

LESSON PLAN
TEACHING PROFICIENCY THROUGH READING AND STORYTELLING
LEVEL/GRADE: KINDERGARTEN 1A
TERM 4, 2nd SEMESTER OF 2016-2017 SCHOOL YEAR
SCHOOL NAME: JAC SCHOOL SURABAYA

About Teaching Proficiency through Reading and Storytelling

TPRS (Teaching Proficiency through Reading and Storytelling) is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner. Its framework and Philosophy are based not only on classroom-proven strategies, but more importantly, on research in second language acquisition.

- Theme** : Transportation
Story Title : Over the Mountains
Time : 30 minutes, once in a week
Day : Friday, 2nd June 2017.



Vocabularies and Grammar Target

- English names of other local forms of transport (car, ship, train, horse)
- Verbs connected to transport (drive, sailing, riding, etc)
- collocations (e.g. “driving on a car, travelling on a train”)
- Language to talk about transport in full sentences (e.g. “I’m driving in a car through the trees”)

Objectives

- Help to promote in increasing students vocabulary about transportation
- Students recognize kinds of transportation
- Students practice to study the use of verb connected to transportation
- Students able to use the collocation words
- Students able to talk about transportation in full sentences
- Students able to retell the stories about transportation with their own language

TPRS Steps and Activities

Steps	Teacher Activity	Students Activity
Opening	<p>Teacher greet the students by says good morning and asked how are you.</p> <p>Then, teacher do ice breaking by call student names with funny voice.</p>	<p>Students answer good morning and I'm fine thank you, and you?</p> <p>Students raise their hand when teacher call her/his name and say "present".</p>
<p>Main Activity</p> <p>Establish meaning-Vocabulary</p> <p>Introduce the new words</p> <p>Personalized Question and Answer.</p>	<p>The teacher tells about the story title to the students. It's titled "Over the Mountains". Teacher explained that, the story is about a man who wants to travel the world using Car, Ship, Train and Horse.</p> <p>Teacher teaches the students to use the verbs that connected to the transport such as: driving in a car, sailing on a ship, travelling on a train and riding on a horse.</p> <p>To establish meaning, the teacher show the pictures of the transportation and show the gesture to the students how to driving in a car or sailing on a ship, etc.</p> <p>Next, teacher asks the student "have you ever go travel somewhere?" Where did you go when you are travelling? What transportation you use for travel?</p>	<p>The students listen to the story that teacher tells. The students see the picture that shown by the teacher and make sure that the students see the picture clearly.</p> <p>Students answer teacher's question by raise their hand</p>
Create a story- Acting	<p>Next, the teacher tells the story about the man who travel the world using different kinds of transportation.</p> <p>The man's name is Mr. Jack. One day, Mr. Jack buys a new car. The car color is red and it is his favorite color. He is driving in a car to go to his work in Surabaya. <i>Mr. Jack's new car is red</i> <i>Teacher repeat the sentence "He driving in a car"</i></p> <p>During holiday, Mr. Jack wants to go to his grandma's house in Jakarta. Mr. Jack wants to get there fast and he decided to go by train. So, Mr. Jack travelling on a train to go to Jakarta. <i>Teacher repeat the sentence "Mr. Jack travelling on a train"</i></p>	

<p>Pick actors from the class</p> <p>Circling (TPRS® uses repetitive questions)</p> <p>Ask a yes/no question where the answer is YES</p> <p>Ask a yes/no question where the answer is NO.</p> <p>Ask an either/or question.</p> <p>Repeat back the wrong answer and restate the correct one.</p> <p>Ask a who?, what?,where?, how?, why?, etc. question.</p>	<p>After went to Jakarta, Mr. Jack wants to go to his friend’s house in Bali. To go to Bali, he had to cross the sea. So, Mr. Jack sailing on a ship to go to Bali. <i>Teacher repeat the sentence “ Mr. Jack sailing on a ship”</i></p> <p>During in Bali, Mr. Jack spent his time with friends. He and friends go to a mountain together. The mountain is near from Mr. Jack friend’s house. So, They are riding on a horse to go to the mountain. They are very happy to see around the mountain by riding on a horse. <i>Teacher repeat the sentence ”they are riding on a horse”</i></p> <p>After tell the story, teacher pick some student to be the actor. Students who go in front of the class is acting to be Mr. Jack when he was driving in a car. Teacher choose different student to pretend they are sailing on a ship, travelling on a train. Teacher teach student to make a train horns “tut, tut, tut”, and pretend to riding on a horse.</p> <p>Start with a statement. Such as: “Mr. Jack buys a new car” , “the color is red”</p> <p>“Does Mr. Jack buys a new car?” “ Is he driving on a car to go to work?”</p> <p>“Is green the color of Mr. Jack new car?” “Does Mr. Jack go to Bali by car?”</p> <p>Mr. Jack go to Jakarta by train or ship?</p> <p>The car color is not green, it is red. Mr. Jack go to Bali not by car, he go by ship.</p> <p>“Who buy a new car?”, “what is the car color?” “Where did Mr. Jack go during holiday?”, “how Mr. Jack go to Jakarta?”, “why Mr. Jack go to Bali by ship?”</p>	<p>Student who have chosen to go in front of the class to act/pretend to driving in a car, sailing on a ship, travelling on a train and riding on a horse.</p> <p>The students listen to the statements and answer</p> <p>The students answer “Yes, he does” “Yes, he is.</p> <p>The students answer “No, it is not” The students answer “ No, he does not”</p> <p>The students answer “ he go by train”</p>
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<p>Read-Literacy</p> <p>Discuss the reading</p>	<p>Teacher writes down the words and sentences in a whiteboard and read it for the students.</p> <ul style="list-style-type: none"> • Relate the situation in the reading with the lives of the students. • Ask the students if they have ever been in a similar situation. • Are there any life lessons to be learned? • Discuss character development, plot development, choices, values, etc. 	<p>Students repeat after the teacher read.</p>
<p>Closing</p>	<p>Teacher summarize the story</p> <p>Teacher end up the story telling by ask the students “do they like the story?”</p> <p>Teacher offers students to ask a question about the story.</p>	<p>Students answer teacher’s question with yes/no question and the reason why they like or don not like it.</p> <p>Students may ask a question about the story.</p>
<p>Worksheet</p>	<p>Teacher distribute “Over the mountains” worksheet for the students</p>	<p>Students do the worksheet</p>

Acknowledgment,
JAC Kindergarten Principal

Surabaya 2nd June 2017
Subject Teacher

Dwi Wardianasari, S.S

Anggun Susandra S.Pd



Over The Mountains



The story is about the man who travels the world using different kinds of transportation.

The man's name is Mr. Jack.

One day, Mr. Jack buys a new car.

The car color is red and it is his favorite color.



During holiday, Mr. Jack wants to go to his grandma's house in Jakarta.

Mr. Jack wants to get there fast. Then, he decided to go by train. So,

Mr. Jack is travelling on a train to go to Jakarta.



After went to Jakarta, Mr. Jack wants to go to his friend's house in Bali. To go to Bali, he has to cross the sea. So, Mr. Jack was sailing on a ship to go to Bali.



During in Bali, Mr. Jack spent his time with Friends. He and friends go to a mountain together. The mountain is near from Mr. Jack friend's house. So, They are riding on a horse to go to the mountain. They are very happy to see around the mountain by riding on a horse.



Appendix 3

TPRS “Over the Mountains” Worksheet

1. Listen to the statements!

Driving in a car, sailing on a ship, travelling on a train and riding on a horse

2. Look at the picture to visualize the story.



3. Answer the following question.

- Where did you go when you are travelling?
- What transportation you use for travel?

4. Repeat the sentence after the teacher.

“He is driving in a car”

5. Repeat the sentence.

“Mr. Jack is travelling on a train”

6. Repeat the sentence.

“Mr. Jack is sailing on a ship ”

7. Repeat the sentence.

“They are riding on a horse ”

8. Please go forward and act....

- Driving in a car
- Travelling on a train
- Sailing on a ship
- Riding on a horse

9. Listen to the statements and answer the following question.

“Mr. Jack buys a new car”

“The color is red”

What did Mr. Jack buys? A new car

What is the color? The color is red

10. Listen to the question and answer.

Does Mr. Jack buy a new car? Yes, he does

Is he driving on a car to go to work? Yes, he is

11. Listen to the question and answer .

Is green the color of Mr. Jack new car? No, it is not

Does Mr. Jack go to Bali by car? No, he does not

12. Listen to the question and answer .

Mr. Jack go to Jakarta by train or ship?

Mr. Jack go by train”

13. Repeat the sentence after the teacher.

a. The car color is not green, it is red.

b. Mr. Jack go to Bali not by car, he go by ship.

14. Answer the who, what, where, why and how question.

a. Who buys a new car? Mr. Jack

b. What is the car color? The color is red

c. Where did Mr. Jack go during holiday? Mr. Jack go to Jakarta and Bali.

d. How Mr. Jack go to Jakarta? Mr. Jack go by train

e. Why Mr. Jack go to Bali by ship? Because Mr. Jack had to cross the sea.

15. Repeat after the teacher.

Driving, sailing, traveling, riding

16. Answer the questions.

a. Where will you go during holiday?

b. Have you ever travelling on a train?

c. Can you running and shouting inside the train?



Over the mountains

1. What's the order?

Listen to the story and put the pictures in order.



2. Choose the answer!

Read the sentence. Circle the correct answer.



- a. I'm driving in a _____. **car** / plane
- b. I'm sailing on a _____. **ship** / bicycle
- c. I'm riding on a _____. **balloon** / horse
- d. I'm traveling on a _____. **train** / scooter

Appendix 5

LESSON PLAN
TEACHING PROFICIENCY THROUGH READING AND STORYTELLING
LEVEL/GRADE: KINDERGARTEN 1A
TERM 4, 2nd SEMESTER OF 2016-2017 SCHOOL YEAR
SCHOOL NAME: JAC SCHOOL SURABAYA

About Teaching Proficiency through Reading and Storytelling

TPRS (Teaching Proficiency through Reading and Storytelling) is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner. Its framework and Philosophy are based not only on classroom-proven strategies, but more importantly, on research in second language acquisition.

Story Title : I'm Too Ill
Time : 30 minutes, once in a week
Day : Tuesday, 6th June 2017.



Vocabularies and Grammar Target

- English names of kind illness (sore throat, head ache, tummy ache, earache)
- Language to talk in full sentences (e.g. "I'm too ill to drink")

Objectives

- Help to promotes in increasing students vocabulary about kinds of illness
- Students recognize kinds of illness
- Students able talk about illness in full sentences
- Students able retelling the stories about illness with their own language

TPRS Steps and Activities

Steps	Teacher Activity	Students Activity
Opening	<p>Teacher greet the students by call their names.</p> <p>Then, ask them to count in rote to know how many students attend the class</p> <p>Teacher do ice breaking game before start the lesson</p>	<p>Students raise their hand when teacher call her/his name and say “present”.</p> <p>After that, they count in rote to know how many are their friend who attend the class.</p> <p>Students follow the teacher’s instruction during ice breaking game.</p>
<p>Main Activity</p> <p>Establish meaning- Vocabulary</p> <p>Introduce the new words</p> <p>Personalized Question and Answer.</p>	<p>The teacher tells about the story title to the students. It’s titled “ I’m too ill”. Teacher explain that, the story is about a boy who had an illness.</p> <p>Teacher teach the students new vocabulary such as: ill, sore throat, earache, mid-day.</p> <p>To establish meaning, the teacher show the pictures of the story and show the gesture to the students</p> <p>Next, teacher asks the student “have you gotten ill?” What kind of ill you ever had ? Do you drink medicine?</p>	<p>The students listen to the story that teacher tells. The students see the picture that shown by the teacher and make sure that the students see the picture clearly.</p> <p>Students answer teacher’s question by raise their hand</p>
Create a story- Acting	<p>Next, the teacher tells the story about the boy who have kinds of illness.</p> <p>The boy’s name is Siritwat. One day, Siritwat couldn’t sleep because he felt ill. Then, his Dad offer a drink to him but he resisted it and said that he was too ill to drink because he had a sore throat. His Daddy offer to him medicine but he said he was too ill to take it.</p> <p>Next morning, Siritwat complained that he had a head ache. “Ouch, ouch, ouch it hurts”, he said. His Dad offer to him medicine again but he didn’t want to take it.</p> <p>By mid-day Siritwat had a tummy ache. After that, by evening he had a earache. His Dad calling the Doctor even Siritwat said that he was too ill to see the Doctor.</p>	

<p>Pick actors from the class</p> <p>Circling (TPRS® uses repetitive questions)</p> <p>Ask a yes/no question where the answer is YES</p> <p>Ask a yes/no question where the answer is NO.</p> <p>Ask an either/or question.</p>	<p>But, the Doctor arrived and checked his temperature. “The temperature is high”, said the Doctor. So, Doctor asked him to take the medicine.</p> <p>In the next morning, Siriwat greet his Dad “good morning”, and said “ I feel much better now”.</p> <p>After tell the story, teacher pick some student to be the actor. Students who go in front of the class and act to be Siriwat who have kinds of illness. Teacher choose different student to pretend they have a sore throat, tummy ache, head ache, earache.</p> <p>Start with a statement. Such as: “Siriwat had a sore throat”</p> <p>“Does Siriwat had a sore throat?”</p> <p>“Does Siriwat wants to take the medicine?”</p> <p>By mid-day Siriwat had a tummy ache or sore throat?</p>	<p>Student who have chosen to go in front of the class to act/pretend to be ill as teacher mention.</p> <p>The students listen to the statements and answer</p> <p>The students answer “Yes, he does”</p> <p>The students answer “ No, he does not”</p> <p>The students answer “ he had a tummy ache”</p>
<p>Read-Literacy</p> <p>Discuss the reading</p>	<p>Teacher write down the words and sentences in a whiteboard and read it for the students.</p> <ul style="list-style-type: none"> • Relate the situation in the reading with the lives of the students. • Ask the students if they have ever been in a similar situation. • Are there any life lessons to be learned? • Discuss character development, plot development, choices, values, etc. 	<p>Students repeat after the teacher read.</p>

Closing	<p>Teacher summarize the story</p> <p>Teacher end up the story telling by ask the students “do they like the story?”</p> <p>Teacher offers students to ask a question about the story.</p>	<p>Students answer teacher’s question with yes/no question and the reason why they like or don not like it.</p> <p>Students may ask a question about the story.</p>
Worksheet	Teacher distribute “I’m too ill” worksheet for the students	Students do the worksheet

Acknowledgment,
JAC Kindergarten Principal

Surabaya 6th June 2017
Subject Teacher

Dwi Wardianasari, S.S

Anggun Susandra, S.Pd

I'm too ill

BRITISH COUNCIL

LearnEnglish Kids



'I'm too ill to sleep,' said Siriwat.
'Have a drink,' said his Dad.

BRITISH COUNCIL

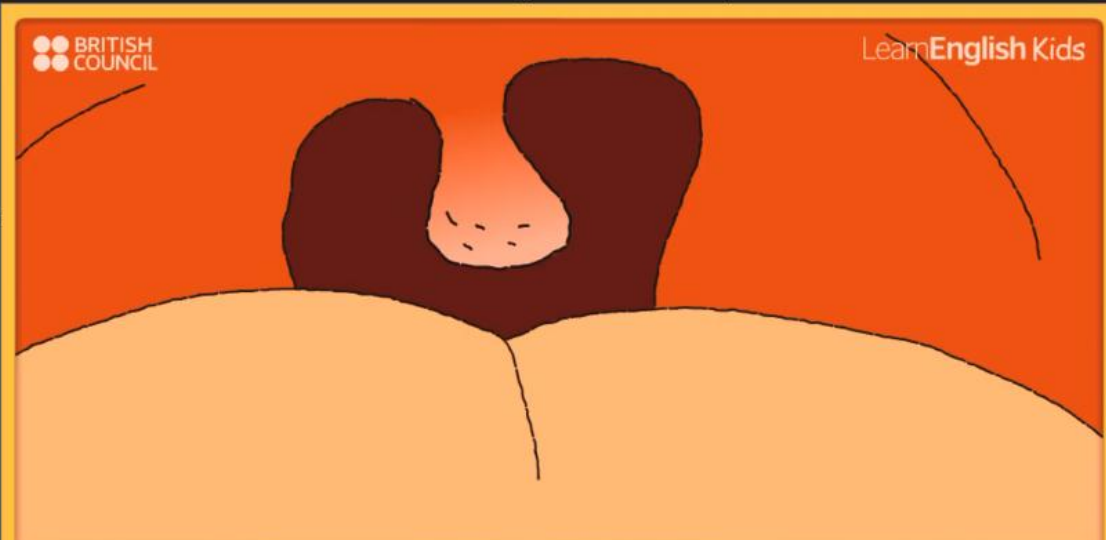
LearnEnglish Kids



'I'm too ill to sleep,' said Siriwat.
'Have a drink,' said his Dad.

BRITISH COUNCIL

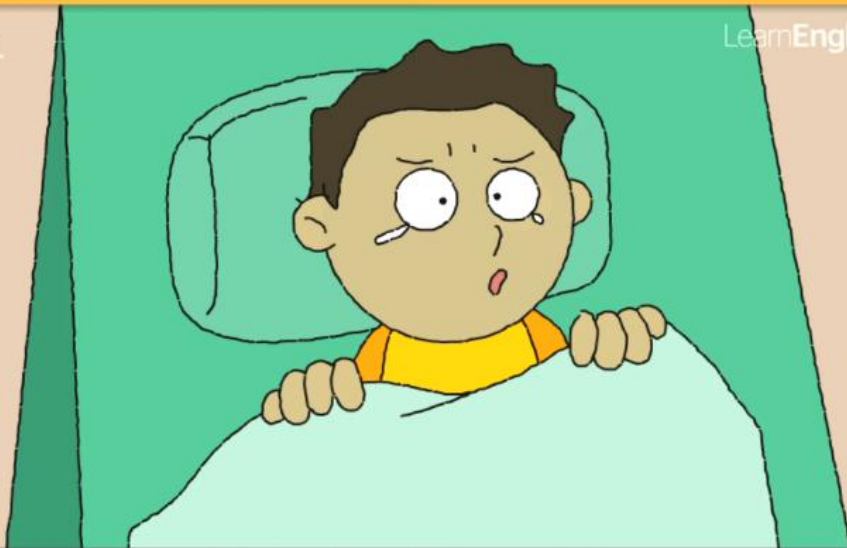
LearnEnglish Kids



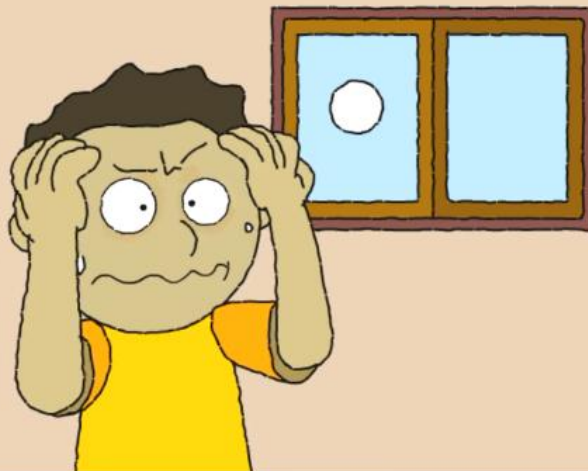
'Ouch, it hurts! I'm too ill to drink.'
Siriwat had a sore throat.



'Oh dear,' said his Dad. 'Here is some medicine.'
'I'm too ill to take it.'



'Oh dear,' said his Dad. 'Here is some medicine.'
'I'm too ill to take it.'



Next morning he had a headache.
'Ouch, ouch! It hurts!'



'Medicine?'
'No, I'm too ill.'



'Medicine?'
'No, I'm too ill.'



By mid-day Siriwat had a tummy ache.
'Ouch, ouch, ouch! It hurts!'



By evening he had earache.
'Ouch, ouch, ouch, ouch! It hurts!'



'Oh dear,' said his Dad, 'I'm calling the doctor.'
'I'm too ill to see the doctor,' said Siriwat.



'Oh dear,' said his Dad, 'I'm calling the doctor.'
'I'm too ill to see the doctor,' said Siriwat.



But the doctor arrived. 'High temperature!' she said. 'Take this medicine.'



But the doctor arrived. 'High temperature!' she said. 'Take this medicine.'



But the doctor arrived. 'High temperature!' she said. 'Take this medicine.'



'Good morning Dad,' called Siriwat the next day. 'I feel much better now!'



'Good morning Dad,' called Siriwat the next day. 'I feel much better now!'



'Good morning Dad,' called Siriwat the next day. 'I feel much better now!'

Appendix 7

TPRS “I’m Too Ill” Worksheet

1. Listen to these words!

Ill, sore throat, earache, tummy ache, headache, mid-day

2. Look at the picture to visualize the story.



3. Answer the following question.

- a. What kind of ill you ever have?
- b. Do you drink medicine?

4. Repeat the sentence.

“I’m too ill to take it.”

5. Repeat the sentence.

“Ouch, ouch, ouch it hurts.”

6. Repeat the sentence

“I’m too ill to see the doctor.”

7. Repeat the sentence

“High temperature” , “take this medicine.”

8. Repeat the sentence

“I feel much better now”.

9. Please go forward and act you have this ill

- a) sore throat
- b) tummy ache
- c) head ache
- d) earache

10. Listen to the statements and answer the following question.

What kind of illness Siriwat had? Siriwat had a sore throat

11. Listen to the question and answer.

Does Siriwat had a sore throat? Yes, he does.

12. Listen to the question and answer.

Does Siriwat wants to take the medicine from his dad? No, he does not.

13. Listen to the question and answer.

By mid-day Siriwat had a tummy ache or sore throat? Siriwat had a tummy ache.



I'm too ill

1. Match them up!

Draw a line to match the picture and the word.



sore throat	headache	tummy ache	earache	high temperature
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Appendix 9

Teacher Story Telling field note

Grade Level : Kindergarten 1

Title : On the Train

Date of Observation : 18th May 2017

No.	Note
1.	Guru menyapa siswa "Good Morning" dan "How are you today?"
2.	Guru memperkenalkan judul cerita "On the train" pada siswa
3.	Guru menenangkan siswa yang membuat keramaian
4.	Guru menggambarkan tiap karakter di papan tulis agar siswa lebih tertarik
5.	Guru melakukan tanya jawab di akhir cerita tentang
6.	karakter cerita, setting dan kegiatan dalam cerita,
7.	Guru menggunakan suara lantang agar dapat didengar
8.	oleh semua siswa.
9.	
10.	

Appendix 10

Story Telling Class field note

Grade Level : Kindergarten 1

Title : On the Train

Date of Observation : 18th May 2017

No.	Note
1.	siswa berkumpul di karpet dan duduk.
2.	Siswa merespon sapaan dari guru " Good morning Mr. " "I'm fine thank you, and you?"
3.	beberapa siswa berbicara dengan temannya ditengah-tengah cerita.
4.	siswa menunjukkan keseriusan dalam mendengarkan cerita saat guru menggunakan suara lantang
5.	siswa menjawab pertanyaan dari guru mengenai karakter, setting dan kejadian.
6.	hanya 7 dari 18 siswa yang mengangkat tangan untuk menjawab pertanyaan guru.
7.	
8.	
9.	
10.	

Appendix 11

Teacher using TPRS field note

Grade Level : Kindergarten 1
Title : Over the Mountain
Date of Observation : 1st June 2017

No.	Note
1.	Guru meminta siswa untuk duduk di karpet dan berkumpul
2.	Guru menyapa siswa "Good morning" dan "How are you today?"
3.	Guru melakukan ice breaking sebelum memulai pelajaran
4.	Guru terlihat gugup saat membacakan cerita
5.	Guru melihat tulisan pada strip cerita terlalu banyak sehingga siswa kurang mendapatkan kesempatan untuk melihat gambar
6.	Guru masih terlalu fokus dengan teks pada buku sehingga kurang menggunakan gaya bahasa tubuh untuk bercerita
7.	Guru bercerita dengan suara yang lantang dan membuat suara lucu untuk menarik perhatian siswa
8.	Guru melewatkan bagian personal question pada siswa
9.	Secara keseluruhan, guru dapat membawakan metode TPRS kepada kelas KIA secara baik.
10.	Guru meminta siswa untuk membaca teks yang ditulisnya dipapan dengan menirukannya dahulu

Appendix 12

TPRS Class field note

Grade Level : Kindergarten 1
Title : Over the Mountains
Date of Observation : 1st June 2017

No.	Note
1.	Siswa berkumpul di karpet dan duduk bersama
2.	Siswa menjawab respon dari guru mengenai greeting
3.	Siswa mendengarkan dengan sesama.
4.	Siswa terlihat kesulitan dalam melihat gambar pada cerita
5.	beberapa siswa mengatakan "I can not see" (the picture)
6.	Siswa antusias saat guru meminta 4 dari mereka maju ke depan dan memperagakan karakter
7.	6 dari 11 siswa yang angkat tangan, menjawab pertanyaan guru dengan benar tentang cerita.
8.	
9.	
10.	

Appendix 13

Teacher using TPRS field note

Grade Level : Kindergarten 1

Title : I'm Too Ill

Date of Observation : 6th June 2017

No.	Note
1.	Guru meminta siswa untuk pergi ke kamar mandi terlebih dahulu agar tidak ada siswa yang izin saat pelajaran
2.	Guru meminta siswa untuk berkumpul dan duduk di karpet
3.	Guru melakukan ice breaking dengan meminta siswa untuk berhitung secara urut
4.	Guru terlihat lebih nyaman dalam bercerita
5.	peneliti membuat buku cerita "I'm too ill" Sedemikian rupa agar siswa dapat melihat gambar pada pertas dengan jelas
6.	Guru mulai menggunakan bahasa tubuh saat bercerita
7.	Guru menambahkan personal question pada siswa.
8.	Guru mendiskusikan cerita di akhir cerita.
9.	Guru meminta siswa untuk membaca teks yang ada di papan tulis dengan menurukannya terlebih dahulu
10.	

Appendix 14

TPRS Class field note

Grade Level : Kindergarten 1

Title : I'm Too Ill

Date of Observation : 6th June 2017

No.	Note
1.	Siswa duduk di karpet untuk mendengarkan cerita
2.	Siswa menjawab sapaan guru dengan "good morning Mr. Andri" dan "I'm fine thank you, and you?"
3.	Siswa terlihat penasaran dengan cerita yang diperkenalkan oleh guru
4.	Siswa menjawab pertanyaan guru tentang cerita "asking question"
5.	Siswa mengangkat tangan dan menjawab pertanyaan siswa di akhir cerita
6.	8 dari 10 siswa menjawab pertanyaan dengan benar.
7.	Siswa antusias saat diminta untuk maju ke depan dan memperagakan karakter.
8.	Siswa menjawab pertanyaan personal yang ditanyakan oleh guru
9.	
10.	

Appendix 15

TPRS Teacher's Observation Story title "Over the Mountains"

No.	TPRS Teaching Presentation	Yes	No	Note
Opening				
1.	Checking student's attendance	Yes		
2.	Do ice breaking	Yes		
3.	Make the students pay attention	Yes		
Main Activity				
1.	Voice is clear and heard by all the students	Yes		
2.	Use different voice to differ the subjects	Yes		
3.	Introduce the title of the story	Yes		
4.	Introduce the new words from the story	Yes		
5.	Use simple English to make the students understand	Yes		
6.	Do repetitions of the new words	Yes		
7.	Establish meaning (make the students understand every sentences)	Yes		
8.	Do circle (by asking question from the story frequently)	Yes		
9.	Asking personal question to the students		No	
10.	Students answer teacher question about the story correctly	Yes		
11.	Make the students involve to the story	Yes		
12.	Develop the story		No	
13.	Show the pictures clearly		No	
14.	Write new vocabulary in the whiteboard	Yes		

15.	Teacher indicated students understand the story by answer his questions correctly	Yes		
16.	Using gesture to tell the story		No	
17.	Choose some students to become actor to go forward	Yes		
18.	Read the words and sentences together on the whiteboard	Yes		
19.	Asked the students if they have ever been in a similar situation	Yes		
20.	Taught life lesson/moral value from the story to the students		No	
21.	Discuss the character from the story		No	
Closing				
1.	Summarize the story	Yes		
2.	Offers students to ask question	Yes		
3.	Explain the instruction of the worksheet to students	Yes		
4.	Help the students who still need teacher's guide	Yes		

Appendix 16

TPRS Class Observation
Story title “Over the mountains”

No.	TPRS Students respond	Yes	No	Note
Opening				
1.	Students raise the hand when teacher call their names	Yes		
2.	Students follow the ice breaking by counting the number in rote	Yes		
3.	Students pay attention to the teacher and ready to listen to the story	Yes		
Main activity				
1.	Students are quiet and listen to the teacher	Yes		
2.	Students read together what teacher write on the whiteboard			
3.	Students answer teacher question about personal question		No	
4.	Students answer teacher question about the story	Yes		
5.	Students get involved in the story	Yes		
6.	Students enthusiastic to become the actor from the story	Yes		
7.	Students able to follow the movements based on instruction (acting)	Yes		
Closing				
1.	Students ask questions about the story		No	
2.	Students able to do the worksheet independently		No	

Appendix 17

TPRS Teacher's Observation

Story title "I'm Too Ill"

No.	TPRS Teaching Presentation	Yes	No	Note
Opening				
4.	Checking student's attendance	Yes		
5.	Do ice breaking	Yes		
6.	Make the students pay attention	Yes		
Main Activity				
22.	Voice is clear and heard by all the students	Yes		
23.	Use different voice to differ the subjects	Yes		
24.	Introduce the title of the story	Yes		
25.	Introduce the new words from the story	Yes		
26.	Use simple English to make the students understand	Yes		
27.	Do repetitions of the new words			
28.	Establish meaning (make the students understand every sentences)	Yes		
29.	Do circle (by asking question from the story frequently)	Yes		
30.	Asking personal question to the students	Yes		
31.	Students answer teacher question about the story correctly	Yes		
32.	Make the students involve to the story	Yes		
33.	Develop the story		No	
34.	Show the pictures clearly	Yes		
35.	Write new vocabulary in the whiteboard	Yes		
36.	Teacher indicated students understand the story by answer his questions correctly	Yes		
37.	Using gesture to tell the story	Yes		
38.	Choose some students to become actor to go forward	Yes		
39.	Read the words and sentences together on the whiteboard	Yes		

40.	Asked the students if they have ever been in a similar situation	Yes		
41.	Taught life lesson/moral value from the story to the students	Yes		
42.	Discuss the character from the story	Yes		
Closing				
5.	Summarize the story		No	
6.	Offers students to ask question	Yes		
7.	Explain the instruction of the worksheet to students	Yes		
8.	Help the students who still need teacher's guide	Yes		

Appendix 18

TPRS Class Observation

“I’m Too Ill”

No.	TPRS Students respond	Yes	No	Note
Opening				
4.	Students raise the hand when teacher call their names	Yes		
5.	Students follow the ice breaking by counting the number in rote	Yes		
6.	Students pay attention to the teacher and ready to listen to the story	Yes		
Main activity				
8.	Students are quiet and listen to the teacher	Yes		
9.	Students read together what teacher write on the whiteboard			
10.	Students answer teacher question about personal question	Yes		
11.	Students answer teacher question about the story	Yes		
12.	Students get involved in the story	Yes		
13.	Students enthusiastic to become the actor from the story	Yes		
14.	Students able to follow the movements based on instruction (acting)	Yes		
Closing				
3.	Students ask questions about the story	Yes		
4.	Students able to do the worksheet independently	Yes		

Interview for the Teacher

1. Berapa lama bapak mengajar di sekolah JAC?
2. Bagaimana perasaan Bapak saat membacakan buku cerita kepada siswa-siswi Taman Kanak-kanak ?
3. Apa yang bapak lakukan sebelum memulai membacakan cerita ?
4. Apakah bapak menyampaikan hikmah/pelajaran hidup yang bisa di ambil sesudah membacakan sebuah buku cerita/ cerita?
5. Menurut bapak, apakah membacakan cerita pada anak-anak penting dan perlu untuk dilakukan ?
6. Apa yang Bapak lakukan untuk menarik perhatian anak-anak agar mendengarkan dan fokus pada cerita Bapak ?
7. Apakah perbedaan dari membacakan cerita dari buku cerita dengan bercerita menggunakan metode Teaching Proficiency through Reading and Storytelling (TPRS)?
8. Dengan menggunakan metode dari TPRS untuk membacakan cerita, apakah bapak mengalami kesulitan dalam melakukan kegiatannya? Jika Iya, apa alasannya?
9. Apakah metode TPRS sesuai untuk siswa-siswi Taman Kanak-kanak?
10. Menurut Bapak, apakah para siswa paham dengan bercerita menggunakan metode TPRS yang di ajarkan oleh bapak?
11. Menurut Bapak, apakah dengan menggunakan metode TPRS dapat membantu dalam menambahkan kosa kata Bahasa Inggris untuk para siswa?
12. Dengan menggunakan metode TPRS, apakah kemampuan bercerita menggunakan Bahasa Inggris para siswa dapat meningkat? Apakah alasannya?

Curriculum Vitae



Arini Octaviani was born on October, 7th 1994 in Surabaya, East Java. She is the first daughter from Ariyadi and Juniah. She finished her Elementary and Junior High School in Sidoarjo. She was study in SMKN 11 Surabaya. She graduated from Elementary School in 2007, Junior High School in 2010 and Senior High School in 2013. Arini Octaviani continued her study in English Department at Muhammadiyah University in Surabaya.

The learning process in the class



