knowledge. Functional knowledge includes knowledge of ideational functions, manipulative functions, (instrumental functions regulatory functions, interpersonal functions), heuristic functions, and imaginative functions. Sociolinguistic competence includes sensitivity to dialects, sensitivity to registers, sensitivity to naturalness, sensitivity to cultural referents and figures of speech.

The language competence and strategic competence are involved in the verbal communication process. This competence includes verbal and non-verbal strategies needed to mend communication breakdown due to lack of competency or limited performance and to improve the rhetorical effect of the utterance (Canale, 1983: 339).

Verbal communication involves the production of utterances, consisting of two stages: planning and execution. The planning stage comprises communicative target and planning process resulting in a plan.

Communicative target has as its elements the following: (1) actional elements, related to speech act, (2) mode elements concerned with inter-communicator role relations, and (3) propositional elements, related to the content of the communicative event (Faer and Kasper, 1983, as cited by Bachman, 1990: 100). Planning is in fact the interaction of the following three components: communicative target, communicative source available for the individuals concerned, and the assessment of the communicative target. The execution stage involves neurological and psychological processes, as the execution of the plan, resulting in language use. The planning stage involves the recall of relevant points (grammatical, textual illocutionary, sociolinguistic) from language competence and formulate the plan of which the execution is expected to reach the communicative goal.

The assessment component enables one to (1) identify information necessary for realizing the communicative goal in some situation, (2) determine what competence at one's disposal to use information effectively to reach the communicative goal, (3) ensure the ability and knowledge shared by the addressee.

Finally, the execution needs the psychological mechanism to execute the plan in the modality and channel appropriate for the communicative goal and context. In other words, language use involves the interaction of strategic competence, language competence, and the context of language use.

The above description of language ability and language use leads to a conclusion that the process of producing an utterance is a complex one, involving very fast sub-processes. One's language competence and skills in executing it will certainly enable him to communicate effectively with other people sharing the same backgrounds for different purposes in different contexts.

The implication of the communicative language ability described above is that learning a language involves the acquisition of language competence and the skills of using such competence. In other words, learning a language involves activities aimed at understanding the meaning and the language forms to express it, and at developing the skills to use the forms to express meaning.

Children Language Learning

Children language learning has the following characteristics: active, creative, and natural (Bambang Sugeng, 2000; Vale, 1995; Scott and Ytreberg, 1993; Stern, 1992; Nunan, 1992; Brumfit et.al., 1991; Moskowitz, 1978). Children are naturally active and creative language learners in their environment. They observe how people around them express themselves, acquire the expressions, and later produce different and more expressions for reaching a communicative goal than what they have heard from others. In short, they are naturally active physically and creative psychologically when they are learning (a language).

Characteristics of child language learning have been discussed in the literature. Harmer (2001), for example, has identified certain characteristics of the ways children up to the age of nine or ten. When children learn a language:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather

than only focusing on the precise topic they are being taught.

- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. (Harmer, 2001: 38).

Important Considerations in Designing Children Language Teaching

Some aspects should be considered in discussing child language learning: neurological, cognitive, and affective (Brown, 2000). The neurological aspect involves lateralization in the brain hemisphere, biological schedule, right brain hemisphere participation, and the importance of accent. In the process of maturation, brain lateralization takes place, with the left hemisphere controlling the intellectual, logical, and analytical functions and the right hemisphere the social and emotional functions. Language functions seem to be mainly controlled the left hemisphere but to some extent by the right hemisphere. Empirical evidence obtained by some researchers such as Leneberg indicates that the slow process of lateralization process begins at around the age of two and stops around the puberty. Scovel, as cited by Brown (2000), states that the brain elasticity before puberty enables children to learn a foreign language and after puberty it will be difficult for them to succeed in foreign language learning, especially the area of pronunciation learning.

It is assumed that the human accent stabilization takes place in a fixed timetable. The facility in acquiring language is found to vary with different aspect of language learning. In this connection, Walsh and Diller (1981: 18) conclude as follows:

Lower-order processes such as pronunciation are dependent on early maturing and less adaptive macro neural circuits, which makes foreign accent difficult to overcome after childhood. High-order language functions, such as semantic relations, are more dependent on late maturing neural circuits, which may explain why college students can learn many times the amount of grammar and vocabulary that elementary students can learn at a given period of time (Brown, 2000: 56)

This conclusion supports the assumption that there is a neurology-based critical age, especially the acquisition of pronunciation skills, not that of communicative fluency and other high-order processes.

Referring to Piaget's theory of cognitive development, the critical age of language acquisition in terms of cognitive aspects takes place at puberty, that is, around the age of eleven. It is at this period that one begins to make abstraction, think formally which are transcendental in concrete experiences and direct perceptions. At this period, learners can benefit from deductive explanation. It should be noted, however, that too much consciousness about the rules will obstruct the foreign language learning processes.

Since human beings are emotional creatures, affective considerations should be given in discussing foreign language learning. The affective factors worth considering are empathy, self-esteem, inhibition, anxiety, attitudes and motivation (Brown, 2000). Of all these factors, inhibition and attitudes seem to directly related to age. Inhibition is particularly a determining factor around the age of nine or ten, and becomes stronger at the puberty period, that is, the period when a person begins to be aware of who s/he is. This awareness makes children tend to protect their self-identity through a process of inhibition. They will be too cautious about her/his performance, including language performance. This will result in a decrease of their spontaneity.

Attitudes are believed to have effect on foreign language learning. Before puberty, children have not developed attitudes to races, ethnicity, culture, social classes, and language. This benefit them in foreign language learning in that no negative attitudes will possibly disadvantage their foreign language learning.

Incorporating different perspectives of motivation, language learning motivation may be aroused and maintained through (1) the fulfillment of

children's psychological needs for exploration, manipulation, activity, stimulation, knowledge, and ego enhancement (Ausubel, 1968: 368-379); (2) the anticipation of rewards, and further reinforced through more rewards; and (3) the fulfillment of individual needs in the existing cultural and social milieu, with people enjoying personal choices (Williams and Burden, 1997, as cited by Brown, 2000). According to Maslow (1970), motivation is dependent upon the fulfillment of a hierarchy of needs, with the fundamental physical necessities (air, water, food) at the lowest level, the needs for community, security, identity, and self-esteem at the middle, and the need for self-actualization at the top.

Since motivation has been found to contribute to the success of language learning, the fulfillment of needs leading to motivation should be given due attention.

Communicative Language Teaching

Different approaches to language teaching and learning have been developed for more than a century. In the context of this research study, which is the context of teaching English in Indonesia, the communciative language teaching and learning will be given emphasis since it is the recommended approach. In this connection, a reference is made to Nunan (1988: 61-64) and Finocchiaro and Brumfit (1983: 91-93), who has identified the characteristics of communicative approaches as follows: (a) the focus in learning is on communication; (b) meaning is of prime importance; (c) contextualization is a basic premise; (d) genuine everyday language is emphasized; (e) the language items are selected on the bases of what language items learners need to know in order to get things done; (f) the sequencing of language items is determined on other than than linguistic grounds, with the emphasis on content, meaning and interest; (g) the aim is to cover, in any phase, only what the learner sees as important; (h) the variety of language is accepted, and seen as determined by the character of particular communicative contexts; (i) the criterion of success is the achievement of the aim to have students communicate effectively and in a manner appropriate to the context they are working; (j) spoken interactions are at least as important as reading and writing; (k) it is learner-centred; (l) partially correct and incomplete utterances are sees as such rather than just 'wrong'; (m) any technique (e.g. drill, translation,

explanation), device and text may be used as long it benefits the learners, depending on their age, interest, and motivation; (n) the learning process resembles the natural language learning process in that the content of the utterances is emphasized rather than the form.

The above characteristics of communicative approaches imply that flexibility in methods and techniques are desirable and learner characteristics must be considered in making instructional decisions.

The achievement of the aim to develop English communicative skills will be supported by the application of the principles of communicative methodology as proposed by Morrow (1981) presented briefly below.

Know what you are doing: This principle requires that learners realize that after instruction they can do something they cannot do before it with the target language and the 'something' is communicatively useful in their daily life.

The whole is more than the sum of the parts: Applying this principle, learning a language involves learning to use it above the sentence level, i.e. at the discource level. Learners are made aware of the relationship between sentences and between paragraghs. Sentence connectors and other cohesive devices should be given due attention. It follows that language elements are learned in context, both analytic and synthetic abilities are developed hand in hand, and integration of language skills are recommended.

The processes are as important as the forms: The processes of using a language cannot take place without the forms, but the forms will not be meaningful unless they are used communicatively. Learning a language should be geared to the development of communication skills through the activities designed to resemble a communication process in which there are three sub-processes: information gap, choice, and feedback. Information gap is the most fundemental feature of any communicative approach. Through information gap activities, learners will learn how to communicate in the target language desireably with considerable freedom to choose what to say and how to say it. During the processes of communicating with their fellow learners, they will get feedback, which requires them to learn to make hemselves understood by others.

To learn it, do it: Learning a language will be effective only through a lot of practice in using it for communication. The application of Princi-

ple 3 will support the application of this principle, which will be further supported by creating extracurricular activities in which learners can practise using the targer language.

Mistakes are not always a mistake: Applying this principle, learners' mistakes should be treated wisely so that their accuracy will be continually improved without hampering the improvement of fluency.

Teaching a language to children should also be guided by a number of principles. In this case, Hudelson (1994: 256-7) proposed four principles. Firstly, children learn through hands-on-experiences and through manipulation of objects in the environment. In other words, they learn through physical and mental activities. Secondly, children do not only need hands-on-experience, but also experiences which enable them to interact with and learn from other people. Thirdly, language acquisition takes place through the ways children understand and internalize the target language in use, through formulating hypotheses about the language and testing them. Fourthly, language acquisition takes place through social interaction so that learners need to talk to each other and to obtain linguistic input form other people. Children's interaction with their physical and social environments is a determining factor in their growth and development. Such is believed by Piaget, a pioneer for cognitive development theory. In this connection, it can be said that experiences are paramount and activities is a must in learning processes.

Believing that teaching children is different from teaching adults, Abe (1994: 264) states that in teaching language to children the following points should be considered: (a) present the language in chunks; (b) include cultural components; (c) pay attention to how to talk with children; (c) use visual teaching aids; and (d) enter the children's world.

A number of factors should be considered to facilitate the teaching of a language to children. Brown (2000) categorizes the factors into the following: (a) intellectual development; (b) attention span; (c) sensory input; (d) affective factors; and (e) meaningful authentic language. Due to their intellectual development, referring to Piaget's theory of cognitive development, children are not interested in abstract things. It follows that concrete examples of how the target language operates are recommended and repetition is highly desirable; theoretical explanation is to be minimized. Since their attention span is naturally short, and they will pay attention to

something of their interest, efforts must be made to arouse and maintain their interest, for example by involving them physically, verbally, and mentally in games, role plays, songs, and simulations. In addition to this, the use of various types of media—visual, audio-visual, audio—is highly desirable. This can simultaneously fulfill the need for stimulating as many as sensory channels to provide as much sensory input as possible. This will be further facilitated by teacher's verbal and non-verbal language. Children will learn a foreign language more successfully if they are happy and self-confident. It follows that some efforts should be made to resolve any conflict and to build their self-esteem and self-confidence, for example through involving in appropriately challenging activities in using the target language. Considering that children are interested in authentic language, expressions taught to them should be the ones usually used in daily life communication. In this case, contextualization and meaningfulness of the language taught are of paramount importance.

Framework of Developing a Model of TEPSS

A good model of teaching English to primary school children should be developed based on the children language development, factors to be considered in designing the children foreign language instruction, informed teaching approaches, and children psychological development. The framework of developing the model is illustrated in Fig. 1.

RESEARCH METHOD

Research Setting

The action research study was conducted in three primary schools having the characteristics as desired as to support the achievement of the research objectives. Besides, information on the community members' perception of these schools and the researchers' observation of the processes in these schools was used to support such a selection. The three primary schools were selected based on the levels of achievement at the national exam) and their wilingness to join in the study. The three primary schools were: SDa (Rank 1), SDb (Rank 2), and SDc (Rank 3).
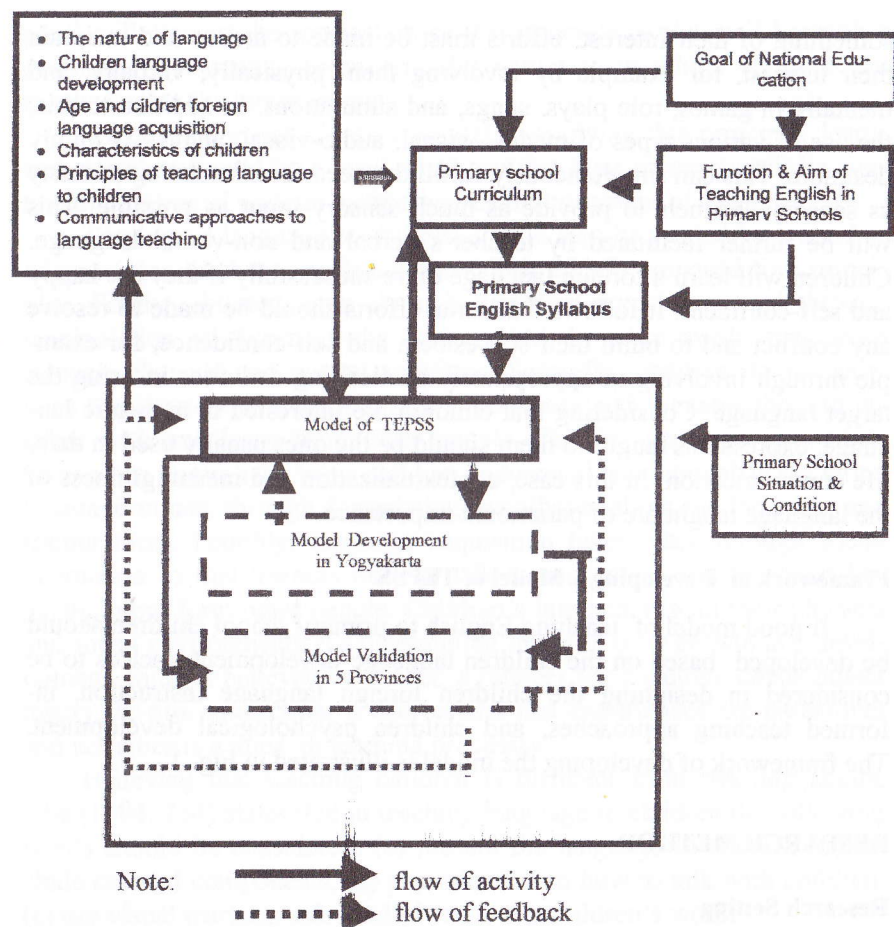
from pictures and word cards, big situational pictures, flannel boards, hand puppets, models of fruit and objects, and cassette players.

The Development of the TEPSS Model

The TEPSS Model was developed through a three-cycle action research study, with each cycle being carried out through 3-4 X 80 minute teachings. Information on the perceptions and expectations of teaching English to primary school students obtained through questionnaires and interviews from stakeholders was used to support the development of the model.

Conceptually, the action research study was conducted following the cyclic action research procedures proposed by Kemmis and McTaggart (1988), which is also cited by Burns (1997). The research procedures of this study involved a series of steps: preliminary reflection→ planning the first cycle of actions (Model I) → actions and observations → reflection I → planning the second cycle of actions (Model II)→ actions and observations → reflection II → planning the third cycle (Model III) → actions and observations → reflections → conclusion (Model IV)→ validation → revising the model (Final Model).

Drawing from relevant theories and considering the existing situation and condition of primary schools, the research team developed Model I (Draft Model) in August 2002. Model I was implemented through 3-4 X 80 minute teaching in natural settings in the fourth, fifth and sixth grades in SDa (every Wednesday), SDb (every Saturday), SDc (every Monday) in Yogyakarta in Weeks 1, 2 and 3 of September 2002. In Week 4 (1-5 p.m., Tuesday and Friday), a reflection was carried out with every research member having freedom to voice their thoughts, opinions, and ideas and with the research team chairperson encouraging dialogs among the members. Results this reflection and analysis of data obtained through various techniques, as described below, during Cycle I were used as the basis for revising Model I to produce Model II.

Model II was further implemented through Cycle II, that is a cycle of 3-4 X 80 minute teachings in the same classes on the same days as in Cycle I in Weeks 1, 2, and 3 of October 2002. In Week 4, the same activity as in Week 4 of September 2002 mentioned above was carried out. Again, results of the reflection and analysis of data collected during Cycle II were

Figure 1: Framework of Developing a Model of Teaching English to Primary

In SDa the class size was found to be too big for EFL teaching. Negotiation with the Principal on September 3, 2002, resulted in the division of the classes (Grades 4, 5 and 6) into two so that each consisted of around 25 pupils. In SDb and SDc, the class was of a medium size, consisting of 28-31 pupils.

Concerning teaching media, the three schools were similar in that they only had some pictures. To help improve the situation, the research team made and/or purchased various media and teaching aids, ranging

used as the basis for revising Model II to produce Model III.

The same procedure was carried out for Cycle III in November 2002, resulting in Model IV, which was then validated in 5 Provinces (Week 4 November 2002): the Special Territory of Yogyakarta, East Java, South Kalimantan, Jakarta, and Lampung. Feedbacks from the validation activities in these five provinces were used to improve the model. This validation activity was aimed at ensuring the transferability of the research results.

Data Collection and Analysis

Two types of data were collected. The first type data were quantitative data on the numbers of pupils, teaching periods, and teachers. The second type data were qualitative data in the form of description of situation, condition and processes taking place during the research study. As happens in the qualitative research study in general, the data in this study grew as the cycles of actions took place.

Data on the actions were collected though participant observation, questionnaires, semi-structured interview, and field-notes. Research participants carried out observations, with each observation being conducted by 3 people using a semi-structured observation guide. Fields notes were also made out of observations. Semi-structured interview was carried out to collect data on the Principals' perceptions and expectations of the teaching of English to primary school students. Students were also asked to write about their opinions and feelings. Besides, data were also collected through audio recording, photographing, and a video recording.

Descriptive statistics were used to analyze quantitative data, while qualitative data were analyzed qualitatively each time a teaching period had been carried out. The whole research team members met twice a week to analyze the data. Some efforts were made to triangulate the analyses. In short, data analyses was carried continuously and interactively during the research action process (Burns, 1997; Brannen, 1992).

Collaboration

The collaboration processes from the very beginning to the very end of the research study involved all research participants: research team members, senior student teachers specializing in *English for Children* as

model implementors, teachers of grades 4, 5, and 6, and school Principals. Collaborative activities in seminar-workshops were carried out along the research processes, i.e. encompassing planning (every Tuesday in August 2002), action and observation (Mondays, Wednesdays, Saturdays in Weeks 1-3 of September-November 2002), reflection in the three cylces (Tuesday and Friday, Week 4 in September and October, and Week 1 December 2002), and finalizing the research report (Tuesday and Friday in Week 2 of December 2002).

Validity

Five types of validity were established in this research study: democratic validity, product validity, process validity, catalytic validity, and dialogic validity (Burns, 1997). The democratic validity was fulfilled by giving ample opportunity to every participant to voice their opinions, thoughts, and feelings, concerns as well as expections during the research process, especially through a meeting held twice a week, on Tuesdays and Fridays, September-November 2002. The product validity was established through making efforts to bring about EFL learning in the three schools. The process validity was established by ensuring that the process was going on as planned with some modification where necessary as can be seen in the development of the model itself. The catalytic validity was fulfilled by allowing with each person involved in the study to learn and gain more insights from the research processes. This was done by encouraging them to express their opinions about the changes they had experienced and to modify their techniques to bring about improvement. The dialogic validity was established by encouraging the participants to share their experiences, thoughts, and feelings with their fellow participants, especially during the planning and reflection activities.

Credibility and Transferability

For purposes of establishing credibility through triangulation, the same data were collected through different instruments and from different sources. This made it possible for cross-check to happen. For example, data on the teaching-learning processes were collected through fields ntoes and video-recordings and and from the students teachers, the class teachers, the principals, and the pupils. Data on the transferability of the

model were collected from primary school teachers of EFL and the principals who observed the implemenation of the model in the five provinces mentioned above in Week 4 of November 2002.

RESULTS OF THE DEVELOPMENT OF THE TEPSS MODEL

The Basic TEPSS Model

The application of the framework illustrated in Figure 1 above resulted in the basic TEPSS model, which is contextual-communicative, or the Con-Com TEPSS Model. This model is basically more student-centred than teacher-centred, emphasizing the acquisition of the intended competency to speak English through a three-stage process: (a) understanding the meanings expressed in the input text, (b) understanding how such meanings are expressed through certain language forms, and (c) learning to use such forms to communicate with others. This three-stage process constitutes the teaching-learning procedure. To contextualize the teaching learning activities, some effort is made to make use of students' opinions, feelings and life experiences in the warming-up stage and the closing is to make them aware of the usefulness of what has been learned in real life situations. The model is further illustrated in Fig. 2.
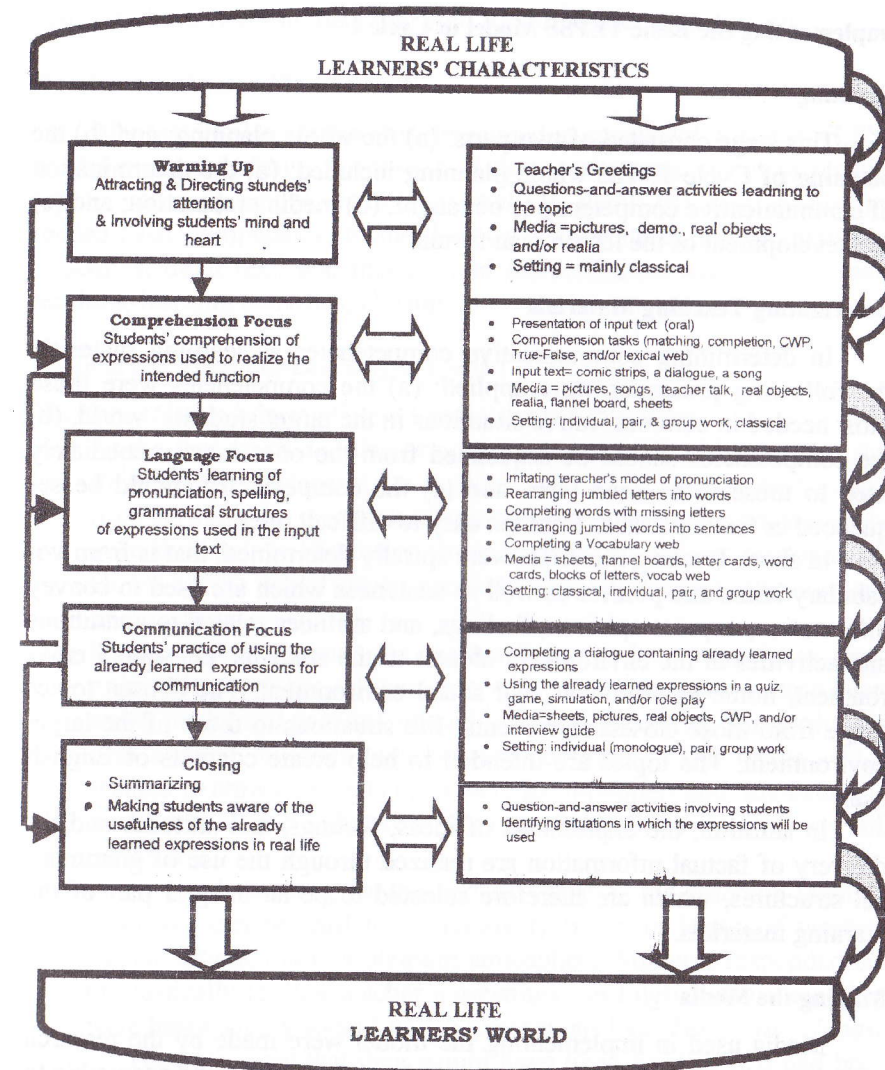

Figure 2. The Contextual-Communicative Model I TEPSS

Implementing the Basic TEPSS Model in Cycle 1

Planning

This stage consisted of two parts: (a) the whole planning; and (b) the planning of Cycle 1. The whole planning included: (a) the determination of communicative competency to be taught; (b) media preparation; and (c) the development of the lesson plan format.

Determining Teaching Materials

In determining communicative competencies as learning materials the following principles were applied: (a) the competencies were those most needed in communicative situations in the target students' world, (b) the competencies should be sequenced from the ones most immediately used to those to be used later, and (c) the competencies should be sequenced as far as possible from the easy to difficult ones.

In short, learning materials were spirally determined, that is from vocabulary items and phrases as well as sentences which are used to convey information, express opinions, feelings, and attitudes related to conditions and activities in the environment closest to the students, i.e. school environment, home environment, and social environment. The chosen topics range from those closest to students' life situations to those of the larger environment. The topics are intended to help create contexts of English use.

In addition, the expressions of ideas, feelings, and attitudes and the delivery of factual information are realized through the use of grammatical structures, which are therefore selected to be an integral part of the learning materials.

Making the Media

Media used in implementing the model were made by the research team by making use of materials assumed to be available and accessible to any schools, including the most disadvantaged one. The media included hand-puppets, realia, pictures, flannel boards, toy balls, word and picture flash cards, cross-word puzzle sheets, blocks of letter sheets, lexical web sheets, survey sheets, paper stars or cards containing appreciating expressions like *Excellent, Great, Well done, Very Good*. These media were assumed to have two-fold benefits, both for the teacher and students.

Developing a Lesson Plan Format

The lesson plan format was developed in consistent with the TEPSS Model presented above. It consists of three main parts: (a) class identity (grade, name of school, number of students, date); (b) main points (intended basic competency, theme, key vocabulary items, key grammatical structures, input text, and media); and (c) procedure warming-up, main teaching-learning activities, closing.

Summary of Teaching-Learning in Cycle 1

The data collected during Cycle 1 indicated the following:

(1) At the first teaching, class management was still a big problem due to a number of factors, i.e. lack of mutual acceptance and mutual trust between the teacher and students, an outguessing situation, uneven distribution of teacher attention, and bad activity organization. However, the use of media seemed to attract students' attention and involve them.

(2) In the second teaching, the teacher began to be successful in communicating with the students, probably due to the use of more interesting media and growing mutual trust between them. This early success seemed to arouse teacher self-confidence. The media which seemed to attract students most were hand-puppets and, toy balls and the "Bingo Game". However, the use of classroom English was still minimal.

(3) In the third teaching, or the end of Cycle 1, the teaching-learning processes can be said to be relatively better in terms of teacher-student interaction in a pleasant atmosphere. Students responded enthusiastically to their teacher's greetings , in English of course, they were heard saying some English expressions like *'Yes', 'No', 'Please ...'* They also said that they would have liked English if it had been taught in the same way before.

(4) A special note was made by the instructor of Grade 4 in which she found two students who always disturbed other students and were rejected by other students. These two students' misbehaviors were felt to have caused failure in classroom management.

Reflection of Cycle 1

At the end of Cycle 1, the whole research team and collaborators conducted a reflection on the whole teaching-learning processes of Cycle 1. Every body had ample opportunity to express their ideas, opinions and feelings and share their experiences. The results of this reflection were as follows:

(1) In Cycle 1, most of the efforts and energy were spent to establish teacher-student personal relationship and introduce learning activities new to students. These activities involved the use of different media.

(2) Though the teaching-learning processes had improved, teachers focused so much on the activities that they gave very little attention to classroom management.

(3) Teachers used very limited classroom English because they were unsure that their students understood it; they seemed to forget that good classroom English could arouse their interest and help establish an atmosphere conducive to their English acquisition.

(4) Instructors hardly made any effort to motivate students to learn since the Model did not have this element. They suggested that the Model be revised to include it.

(5) It was admitted by all the instructors that the teaching-learning activities could flow well following the Model.

Results of the observation being reflected upon indicated that the TEPSS Model needed developing and improving to resolve the implementation weaknesses while still maintaining the main elements.

Revising the Model

Based on the points resulting from the reflection mentioned above, the Model was revised, through a workshop, so that the Warming-up stage included "motivating students to learn". Besides, the use of classroom English was to be another additional element. This is illustrated in Fig.s 3.

Cycle 2

Planning

The results of the reflection at the end of Cycle 1 provided the basis

for the planning Cycle 2, which was conducted through a dialogic and democratic meeting involving all research participants. Since classroom management was found to be most problematic in Cycle 1, all the research participants agreed to review theories of classroom management and they decided to refer to Brown (2001).
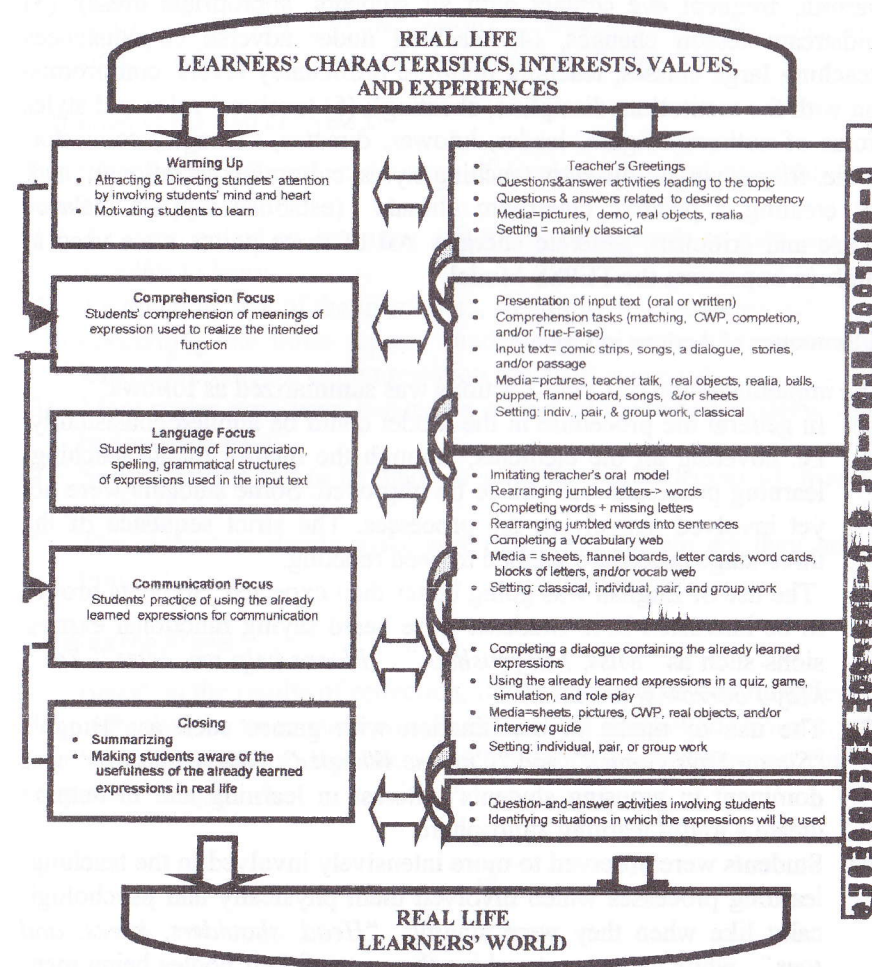

Figure 3. The Con-com TEPSS Model II

Searching for a Theoretical Basis for Classroom Management

According to Brown (2001: 192-204), some points should be considered in managing the class: (1) the classroom physical environment (sight, sound and comfort; seating arrangement, chalkboard use, equipment); (2) teachers' voice and body language (exhibiting self-confidence, optimism, warmth, frequent eye contact with all students, appropriate dress); (3) midstream lesson changes, (4) teaching under adverse circumstances (teaching large classes, teaching multiple proficiency levels, compromising with the institution, discipline, cheating); (5) teachers' roles and styles (roles of authority figure, leader, knower, director, manager, counselor, guide, friend, parent; different teaching styles; cultural expectations); and, (6) creating a positive classroom climate (establish rapport, balance praise and criticism, generate energy). All of these points were used to guide in improving the TEPSS Model

A Summary of Actions in Cycle 2

The implementation of Cycle 2 actions was summarized as follows:
(1) In general the procedure in the model could be applied consistently, i.e. covering all the elements, though the quality of the teaching-learning processes was still to be improved. Some students were not yet involved actively in the processes. The strict sequence of the three-stage procedure seemed to need relaxing.
(2) The use of English was going better than expected. Students proved to be interested in it. Students were heard saying functional expressions such as *"Miss, I'm finished." "Please help me, Miss." Yes." May I borrow your ruler?"*
(3) The use of media in combination with games such as "Bingo", *"Simon Says Games"*, and *"Chinese Whisper"*, *"Survey Games"* was dominant in arousing students' interest in learning and in helping create a joyful learning atmosphere.
(4) Students were observed to more intensively involved in the teaching-learning processes which involved them physically and psychologically like when they were singing *"Head, shoulders, knees, and toes"* while they were touching the parts of their bodies being mentioned in the song.
(5) Classroom management was observed to have improved a great

though not optimally.
(6) Variation of activities and media also improved, though sometimes certain activities still lasted too long than expected.
(7) The use of classroom English was observed to have improved, but the use of English routines still needed improving. The teacher should have used routines such as *"Please, sit down, don't be noisy," "Can you help me, please?" "Thank you for your cooperation." "Children, I need your cooperation." "Thank you."*

Reflection at the End of Cycle 2

The reflection conducted at the end of Cycle 2 revealed the following points:
(1) As summarized above, more effort was to be made to motivate the students to learn.
(2) As found by one of the instructors, flexibility in organizing activities concerning the three aspects (understanding content, learning the language elements, communication practice) is needed.
(3) More paper stars were needed as a kind of reward to students who had worked hard.
(4) Special efforts had to be made to solve the misbehaviour of trouble students.
(5) The instructors should make sure that every student got their attention.

Revising the Model

Based on the results of reflection, the TEPSS Model was modified to make sure that the three main aspects of teaching mentioned above would be flexibly integrated so that necessary overlapping could happen. This is illustrated in Figure 4.

Figure 4. The Contextual-Communicative Model III of TEPSS

Cycle 3

Planning

The results of the reflection at the end of Cycle 2 provided the basis for the planning Cycle 3, which was conducted through a discussion by the whole research team in a democratic and dialogic atmosphere. The planning revealed the following points:

(1) The classroom would be arranged in such a way that setting variation was ensured to include classical, group, pair and individual work, part of which involved competition. They planned to respond to students' learning needs as occasion demanded to ensure the integration of all the teaching-learning stages.

(2) The use of classroom English would be increased to enrich the learning environment with target linguistic input.

(3) Some effort would be made to ensure that students received equal attention.

(4) A personal approach would be applied in solving the problem of the disruptive students. Besides, these students would be given tasks which interested them most.

Summary of Actions in Cycle 3

The following is the summary of the actions in Cycle 3:

(1) The teacher-student relationship was observed to be more harmonious and the communication between the two parties went better.

(2) The teaching practice applying the Model was so successful in arousing students' motivation to learn and interest in English that Grade 5 students in one of the schools were so disappointed to learn that the instructor would soon leave them that they went on strike on the last day.

(3) The problem of the two disruptive students remained unsolved. The Principal said that the two students had been were difficult to handle since they began to study there.

Summary of Learning Achievement at the End of Cycle 3

Data on learning achievement were obtained in two ways: continuous observation and testing. The continuous observation was conducted

by the instructors and the classroom teachers and revealed that around 60% of the students had produced communicative expressions with a high level of accuracy (both in grammar and pronunciation), while 30% of them with a moderate level, and the rest with a low level. The expressions produced include: *"What's your name? Do you like ...? Do you want ...? Would you like ...? Do you know how to go to the bank? Where do you live? My hobby is cycling. What's your hobby? May I borrow your ruler? Can I wash my hand, Miss? Good morning, Miss. How are you?"*

The results of a written test revealed that in general students made satisfactory progress. In Primary School A almost 75% got an A and the rest a B. In Primary School B, 30.7% f the students got A, 46.15% B, and the rest C. In Primary School C, 36.84% got A, 31.58% B and the rest C. In addition, the application of the TEPSS Model also brought about positive change in the students' positive attitudes to English, their learning motivation, and their involvement in learning tasks.

Reflection

The reflection of the teaching-learning processes during Cycle 3 revealed the following:

(1) The teaching-learning processes went well with some modification made to ensure the integration of the whole activities. Students were observed to be particularly enthusiastic when they were involved in communicative tasks, especially through games.

(2) Class management was observed to be effective when the activities were organized in such a way that students were kept actively involved in various activities.

(3) The activities related to the receptive and productive skills, both oral and written, were observed to be effective when none was left out. Therefore, students should be given opportunity to learn the four macro skills though emphasis might be placed on speaking.
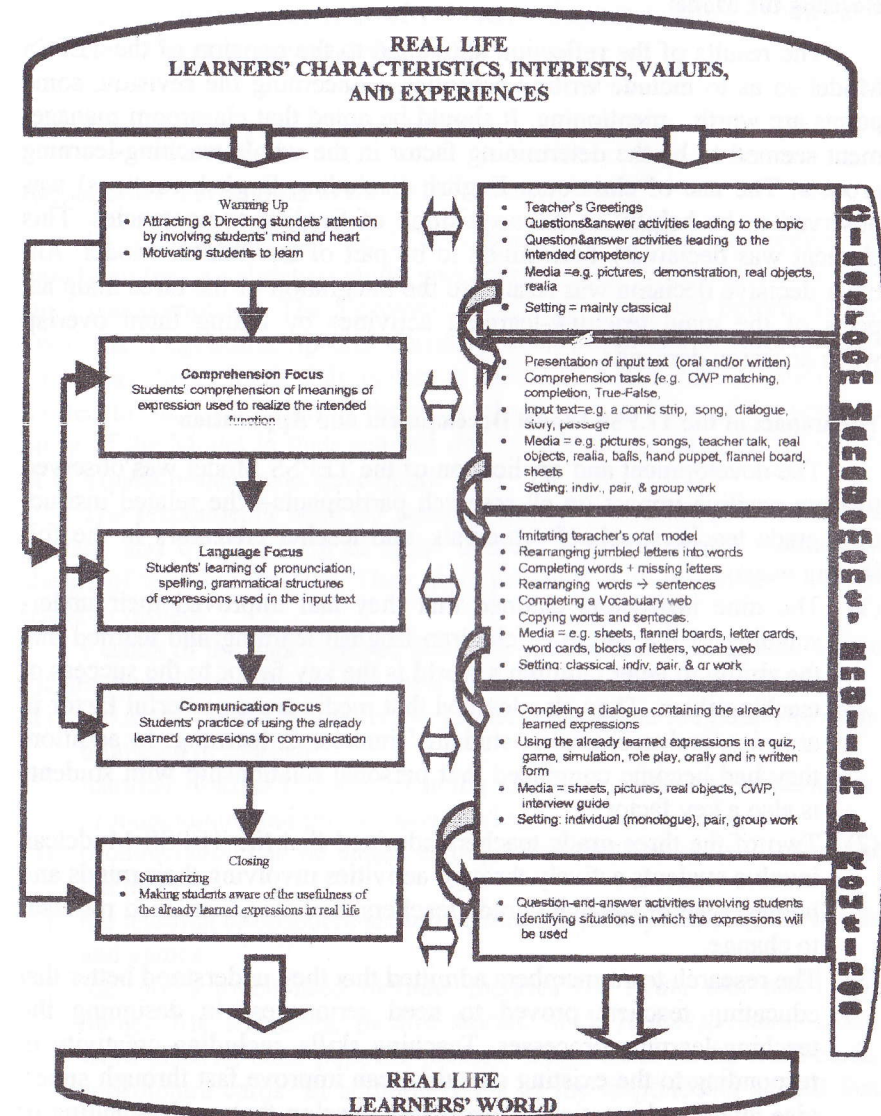

Figure 5. The Contextual-Communicative Model IV of TAPS

Revising the Model

The results of the reflection above led to the revision of the TEPSS Model so as to include writing activities. Concerning the revision, some points are worth mentioning. It should be noted that classroom management seemed to be the determining factor in the whole teaching-learning process. The use of classroom English (including English routines) was observed to be helpful in the acquisition of English competencies. This element was decisively determined to be part of the TEPSS Model. Another decisive decision was related to the integration of the three main aspects of the main teaching-learning activities by letting them overlap when occasion demands.

The Impact of the TEPSS Model Development and Application

The development and application of the TEPSS Model was observed to have positive impact on all research participants—the related instructors, grade teachers, school principals, and teacher educators in the following ways:

(1) The nine instructors claimed that they had improved their understanding of the nature of children English learning and learned that the ability to enter children's world is the key factor to the success of teaching them. They also learned that media are a powerful factor in arousing and maintaining students' interest in learning. In addition, they had become convinced that personal relationship with students is also a key factor.

(2) Two of the three grade teachers admitted that the TEPSS Modelcan involve students actively through activities involving their minds and bodies. One of the three grade teachers, however, remained resistant to change.

(3) The research team members admitted that they understood better that educating teachers proved to need seriousness in designing the teaching-learning processes. Teaching skills, including creativity in responding to the existing situation, can improve fast through supervise integrated practice as instructors develop their understanding of the nature of their students' learning.

(4) All of this has led to the conclusion that all the research participants agreed that the revised model can be accepted as a model which can

support the development of children's English language competencies. The principals underlined this.

VALIDATION OF THE TEPSS MODEL

Respondents' Perceptions of the TEPSS Model

To find out whether the TEPSS Model fulfills the requirement of transferability, a validation study was conducted in 5 provinces after Cycle 3 was completed. The 5 provinces were, as mentioned before, as follows: the Yogyakarta Special Territory, Jakarta Capital Territory, Lampung, East Java, South Kalimantan. It should be noted that the study was limited to the exploration of the respondents' perceptions of the applicability of the Model in their schools due to time constraints. For this purpose a questionnaire was developed.

The respondents were 60 primary school principals (80% of those invited) and 65 (86, 67% of those invited) primary school teachers in charge of teaching English. They mere provided with information on the research project.

Results of the data obtained from the questionnaire completed before the demonstration revealed that most of the respondents agreed that:

(1) the aim of teaching English in primary schools is the ability to communicate in English;

(2) learning English includes meaning and form (grammar, vocabulary, pronunciation, and punctuation marks);

(3) pronunciation can be taught through drills with songs and games as the media;

(4) the learning atmosphere should be made joyful by utilizing the media and games;

(5) the media to be used include: pictures (of living and non-living things, life situations, picture stories, stick figures), realia, crossword puzzles, hand-puppets, posters, songs, letter cards, word cards, and picture cards. In addition, 80% of the respondents agreed that limericks and simple poems are used as media too;

(6) learning a language should involve students' physical and mental activities;

(7) classroom English and English routines must be used during the lesson;

(8) teachers of English should be the model of pronunciation for their students;

(9) teachers of English should be kind, have a sense of humour and can sing simple songs;

(10) rewards (in the form of paper stars) should be given to students as a kind of appreciation for their efforts to produce English, their participation in the activities, and their learning achievement;

(11) students' works in the form of English or pictures should be displayed on the wall or hung in the classroom to be appreciated by other students;

(12) students' learning progress should be continuously assessed;

(13) in evaluating students' learning progress, the following points should be considered: learning achievement, learning efforts, active involvement in class, English performance outside the class, politeness, cooperation, tolerance, order, and creativity;

(14) a smaller number of respondents (80%) agreed that poems/ limericks should be used as media and functionally noisy class should be tolerated.

All of this implies that the principals and teachers of English as respondents of the validation study have the same understanding of teaching English to children using the already developed TEPSS Model.

Respondents' Perceptions of the Applicability of the TEPSS Model

After completing the questionnaire (Part A), the respondents the respondents were involved in the teaching demonstration using the TEPSS Model, as grade 6 students. They showed their cooperation through their positive involvement in the teaching-learning processes verbally, affectively, and physically. They did the tasks given by the instructor—singing, playing games, writing, repeating. One of them said, "The teaching of English in primary schools should have been conducted in this way—a joyful learning because that is the children's world." Another said, "This model is good because all points being learned are related to one another and reinforce one another—vocabulary, grammatical structures, pronunciation and communicative activities are all concerned with the same

topic/theme. I like it very much." In short, the demonstration of teaching using the model made the respondents aware of the nature of English for children.

After the demonstration was finished, the respondents were asked to complete Part B of the questionnaire. Analysis of data obtained through this questionnaire revealed most of the respondents (90-95%) agreed that:

(1) the teacher's greeting in English can encourage students to respond to it in English;

(2) media can easily attract and direct students' attention;

(3) students' understanding of the meanings of words, phrases, and sentences used in the text is facilitated by the use of media such as pictures, movements, and face mimics as well as regalia;

(4) the learning of vocabulary and grammatical items can be effective through practice of rearranging jumbled letters into words and jumbled words into sentences;

(5) students can effectively learn to use English through joyful communicative activities such as "Bingo" and guessing games and role plays;

(6) checking the students' understanding of the meanings of English words, phrases, and sentences in their contexts can be done effectively with the aids of: pictures of living and non-living things, pictures of life situations, picture stories, realia, real objects available in, hand puppets, stories, songs or cross-word puzzles;

(7) the learning of language elements (vocabulary items, spelling, grammatical structures) can be aided by: letter cards, pictures of life situations, picture stories, realia, real objects available in the environment, hand puppets, stories, songs or cross-word puzzles;

(8) students can acquire communicative skills in English through the following activities: completing a dialogue, exchanging information, various games, role play, and completing a form;

(9) the closing activities can be carried out by summarizing and making students aware of the usefulness of the already learned competencies. The closing joyful activities can make students long for the next class;

(10) students are motivated to learn by activities involving them physically, e.g. clapping their hands, dancing, and moving from one place to another;

(11) various activities and media can motivate students to learn, make them happy, and improve the effectiveness of classroom management;

(12) teachers' kindness, creativity and warmth help develop the teacher-student personal relationship;

(13) praise and rewards given to students can improve students' learning motivation;

(14) competitive games can improve student's motivation to learn;

(15) the media for English teaching in primary schools can be made by the teacher and students together;

(16) big classes can be split into smaller ones to ensure the effectiveness of teaching and learning;

(17) results of learning activities can be function as media;

(18) a time management and a good arrangement of various activities can improve classroom management;

(19) effective classroom management can ensure learning effectiveness;

Meanwhile, about 80-85% of the respondents agreed upon the following three points: tolerance of functionally noisy in the class, class size of no more than 25 students, and closing activities with the function of summarizing and making students aware of the usefulness of the already learned materials in real life situations.

Perceptions of the Applicability of the Whole TEPSS Model

In addition to responding to statements of the points, the respondents were also asked to respond to general questions about the whole model. Their responses can be ranked in the following way: applying the model in their school by modifying the media and activities (63.2%), applying the model in their school by modifying the order of activities (24%), fully applying the model (20%), applying the model by reducing the activities (7.2%), and the model cannot be applied in their school due to lack of media.

From the results of data analysis, it can be concluded that the Con-com Model of TEPSS and be applied in primary schools where the re-

spondents work with some modification to make it fit with students' learning needs.

CONCLUSIONS

The above findings have led to the following conclusions: (1) the Con-com TEPSS Model has been found to be effective in ensuring students' learning through the integration of learning the following three aspects: meanings (content), language elements, and practice of using English communicatively; (2) This model is perceived to applicable in the 60 schools in the 5 provinces where the validation study was conducted; (3) The learning of English can be effective if conducted made joyful through the use of integrated games; (4) Primary school students can actively be involved with a high degree of spontaneity if the activities fit their stage of development, involving physical and mental activities; (5) The use of appropriate media can make English learning interesting so that students' attention span can be wider; (6) The use of classroom English and routines can help create an English atmosphere in the classroom and provide input for effective acquisition; (7) The quality of classroom management can be built by (a) applying justice and equal attention and tasks, and (b) arrangement of time and activities.

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