

Appendix I

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 1/1

Skill : Reading

Topic : Three-Letter Words

Sub Topic : CVC (Consonant Vowel Consonant) of “can, fan, man, pan,
and van ”

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound letters c, f, m, p, v
b. Students are able to read three-letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter c, f, m, p, and v.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter c, f, m, p, and v.	Student demonstrates the movements of letter c, f, m, p, and v.

3.	Teacher shows the pictures that begin with letter c, f, m, p, and v such as can, fan, man, pan, and van.	Students listen to the teacher.
4.	Teacher explains how to read c-an, f-an, m-an, p-an, and v-an.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of can, fan, man, pan, and van.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter c, f, m, p, and v and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, October 8, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joe)

Appendix II**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/2
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “cap, map, nap, sap, and tap”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound letter c, m, n, s, t
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter c, m, n, s, and t.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter c, m, n, s, and t.	Student demonstrates the movements of letter c, m, n, s, and t.

3.	Teacher shows the pictures that begin with letter c, m, n, s, and t such as cap, map, nap, sap, and tap.	Students listen to the teacher.
4.	Teacher explains how to read c-ap, m-ap, n-ap, s-ap, and t-ap.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of cap, map, nap, sap, and tap.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Emphasizing Teacher emphasizes the students to be able to sound letter c, m, n, s, and t and read three-letter words.	Students listen to the teacher carefully.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, October 15, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal.



(Iring Felicia Jõe)

Appendix III**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/3
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “bat, cat, fat, hat, and mat”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound letter b, c, f, h, m.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, c, f, h, and m.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, c, f, h, and m.	Student demonstrates the movements of letter b, c, f, h, and m.

3.	Teacher shows the pictures that begin with letter b, c, f, h, and m such as bat, cat, fat, hat, and mat.	Students listen to the teacher.
4.	Teacher explains how to read b-at, c-at, f-at, h-at, and m-at.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of bat, cat, fat, hat, and mat.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, c, f, h, and m and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

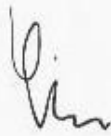
VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, October 22, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



Appendix IV

Lesson Plan

Subject : English
 Grade : Kindergarten I Joy
 Cycle/Meeting: 1/4
 Skill : Reading
 Topic : Test (Three-Letter Words)
 Sub Topic : CVC (Consonant Vowel Consonant) that has "an, ap, and at"
 Time : 1 × 30 minutes
 Teacher : Ms. Sri Dewi Astuti
 School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters
 - b. Students are able to write and read three letter words.
- IV. Learning Objectives : Students will be able to write and read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher has revision about three-letter words that have an, ap, and at by showing the pictures to the students and inviting them to name them such as can, fan, map, tap, hat and fat.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher asks the students to write the name of pictures on the board.	Students write the name of pictures on the board.
2.	Teacher encourages the students to read the words.	Student read the words.

3.	Teacher gives a test to the students by distributing the worksheets.	Students do the test.
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C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher discussed the results of students' test.	Students listen to the teacher.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, October 29, 2012

Acknowledged by

Classroom Teacher



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Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joo)

Appendix V**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/5
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “bin, fin, pin, tin, and win”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound the letters b, f, p, t, w.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, f, p, t, and w.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, f, p, t, and w.	Student demonstrates the movements of letter b, f, p, t, and w.

3.	Teacher shows the pictures that begin with letter b, f, p, t, and w such as bin, fin, pin, tin, and win.	Students listen to the teacher.
4.	Teacher explains how to read b-in, f-in, p-in, t-in, and w-in.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of bin, fin, pin, tin, and win.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, f, p, t, and w and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- c. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- d. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, November 5, 2012

Acknowledged by

Classroom Teacher



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Researcher



(Sri Dewi Astuti)

Notified by

Principal,



Appendix VI**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/6
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “dip, hip, lip, tip, and zip”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters d, h, l, t, z.
 - b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter d, h, l, t, and z.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter d, h, l, t, and z.	Student demonstrates the movements of letter d, h, l, t, and z.

3.	Teacher shows the pictures that begin with letter d, h, l, t, and z such as dip, hip, lip, tip, and zip.	Students listen to the teacher.
4.	Teacher explains how to read d-ip, h-ip, l-ip, t-ip, and z-ip.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of dip, hip, lip, tip, and zip.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Emphasizing Teacher emphasizes the students to be able to sound letter d, h, l, t, and z and read three-letter words.	Students listen to the teacher carefully.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- e. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- f. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, November 12, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Irig Elicia Joe)

Appendix VII**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/7
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “bit, fit, hit, lit, and sit”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound the letters b, f, h, l, s.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, f, h, l, and s.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, f, h, l, and s.	Student demonstrates the movements of letter b, f, h, l, and s.

3.	Teacher shows the pictures that begin with letter b, f, h, l, and s such as bit, fit, hit, lit, and sit.	Students listen to the teacher.
4.	Teacher explains how to read b-it, f-it, h-it, l-it, and s-it.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of bit, fit, hit, lit, and sit.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, f, h, l, and s and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- g. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- h. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, November 19, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,


(Iing Felicia Joe)

Appendix VIII

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 1/8

Skill : Reading

Topic : Test (Three-Letter Words)

Sub Topic : CVC (Consonant Vowel Consonant) that has "in, ip, and it"

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters.
 - b. Students are able to write and read three letter words.
- IV. Learning Objectives : Students will be able to write and read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher has revision about three-letter words that have in, ip, and it by showing the pictures to the students and inviting them to name them such as bin, fin, lip, zip, hit and fit.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher asks the students to write the name of pictures on the board.	Students write the name of pictures on the board.
2.	Teacher encourages the students to read the words.	Student read the words.

3.	Teacher gives a test to the students by distributing the worksheets.	Students do the test.
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C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher discussed the results of students' test.	Students listen to the teacher.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, November 26, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joyo)

Appendix IX**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/9
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “cub, dub, rub, sub, and tub”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound the letters c, d, r, s, t.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter c, d, r, s, and t.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter c, d, r, s, and t.	Student demonstrates the movements of letter c, d, r, s, and t.

3.	Teacher shows the pictures that begin with letter c, d, r, s, and t such as cub, dub, rub, sub, and tub.	Students listen to the teacher.
4.	Teacher explains how to read c-ub, d-ub, r-ub, s-ub, and t-ub.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of cub, dub, rub, sub, and tub.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Emphasizing Teacher emphasizes the students to be able to sound letter c, d, r, s, and t and read three-letter words.	Students listen to the teacher carefully.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- c. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- d. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, December 3, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joe)

Appendix X**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/10
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “but, cut, hut, nut, and rut”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound the letters b, c, h, n, r.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, c, h, n, and r.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, c, h, n, and r..	Student demonstrates the movements of letter b, c, h, n, and r.

3.	Teacher shows the pictures that begin with letter b, c, h, n, and r such as but, cut, hut, nut, and rut.	Students listen to the teacher.
4.	Teacher explains how to read b-ut, c-ut, h-ut, n-ut, and r-ut.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of but, cut, hut, nut, and rut.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, c, h, n, and r and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, December 7, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joe)

Appendix XI**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 1/11
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC(Consonant Vowel Consonant) of “bug, hug, jug, lug, and mug”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound the letters b, h, j, l, m.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, h, j, l, and m.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, h, j, l, and m.	Student demonstrates the movements of letter b, h, j, l, and m.

3.	Teacher shows the pictures that begin with letter b, h, j, l, and m such as bug, hug, jug, lug, and mug.	Students listen to the teacher.
4.	Teacher explains how to read b-ug, h-ug, j-ug, l-ug, and m-ug.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of bug, hug, jug, lug, and mug.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, h, j, l, and m and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- c. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- d. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, December 10, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal.



(Ling Felicia Joe)

Appendix XII

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 1/12

Skill : Reading

Topic : Test (Three-Letter Words)

Sub Topic : CVC (Consonant Vowel Consonant) that has "ub, ug, and ut"

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters .
 - b. Students are able to write and read three letter words.
- IV. Learning Objectives : Students will be able to write and read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher has revision about three-letter words that have in, ip, and it by showing the pictures to the students and inviting them to name them such as cub, tub, hug, mug, hut and nut.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher asks the students to write the name of pictures on the board.	Students write the name of pictures on the board.
2.	Teacher encourages the students to read the words.	Student read the words.

3.	Teacher gives a test to the students by distributing the worksheets.	Students do the test.
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C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher discussed the results of students' test.	Students listen to the teacher.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, December 14, 2012

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal.



(Ling Felicia Joy)

Appendix XIII

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 2/13

Skill : Reading

Topic : Three-Letter Words

Sub Topic : CVC(Consonant Vowel Consonant) of “bed, fed, led, red, and wed”

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators : a. Students are able to sound the letters b, f, l, r, w.
b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, f, l, r, and w.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, f, l, r, and w.	Student demonstrates the movements of letter b, f, l, r, and w.

3.	Teacher shows the pictures that begin with letter b, f, l, r, and w such as bed, fed, led, red, and wed.	Students listen to the teacher.
4.	Teacher explains how to read b-ed, f-ed, l-ed, r-ed, and w-ed.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of bed, fed, led, red, and wed.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, f, l, r, and w and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, January 7, 2013

Acknowledged by

Classroom Teacher



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Researcher



(Sri Dewi Astuti)

Notified by

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(Ling Felicia Joy)

Appendix XIV**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 2/14
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “den, hen, men, pen, and ten”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters d, h, m, p, t.
 - b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter d, h, m, p, and t.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter d, h, m, p, and t.	Student demonstrates the movements of letter d, h, m, p, and t.

3.	Teacher shows the pictures that begin with letter d, h, m, p, and t such as den, hen, men, pen, and ten.	Students listen to the teacher.
4.	Teacher explains how to read d-en, h-en, m-en, p-en, and t-en.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of den, hen, men, pen, and ten.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter d, h, m, p, and t and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, January 14, 2013

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joy)

Appendix XV**Lesson Plan**

Subject : English
Grade : Kindergarten I Joy
Cycle/Meeting: 2/15
Skill : Reading
Topic : Three-Letter Words
Sub Topic : CVC (Consonant Vowel Consonant) of “get, jet, net, pet, and wet”
Time : 1 × 30 minutes
Teacher : Ms. Sri Dewi Astuti
School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters g, j, n, p, w.
 - b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter g, j, n, p, and w.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter g, j, n, p, and w.	Student demonstrates the movements of g, j, n, p, and w.

3.	Teacher shows the pictures that begin with letter g, j, n, p, and w such as get, jet, net, pet, and wet.	Students listen to the teacher.
4.	Teacher explains how to read g-et, j-et, n-et, p-et, and w-et.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of den, hen, men, pen, and ten.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter g, j, n, p, and w and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, January 21, 2013

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joe)

Appendix XVI

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 2/16

Skill : Reading

Topic : Test (Three-Letter Words)

Sub Topic : CVC (Consonant Vowel Consonant) that has "ed, en, and et"

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters.
 - b. Students are able to write and read three letter words.
- IV. Learning Objectives : Students will be able to write and read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher has revision about three-letter words that have in, ip, and it by showing the pictures to the students and inviting them to name them such as bed, fed, pen, ten, pet and wet.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher asks the students to write the name of pictures on the board.	Students write the name of pictures on the board.
2.	Teacher encourages the students to read the words.	Student read the words.

3.	Teacher gives a test to the students by distributing the worksheets.	Students do the test.
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C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher discussed the results of students' test.	Students listen to the teacher.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, January 28, 2013

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joyo)

Appendix XVII

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 2/17

Skill : Reading

Topic : Three-Letter Words

Sub Topic : CVC (Consonant Vowel Consonant) of “bog, dog, fog, jog, and log”

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters b, d, f, j, l.
 - b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter b, d, f, j, and l.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter b, d, f, j, and l.	Student demonstrates the movements of b, d, f, j, and l.

3.	Teacher shows the pictures that begin with letter b, d, f, j, and l such as bog, dog, fog, jog, and log.	Students listen to the teacher.
4.	Teacher explains how to read b-og, d-og, f-og, j-og, and l-og.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of bog, dog, fog, jog, and log.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter b, d, f, j, and l and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, February 4, 2013

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joe)

Appendix XVIII

Lesson Plan

Subject : English
 Grade : Kindergarten I Joy
 Cycle/Meeting: 2/18
 Skill : Reading
 Topic : Three-Letter Words
 Sub Topic : CVC(Consonant Vowel Consonant) of “cop, hop, mop, pop, and top”
 Time : 1 × 30 minutes
 Teacher : Ms. Sri Dewi Astuti
 School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters c, h, m, p, t.
 - b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter c, h, m, p, and t.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter c, h, m, p, and t.	Student demonstrates the movements of c, h, m, p, and t.

3.	Teacher shows the pictures that begin with letter c, h, m, p, and t such as cop, hop, mop, pop, and top.	Students listen to the teacher.
4.	Teacher explains how to read c-op, h-op, m-op, p-op, and t-op.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of cop, hop, mop, pop, and top.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter c, h, m, p, and t and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, February 11, 2013

Acknowledged by

Classroom Teacher



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Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Ios)

Appendix XIX

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 2/19

Skill : Reading

Topic : Three-Letter Words

Sub Topic : CVC (Consonant Vowel Consonant) of “cot, dot, hot, pot, and tot”

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters c, d, h, p, t.
 - b. Students are able to read three letter words.
- IV. Learning Objectives : Students will be able to read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher asks the students and leads them to the topic discussed by showing alphabets flashcards and asking what letters are.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher gives explanation about the sound of letter c, d, h, p, and t.	Students listen to the teacher's explanation.
2.	Teacher shows the movements of letter c, d, h, p, and t.	Student demonstrates the movements of c, d, h, p, and t.

3.	Teacher shows the pictures that begin with letter c, d, h, p, and t such as cot, dot, hot, pot, and tot.	Students listen to the teacher.
4.	Teacher explains how to read c-ot, d-ot, h-ot, p-ot, and t-ot.	Students listen to the teacher.
5.	Teacher encourages the students to read the words of cot, dot, hot, pot, and tot.	Students read the words.

C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	<p>Emphasizing</p> <p>Teacher emphasizes the students to be able to sound letter c, d, h, p, and t and read three-letter words.</p>	Students listen to the teacher carefully.
2.	<p>Saying good bye</p> <p>Teacher says good bye to the students.</p>	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, February 18, 2013

Acknowledged by

Classroom Teacher



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Researcher



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Notified by

Principal,



(Ling Felicia Joy)

Appendix XX

Lesson Plan

Subject : English

Grade : Kindergarten I Joy

Cycle/Meeting: 2/20

Skill : Reading

Topic : Test (Three-Letter Words)

Sub Topic : CVC (Consonant Vowel Consonant) that has "og, op, and ot"

Time : 1 × 30 minutes

Teacher : Ms. Sri Dewi Astuti

School : Tzu Chi School, North Jakarta

- I. Standard Competency : Recognizing the sound of letters in three letter words.
- II. Basic Competency : Comprehending the sounds of letters in three letter words.
- III. Indicators :
 - a. Students are able to sound the letters.
 - b. Students are able to write and read three letter words.
- IV. Learning Objectives : Students will be able to write and read three letter words.
- V. Learning and Teaching Activities

A. Opening Activities

No.	Teacher's Activities	Students' Activities
1.	Greeting Teacher greets the students by singing good morning song then asking their feelings.	Students greet the teacher then answer the teacher's questions in relation to their feeling.
2.	Warming up Teacher has revision about three-letter words that have in, ip, and it by showing the pictures to the students and inviting them to name them such as dog, log, pop, top, pot and hot.	Students answer by their own.

B. Main Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher asks the students to write the name of pictures on the board.	Students write the name of pictures on the board.
2.	Teacher encourages the students to read the words.	Student read the words.

3.	Teacher gives a test to the students by distributing the worksheets.	Students do the test.
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C. Closing Activities

No.	Teacher's Activities	Students' Activities
1.	Teacher discussed the results of students' test.	Students listen to the teacher.
2.	Saying good bye Teacher says good bye to the students.	Students say good bye to the teacher.

VI. Teaching Aids and Source Materials

- a. Teaching Aids : white board, marker, alphabet flashcards, pictures.
- b. Source of Materials
 - An Introduction of Jolly Phonics for children aged 3 to 6, Tailors House, High Road, Chigwell Essex, IG7 6DL, UK
 - www.jollylearning.co.uk

Jakarta, February 25, 2013

Acknowledged by

Classroom Teacher



(Yin Hui Ping)

Researcher



(Sri Dewi Astuti)

Notified by

Principal,



(Ling Felicia Joyo)

Appendix XXII**Worksheet of 2nd Test**

Name : _____

Write the name of pictures below!

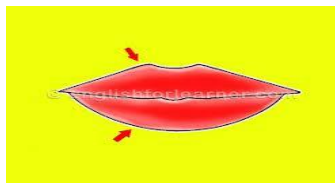
1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

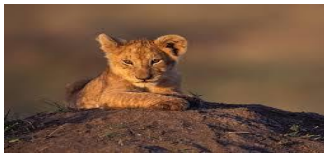


Appendix XXIII**Worksheet of 3rd Test**

Name : _____

Write the name of pictures below!

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Appendix XXIV**Worksheet of 4th Test**

Name : _____

Write the name of pictures below!

1.



2.



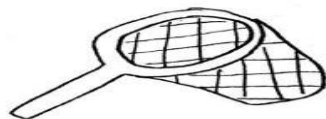
3.



4.



5.



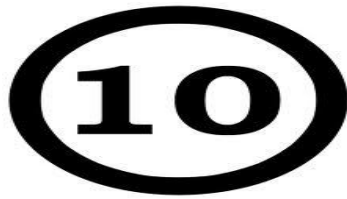
6.



7.



8.



9.



10.



Appendix XXV**Worksheet of 5th Test**

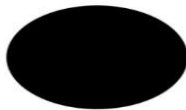
Name : _____

Write the name of pictures below!

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Appendix XXVI

Test Scores of CVC Pattern in Kindergarten 1 Joy

No.	Name of Children	“an, ap, at”	“in, ip, at”	“ub, ug, ut”	“ed, en, et”	“og, op, ot”
1.	Angelina	100	80	100	100	100
2.	Annabelle	100	100	100	100	100
3.	Aurelia	70	90	100	80	80
4.	Catherine	80	90	100	100	90
5.	Cheryl	100	100	100	100	100
6.	Clinton	70	60	60	70	70
7.	Dimitry	100	100	100	100	100
8.	Edrick	60	60	80	70	70
9.	Evelyn	80	70	50	70	70
10.	Felisiani	100	100	100	100	90
11.	Gabrielle	70	70	60	90	90
12.	Glenn	40	60	50	60	70
13.	Hemako	70	80	80	80	80
14.	Kenzie	80	100	80	80	80
15.	Mark	100	100	100	100	100
16.	Natascha	100	100	100	100	100
17.	Orlando	70	60	80	80	90
18.	Patricia	90	80	60	80	70
19.	Sandra	100	100	100	90	100
20.	Teara	100	100	100	100	100
Mean		84	85	85	87,5	87,5

Appendix XXVII

The 42 Sounds and Action of Jolly Phonics

- s** : weave hand in an *s* shape, like a snake, and say *sssss*
- a** : wiggle fingers above elbow as if ants crawling on you and say *a, a, a*
- t** : turn head from side to side as if watching tennis and say *t, t, t*
- i** : pretend to be a mouse, wriggling fingers at end of nose and squeak *i, i, i*
- p** : pretend to puff out candles and say *p, p, p*
- n** : make a noise, as if you are a plane, hold arms out and say *n, n, n, n, n*
- c k** : raise hands and snap fingers as if playing castanets and say *ck, ck, ck*
- e** : pretend to tap an egg on the side of a pan and crack it into the pan and say *eh, eh, eh*
- h** : hold hand in front of mouth panting as if out of breath and say *h, h, h*
- r** : pretend to be a puppy holding a piece of rag, shaking head from side to side and say *rrrrr*
- m** : rub tummy as if seeing tasty food and say *mmmmm*
- d** : beat hands up and down as if playing a drum and say *d, d, d*
- g** : spiral hand down as if water going down the drain and say *g, g, g*
- o** : pretend to turn light switch on and off and say *o, o; o, o*
- u** : pretend to be putting up an umbrella and say *u, u, u*
- l** : pretend to lick a lollipop and say *llll*
- f** : let hands gently come together as if toy fish deflating and say *ffff*
- b** : pretend to hit a ball with a bat and say *b, b, b*
- ai** : cup hand over ear and say *ai*

- j** : pretend to wobble on a plate and say *j, j, j*
- oa** : bring hand over mouth as if something is wrong and say *oh!*
- ie** : stand to attention and salute, saying *ie, ie*
- ee or** : put hands on head as if ears on a donkey and say *eeyore, eeyore*
- z** : put arms out at sides and pretend to be a bee, saying *zzzzz*
- w** : blow on to open hand, as if you are the wind and say *wh, wh, wh*
- ng** : imagine you are a weightlifter, pretend to lift a heavy weight above head and say *ng...*
- v** : pretend to be holding the steering wheel of a van and say *vvvvv*
- oo OO** : move head back and forth as if it is the cuckoo in a cuckoo clock and say *u, oo; u, oo* (short and long oo)
- y** : pretend to be eating a yogurt and say *y, y, y*
- x** : pretend to take an x-ray with an x-ray camera and say *ks, ks, ks*
- ch** : move arms at sides as if you are a train and say *ch, ch, ch*
- sh** : place index fingers over lips and say *shshsh*
- th th** : pretend to be naughty clowns and stick out tongue a little for the **th**, and further for the **th** sound (this and thumb)
- qu** : make a duck's beak with your hands and say *qu, qu, qu*
- ou** : pretend your finger is a needle and prick thumb saying *ou, ou, ou*
- oi** : cup hands around mouth and shout to another boat saying *oi! ship ahoy*
- ue** : point to people around you and say *you, you, you*
- er** : roll hands over each other like a mixer and say *ererer*
- ar** : open mouth wide and say *ah* (British English)

Appendix XXVIII

Observation Form of Teaching Reading to Kindergarten 1 Joy Students Using Jolly Phonics

No.	Questions	Yes	No
1.	Did the teacher show Jolly Phonics method in her teaching process?	yes	
2.	Did the teacher apply her lesson plan well?	yes	
3.	Did the teacher use the teaching aids in relation to her lesson?	yes	
4.	Did the teacher draw a conclusion in every lesson taught in the classroom?	yes	
5.	Did the teacher guide the students to comprehend her lesson?	yes	
6.	Did the students display their enthusiasm during the lesson?	yes	
7.	Was the condition of the classroom conducive during the lesson?	yes	
8.	Did the students participate actively in responding both teacher's questions and completing their tasks?	yes	
9.	Did the students show their understanding to the lesson taught?	yes	
10.	Were the students happy during the lesson?	yes	

Observer

Yin Hui Ping

Appendix XXIX

Observation Form of Teaching Reading to Kindergarten 1 Joy Students Using Jolly Phonics

No.	Questions	Yes	No
1.	Did the teacher show Jolly Phonics method in her teaching process?	yes	
2.	Did the teacher apply her lesson plan well?	yes	
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6.	Did the students display their enthusiasm during the lesson?	yes	
7.	Was the condition of the classroom conducive during the lesson?	yes	
8.	Did the students participate actively in responding both teacher's questions and completing their tasks?	yes	
9.	Did the students show their understanding to the lesson taught?	yes	
10.	Were the students happy during the lesson?	yes	

Observer





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Nomor: 101/FKIP/Sek.Fak/02.2012

Yth.
Sekolah Tzu Chi
Komplek Tzu Chi Center Pantai Indah Kapuk
Jakarta Utara.

Perihal: Permohonan izin melaksanakan Penelitian

Dengan hormat

Sehubungan dengan rencana penulisan skripsi mahasiswa kami:

Jurusan Ilmu Pendidikan
Program Studi Bimbingan dan Konseling

Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan MIPA
Program Studi Pendidikan Matematika
Program Studi Pendidikan Biologi
Program Studi Pendidikan Fisika
Program Studi Pendidikan Kimia

Jurusan Pendidikan Agama Kristen
Program Studi PAK (S1)

Jurusan Bahasa Mandarin
Program Studi Pendidikan Bahasa Mandarin

Nama	:	Sri Dewi Astuti
NIM	:	1012157009
Semester/Program Studi	:	VIII/Pendidikan Bahasa Inggris
Judul Skripsi	:	Using Jolly Phonics To Teach Reading To Kindergarten Students: An Action Research.

Kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada Mahasiswa tersebut melaksanakan Penelitian di Sekolah yang Bapak/Ibu pimpin.

Atas perhatian Bapak/Ibu, kami ucapkan terima kasih.

Jakarta, 05 Oktober 2012



Sekretaris Fakultas

Pardede
Parlindungan Pardede, SS



**YAYASAN BUDDHA TZU CHI WIYATA
TZU CHI SCHOOL
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Phone : 021-50556668
www.tzuchischool.com

Nomor : 129/Early Childhood/2012
Perihal : Pernyataan staff pengajar di sekolah Tzu Chi

Dengan hormat

Kami beritahukan bahwa yang bersangkutan di bawah ini:

Nama : Sri Dewi Astuti
Posisi : Guru
Divisi : Taman Kanak-kanak

adalah salah satu staff pengajar TK di sekolah Tzu Chi yang mengadakan penelitian dari tanggal 8 Oktober 2012 sampai 25 Februari 2013 untuk keperluan penyusunan skripsi yang berjudul *Using Jolly Phonics to Teach Reading to Kindergarten Students*.

Demikian surat keterangan ini dibuat, agar yang berkepentingan dapat mengetahui dan dapat dipergunakan sebagaimana mestinya.

Jakarta, 8 Oktober, 2012

Kepala Sekolah

