OPTIMIZING THE EFFECTIVENESS OF PRE-ACTIVITY IN TEACHING ENGLISH TO YOUNG LEARNERS

(An Action Research on English Extracurricular Program at SD Kristen Manahan Surakarta in the Academic Year 2015/2016)

A THESIS

RADITYANGGI MUKTI WIBOWO
K2209071

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2016
PRONOUNCEMENT

Name : Radityanggi Mukti Wibowo
NIM : K2209071

In the name of God, the researcher states wholeheartedly that the thesis entitled Optimizing the Effectiveness of Pre-activity in Teaching English to Young Learners (An Action Research on English Extracurricular Program at SD Kristen Manahan in the Academic Year 2015/2016) is originally made by the researcher. It is neither a product of plagiarism, nor made by others. The things related to other people work are written in quotations and included within the bibliography.

If this pronouncement is proven incorrect in the future, the researcher is ready to take the responsibility.

Surakarta, June 2016

The researcher,

Radityanggi Mukti Wibowo
OPTIMIZING THE EFFECTIVENESS OF PRE-ACTIVITY IN TEACHING ENGLISH TO YOUNG LEARNERS

(An Action Research on English Extracurricular Program at SD Kristen Manahan Surakarta in the Academic Year 2015/2016)

A THESIS

RADITYANGGI MUKTI WIBOWO
K2209071

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfil One of the Requirements for Getting the Undergraduate Degree of Education in English.

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2016
APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University.

Consultant I

Drs. Gunarso Susilohadi, M.Ed, TESOL
NIP. 19540315 198503 1 002

Consultant II

Teguh Sarosa, SS., M.Hum.
NIP. 19730205 200604 1 001
BOARD OF EXAMINERS LEGITIMATION

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University, and accepted as one of the requirements for getting an Undergraduate Degree of Education in English.

On : Surakarta

Date :

Board Examiners:

Chairperson:
Hefy Sulistyawati, S.S., M.Pd.
NIP. 19781208 200112 2 002

Secretary:
Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

Examiner I:
Drs. Gunarso Susilohadi, M.Ed, TESOL
NIP. 19540315 198503 1 002

Examiner II:
Teguh Sarosa, SS., M.Hum.
NIP. 19730205 200604 1 001

Teacher Training and Education Faculty
Sebelas Maret University of Surakarta

The Dean

Prof. Dr. Joko Nurkamto, M.Pd
NIP. 19610124 198702 1 001
MOTTO

Trust in God

Trust in His promises

Trust in His timing
DEDICATION

This thesis is dedicated to:

My self

My father, mother, and brother

My friends
ACKNOWLEDGEMENT

Praise to the Lord God, Almighty that by His grace and mercy the writer can finish her thesis as one of the requirement for getting undergraduate degree of education in English. The writer realizes that she can accomplish the thesis with help and encouragement from other. Therefore, she would like to wish thank to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret who has given permission to the writer to write the thesis.
2. The Head of English Education Department who has given permission to the writer to write the thesis.
3. Drs. Gunarso Susilohadi, M.Ed, TESOL, her first consultant, for his guidance, support, and time during the process in accomplishing this thesis.
4. Teguh Sarosa, SS., M.Hum., her second consultant for his guidance, support, and time during the process in accomplishing this thesis.
5. Y. Sukiya, S.Th, the headmaster of SD Kristen Manahan Surakarta, who supported and helped dealing with the research.
6. Her beloved family, for never ending support and love for the writer.
7. Everyone who motivated, supported, helped, and accompanied the writer during the research.

The writer realizes that this thesis is not perfect. Therefore, she hopes and accepts gratefully every comment and suggestion. Finally, she expects that this thesis will be beneficial for the readers especially for those who are interested in the similar study.

Surakarta, June 27, 2016

Radityanggi Mukti Wibowo
ABSTRACT


This research was aimed to observe whether the optimized pre-activity can improve the effectiveness of teaching learning process and also students’ language achievement in English extracurricular program at SD Kristen Manahan Surakarta. This research is an action research which was conducted in November 2015 to June 2016. There were two cycles of the action. The procedures of each cycle are identifying problems, planning, implementing, observing and monitoring, reflecting, and revising. In collecting the data, the writer used observational and non-observational techniques. The result on analysing the data were in the form of field note, pre-test and post-test. The finding of the research shows that the optimized pre-activity, in this case is using familiarized media, can improve learners’ language acquisition and the effectiveness of teaching and learning process. There was an improvement on the students’ average score of the test, it raised from 80.62 to 96.19, and also the number of students who reach the minimum achievement criteria. The research also has result on the teaching and learning process. It can be seen by the observation which the students are enjoy and involved actively on the learning. They also produced oral communication during the lesson.
ABSTRACT

# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>TITLE PAGE</td>
<td>iii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iv</td>
</tr>
<tr>
<td>BAORD OF EXAMINERS LEGITIMATION</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>MOTTO</td>
<td>viii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ix</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

A. The Background of the Study ........................................................................................................ 1
B. Problem Statements ......................................................................................................................... 3
C. Benefits of the Study ....................................................................................................................... 3

## CHAPTER II: THEORETICAL REVIEW

A. Teaching English to Young Learners
   1. Definition of Teaching English to Young Learners ................................................................. 5
   2. Characteristics of Young Learners ............................................................................................. 6
   3. Techniques on Teaching English to Young Learners .................................................................. 8
B. Effective Teaching
   1. Definition of Effective Teaching .............................................................................................. 9
   2. Characteristics of Effective Teaching ........................................................................................ 9
   3. Learners Goals on Effective Teaching ....................................................................................... 10
C. Pre-Activity
   1. Instructional Strategy in Teaching English to Young Learners ............................................ 13
CHAPTER III: RESEARCH METHODOLOGY
A. Research Setting ........................................................................................ 24
B. Research Subject .......................................................................................... 25
C. Method of the Research .............................................................................. 25
D. The Procedure of Action Research ............................................................. 27
E. The Techniques of Collecting Data ............................................................... 29
F. The Techniques of Analysing the Data ......................................................... 30

CHAPTER IV: RESEARCH FINDING AND DISCUSSION
A. Cycle I
1. Identifying the Problem ................................................................................. 32
2. Planning the Action ....................................................................................... 33
3. Implementing the Action ............................................................................... 35
4. Observing and Monitoring the Action ........................................................... 38
5. Reflecting the Action .................................................................................... 39
6. Revising the Plan .......................................................................................... 39
B. Cycle II
1. Identifying the Problem ............................................................................... 39
2. Planning the Action ....................................................................................... 40
3. Implementing the Action ............................................................................... 40
4. Observing and Monitoring the Action ........................................................... 40
5. Reflecting the Action .................................................................................... 43
6. Revising the Plan .......................................................................................... 43
C. Discussion ...................................................................................................... 44
CHAPTER V: CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion .................................................................................................. 46
B. Implications ............................................................................................ 47
C. Suggestions ............................................................................................ 48

BIBLIOGRAPHY .......................................................................................... 49

APPENDICES .............................................................................................. 50
LIST OF APPENDICES

Appendices 1 : LESSON PLAN: If You’re Happy and You Know it! (Pre-test) ...... 51

Appendices 2 : LESSON PLAN: Doe, A Deer! (Cycle I) ............................................. 54

Appendices 3 : LESSON PLAN: If You’re Happy and You Know it! (Cycle II) ...... 57

Appendices 4 : English Test for Pre-Test ................................................................. 60

Appendices 5 : English Test for Cycle I .................................................................. 62

Appendices 6 : English Test for Cycle II ............................................................... 63

Appendices 7 : THE RESULT OF PRE-TEST ......................................................... 65

Appendices 8 : The Result of Cycle I Test ............................................................... 69

Appendices 9 : THE RESULT OF CYCLE II TEST ................................................. 73

Appendices 10 : THE STUDENTS’ OBSERVATION RESULT ............................... 77

Appendices 11 : THE TIME SCHEDULE OF THE RESEARCH ............................. 83

Appendices 12 : FIELD NOTES OF THE RESEARCH ........................................... 84

Appendices 13 : PHOTOGRAPH ......................................................................... 90
LIST OF TABLES

Table 2.1 Students-learning Concepts ............................................................... 20
Table 3.1 Time of Research ............................................................................. 25
Table 4.1 Students’ Pre-Test Score ................................................................ 34
Table 4.2 Students’ Cycle I Score .................................................................. 37
Table 4.3 Students’ Cycle II Score .................................................................. 42