

## APPENDIX A

### LESSON PLAN CYCLE I

|                     |                                  |
|---------------------|----------------------------------|
| Grade / Semester    | : Preschool / 2                  |
| Topic of Discussion | : Mastery of Letter Sounds A - D |
| Time Allotment      | : 4 x 60 minutes                 |
| Teacher             | : Eliza Tiara Uli                |

#### A. Standard of Competency

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

#### B. Basic Competency

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).

**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds A, B, C, D
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).

## F. Learning and Teaching Activities

| Teacher Activities   | Students' Activities  | Duration   |
|--|---|------------|
| <b>Pre - Activities</b>  |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.                                    | - The students say good morning and respond to the greeting and share their feelings.     | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.  | - The students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>   |   |            |
| 3. Topic Discussion<br>- The teacher explains about letter A, B, C, D recognition using alphabet flashcards and asks what those letters are. | - The students listen to the explanations and answer teacher questions about the letters. | 10 Minutes |

|  |   |            |
|--|---|------------|
| 4. Teacher explains about the sounds of letter A, B, C, D.   | - The students listen to teacher explanation and follow the teacher.                  | 10 Minutes |
| 5. The teacher shows pictures of words represent letter sounds /æ/, /b/, /c/ (/k/) and /d/ such as: apple, ball, cat, and duck and ask the children to repeat the names. | - The students pay attention to the pictures and follow to name the pictures.         | 10 Minutes |
| 6. The teacher shows the movement of letter sounds /æ/, /b/, /c/ (/k/) and /d/.  | - The students demonstrate the movement of letter sounds /æ/, /b/, /c/ (/k/) and /d/. | 10 Minutes |
| <b>Post Activities</b>   |   |            |
| 7. The teacher review the letter sounds by asking the students to mention the words represent the letter sounds /æ/, /b/, /c/ (/k/) and /d/.                             | - The students mention the words represent the letter sounds.                         | 7 Minutes  |
| 8. The teacher invites the students to sing good bye song.   | - The students sing good bye song.  | 3 Minutes  |

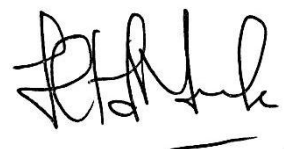
Approved by

Teacher



Nauli Rusita

Researcher



Eliza Tiara Uli

Principal



Sekarsari Suyono

**APPENDIX B**  
**LESSON PLAN CYCLE I**

Grade / Semester : Preschool / 2  
Topic of Discussion : Mastery of Letter Sounds E -H  
Time Allotment : 4 x 60 minutes  
Teacher : Eliza Tiara Uli

**A. Standard of Competency**

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

**B. Basic Competency**

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).

**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds E, F, G, and H.
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).

## F. Learning and Teaching Activities

| Teacher Activities   | Students' Activities  | Duration   |
|--|---|------------|
| <b>Pre – Activities</b>  |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.                                    | - The students say good morning and respond to the greeting and share their feelings.     | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.  | - The students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>   |   |            |
| 3. Topic Discussion<br>- The teacher explains about letter E, F, G, H recognition using alphabet flashcards and asks what those letters are. | - The students listen to the explanations and answer teacher questions about the letters. | 10 Minutes |



|  |   |            |
|--|---|------------|
| 4. Teacher explains about the sounds of letter E, F, G, H.   | - The students listen to teacher explanation and follow the teacher.            | 10 Minutes |
| 5. The teacher shows pictures of words represent letter sounds /e/, /f/, /g/ and /h/ such as: elephant, fish, grape and hat, and ask the children to repeat the names. | - The students pay attention to the pictures and follow to name the pictures.   | 10 Minutes |
| 6. The teacher shows the movement of letter sounds /e/, /f/, /g/ and /h/.  | - The students demonstrate the movement of letter sounds /e/, /f/, /g/ and /h/. | 10 Minutes |
| <b>Post Activities</b>   |   |            |
| 7. The teacher review the letter sounds by asking the students to mention the words represent the letter sounds /e/, /f/, /g/ and /h/.                                 | - The students mention the words represent the letter sounds.                   | 7 Minutes  |
| 8. The teacher invites the students to sing good bye song.   | - The students sing good bye song.  | 3 Minutes  |

Approved by

Teacher



Nauli Rusita

Researcher



Eliza Tiara Uli

Principal



Sekarsari Suyono

## APPENDIX C

### LESSON PLAN CYCLE I

Grade / Semester : Preschool / 2

Topic of Discussion : Mastery of Letter Sounds I - N

Time Allotment : 4 x 60 minutes

Teacher : Eliza Tiara Uli

#### A. Standard of Competency

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

#### B. Basic Competency

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).

**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds I, J, K, M, and N.
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).

## F. Learning and Teaching Activities

| Teacher Activities   | Students' Activities  | Duration   |
|--|---|------------|
| <b>Pre – Activities</b>  |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.  | - The students say good morning and respond to the greeting and share their feelings.     | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.  | - The students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>   |   |            |
| 3. Topic Discussion<br>- The teacher explains about letter I, J, K, L, M, and N recognition using alphabet flashcards and asks what those letters are. | - The students listen to the explanations and answer teacher questions about the letters. | 10 Minutes |

|  |  |            |
|--|--|------------|
| 4. Teacher explains about the sounds of letter I, J, K, L, M, and N.   | - The students listen to teacher explanation and follow the teacher.                   | 10 Minutes |
| 5. The teacher shows pictures of words represent letter sounds /dʒ/, /ɪ/, /k/, /l/, /m/, /n/ such as: insect, jar, koala, mouse, and nest, and ask the children to repeat the names. | - The students pay attention to the pictures and follow to name the pictures.          | 10 Minutes |
| 6. The teacher shows the movement of letter sounds /dʒ/, /ɪ/, /k/, /l/, /m/, /n/   | - The students demonstrate the movement of letter sounds /dʒ/, /ɪ/, /k/, /l/, /m/, /n/ | 10 Minutes |
| <b>Post Activities</b>   |  |            |
| 7. The teacher review the letter sounds by asking the students to mention the words represent the letter sounds /dʒ/, /ɪ/, /k/, /l/, /m/, /n/  | - The students mention the words represent the letter sounds.                          | 7 Minutes  |
| 8. The teacher invites the students to sing good bye song.   | - The students sing good bye song.   | 3 Minutes  |

Approved by

Teacher



Nauli Rusita

Researcher



Eliza Tiara Uli

Principal



Sekarsari Suyono

## APPENDIX D

### LESSON PLAN CYCLE II

Grade / Semester : Preschool / 2

Topic of Discussion : Mastery of Letter Sounds O - R

Time Allotment : 4 x 60 minutes

Teacher : Eliza Tiara Uli

#### A. Standard of Competency

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

#### B. Basic Competency

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).



**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds O, P, Q, and R.
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).

## F. Learning and Teaching Activities

| Teacher Activities   | Students' Activities  | Duration   |
|--|---|------------|
| <b>Pre – Activities</b>  |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.                                    | - The students say good morning and respond to the greeting and share their feelings.     | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.  | - The Students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>   |   |            |
| 3. Topic Discussion<br>- The teacher explains about letter O, P, Q, R recognition using alphabet flashcards and asks what those letters are. | - The students listen to the explanations and answer teacher questions about the letters. | 10 Minutes |
| 4. Teacher explains about the sounds of letter O, P, Q, R.   | - The students listen to teacher explanation and follow the teacher.                      | 10 Minutes |

|  |  |                   |
|--|--|-------------------|
| <p>5. The teacher shows pictures of words represent letter sounds /o/, /p/, /q/, /r/ such as: orange, park, question, robot, and ask the children to repeat the names.</p> | <p>- The students pay attention to the pictures and follow to name the pictures.</p> | <p>10 Minutes</p> |
| <p>6. The teacher shows the movement of letter sounds /o/, /p/, /q/, /r/.</p>  | <p>- The students demonstrate the movement of letter sounds /o/, /p/, /q/, /r/.</p>  | <p>10 Minutes</p> |
| <p><b>Post Activities</b></p>  |  |                   |
| <p>7. The teacher review the letter sounds by asking the students to mention the words represent the letter sounds /o/, /p/, /q/, /r/.</p>                                 | <p>- The students mention the words represent the letter sounds.</p>                 | <p>7 Minutes</p>  |
| <p>8. The teacher invites the students to sing good bye song.</p>  | <p>- The students sing good bye song.</p>  | <p>3 Minutes</p>  |

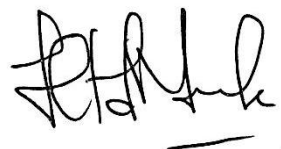
Approved by

Teacher



Nauli Rusita

Researcher



Eliza Tiara Uli

Principal



Sekarsari Suyono

## APPENDIX E

### LESSON PLAN CYCLE II

Grade / Semester : Preschool / 2

Topic of Discussion : Mastery of Letter Sounds S - V

Time Allotment : 4 x 60 minutes

Teacher : Eliza Tiara Uli

#### A. Standard of Competency

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

#### B. Basic Competency

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).

**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds S, T, U, and V.
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).

## F. Learning and Teaching Activities

| Teacher Activities   | Students' Activities  | Duration   |
|--|---|------------|
| <b>Pre – Activities</b>  |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.  | - The students say good morning and respond to the greeting and share their feelings.     | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.  | - The students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>   |   |            |
| 3. Topic Discussion<br>- The teacher explains about letter S, T, U, and V recognition using alphabet flashcards and asks what those letters are. | - The students listen to the explanations and answer teacher questions about the letters. | 10 Minutes |

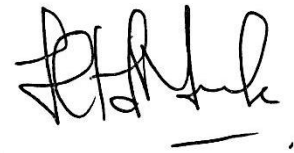
|   |   |            |
|---|---|------------|
| 4. Teacher explains about the sounds of letter S, T, U, and V.  | - The students listen to teacher explanation and follow the teacher.          | 10 Minutes |
| 5. The teacher shows pictures of words represent letter sounds /s/, /t, /u/, /v/ such as: snake, telephone, umbrella, vase, and ask the children to repeat the names. | - The students pay attention to the pictures and follow to name the pictures. | 10 Minutes |
| 6. The teacher shows the movement of letter sounds /s/, /t, /u/, /v/.   | - The students demonstrate the movement of letter sounds /s/, /t, /u/, /v/.   | 10 Minutes |
| <b>Post Activities</b>  |   |            |
| 7. The teacher review the letter sounds by asking the students to mention the words represent the letter sounds /s/, /t, /u/, /v/.                                    | - The students mention the words represent the letter sounds.                 | 7 Minutes  |
| 8. The teacher invites the students to sing good bye song.  | - The students sing good bye song.  | 3 Minutes  |



Approved by

Teacher

Researcher



Nauli Rusita

Eliza Tiara Uli

Principal



Sekarsari Suyono

## APPENDIX F

### LESSON PLAN CYCLE II

Grade / Semester : Preschool / 2

Topic of Discussion : Mastery of Letter Sounds W - Z

Time Allotment : 4 x 60 minutes

Teacher : Eliza Tiara Uli

#### A. Standard of Competency

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

#### B. Basic Competency

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).

**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds W, X, Y, and Z.
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).

## F. Learning and Teaching Activities

| Teacher Activities   | Students' Activities  | Duration   |
|--|---|------------|
| <b>Pre – Activities</b>  |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.  | - The students say good morning and respond to the greeting and share their feelings.     | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.  | - The students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>   |   |            |
| 3. Topic Discussion<br>- The teacher explains about letter W, X, Y, and Z recognition using alphabet flashcards and asks what those letters are. | - The students listen to the explanations and answer teacher questions about the letters. | 10 Minutes |

|   |   |            |
|---|---|------------|
| 4. Teacher explains about the sounds of letter W, X, Y, and Z.  | - The students listen to teacher explanation and follow the teacher.            | 10 Minutes |
| 5. The teacher shows pictures of words represent letter sounds /w/, /x/, /y/ and /z/ such as: walrus, box, yolk and zig zag ask the children to repeat the names. | - The students pay attention to the pictures and follow to name the pictures.   | 10 Minutes |
| 6. The teacher shows the movement of letter sounds /w/, /x/, /y/ and /z/.   | - The students demonstrate the movement of letter sounds /w/, /x/, /y/ and /z/. | 10 Minutes |
| <b>Post Activities</b>  |   |            |
| 7. The teacher review the letter sounds by asking the students to mention the words represent the letter sounds /w/, /x/, /y/ and /z/.                            | - The students mention the words represent the letter sounds.                   | 7 Minutes  |
| 8. The teacher invites the students to sing good bye song.  | - The students sing good bye song.  | 3 Minutes  |

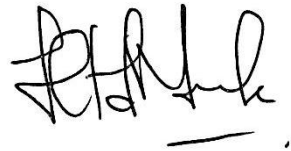
Approved by

Teacher



Nauli Rusita

Researcher



Eliza Tiara Uli

Principal



Sekarsari Suyono

## APPENDIX G

### LESSON PLAN CYCLE II

Grade / Semester : Preschool / 2

Topic of Discussion : Mastery of Letter Sounds A-Z

Time Allotment : 1 x 60 minutes

Teacher : Eliza Tiara Uli

#### A. Standard of Competency

**KI-2** Having attitude that reflects healthy, behavior, curiosity, creative, aesthetic, confident, disciplined, independent, caring, able to work, able to adapt, able to honest, and polite in their interaction with families, educators and friends.

**KI-3** Recognizing yourself, family, friends, educators, the environment, technology, art and culture at home, playground and school by observing with the senses; asking & gathering information.

**KI-4** Showing what is known, felt, needed and thought through language, music, movement, work productively, creatively, and reflects the noble child behavior.

#### B. Basic Competency

**KD-2.2** The students have behavior that reflects curiosity.

**KD-3.10** The students understand receptive language (listening and reading).

**KD-4.11** The students are able to demonstrate expressive language skills (verbal and non-verbal).

**KD-4.12** The students are able to demonstrate early literacy skills in various forms of work.

**C. Indicator**

- The students are excited to learn and try something new.
- The students are able to show gesture and non-verbal expression while listening to song, story, words, and sentences.
- The students are able to express or repeat the letter sounds A - Z
- The students are able to pronounce simple words or sentences using limited vocabularies to express what they hear, see and feel.

**D. Teaching Technique**

- Group discussions: explanation, question and answer, sing and body movement.

**E. Teaching Aids and Source Materials**

- Teaching Aids: Mp3 & speaker, alphabet flashcard and pictures.
- Source Materials: ABC by Letterland and [www.letterland.com](http://www.letterland.com).



## F. Learning and Teaching Activities

| Teacher Activities  | Students' Activities  | Duration   |
|---|---|------------|
| <b>Pre – Activities</b>   |   |            |
| 1. Greeting<br>- The teacher greets the students by singing good morning song then asking their feelings.                                   | - The students say good morning and respond to the greeting and share their feelings.         | 5 Minutes  |
| 2. Warming Up<br>- The teacher invites the students to sing ABC and phonic songs.   | - The students sing ABC & Phonic song.  | 5 Minutes  |
| <b>Whilst Activities</b>  |   |            |
| 3. Topic Discussion<br>- The teacher review letters that have been learned through flashcards and asks the students what those letters are. | - The students pay attention to the flashcard and answer teacher questions about the letters. | 10 Minutes |

|   |  |            |
|---|--|------------|
| 4. Teacher explains and asks about the sounds of some letters that have been learned.   | - The students listen to teacher explanation and answer the teacher.   | 10 Minutes |
| 5. The teacher invites the students to join game: “Guess the Letter” and gives explanation how to play by dividing them into two groups.                          | - The students first five students of each group, shows the letters’ movements and asks the other friends to guess what letter sounds those are. | 10 Minutes |
| 6. The teacher invites the other five students of each group to join the next game: “Letter Hunt” and gives explanation how to play.                              | - The next five students of each group need to the picture of words represent the beginning sounds based on the clues of letters and sounds.     | 10 Minutes |
| <b>Post Activities</b>  |  |            |
| 7. The teacher review the letter sounds by asking the students to mention the words represent the beginning of letter sounds that they found in the “Letter Hunt” | - The students mention the pictures name that they found in the ‘Letter Hunt’ game.  | 7 Minutes  |

|  |                                    |           |
|--|------------------------------------|-----------|
| game before.   |                                    |           |
| 8. The teacher invites the students to sing good bye song. | - The students sing good bye song. | 3 Minutes |

Approved by

Teacher



Nauli Rusita

Researcher



Eliza Tiara Uli

Principal





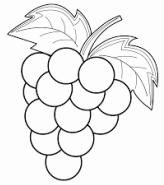
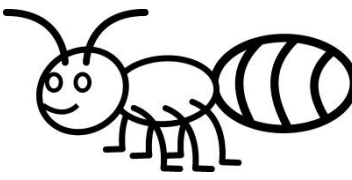


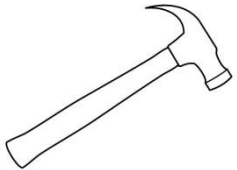
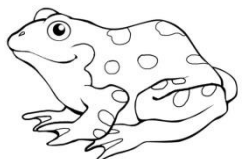

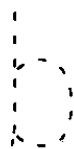
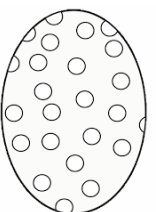
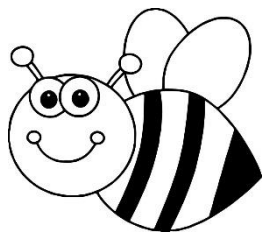

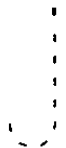
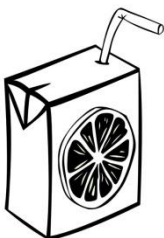

Sekarsari Suyono

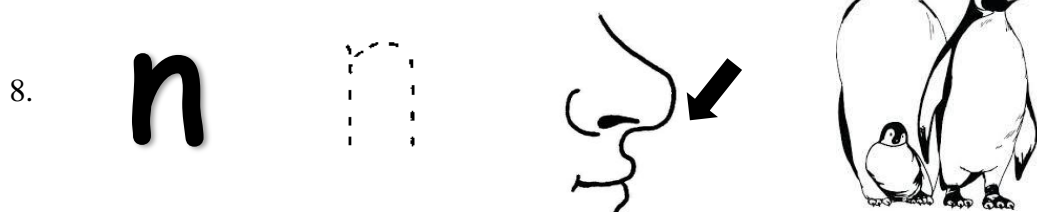
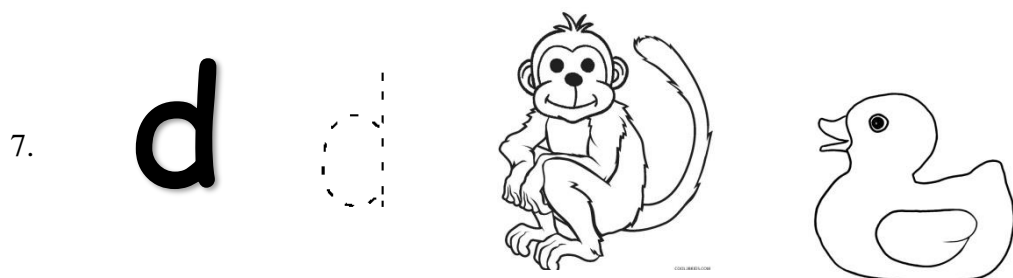
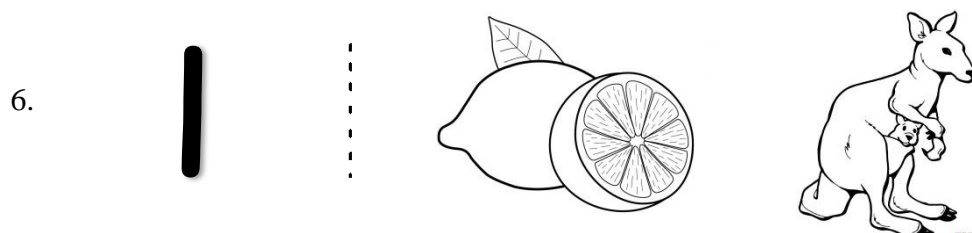
## APPENDIX H

## PRE-TEST

Name: \_\_\_\_\_

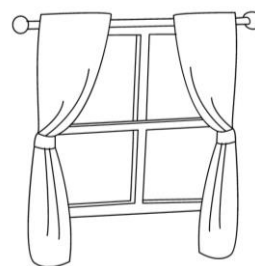
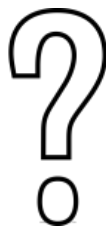
Recognize the letters below by tracing (follow the dots) and saying the sound of letters. Then, name and color the correct picture represent the letter sounds.

|    |   |   |   |   |
|----|---|---|---|---|
| 1. |    |    |    |    |
| 2. |  |   |  |   |
| 3. |  |  |  |  |
| 4. |  |  |  |  |



9.

q



10.


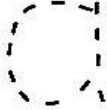
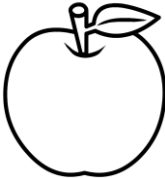


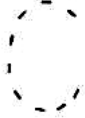



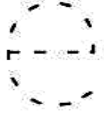
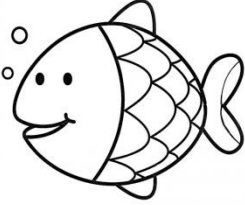
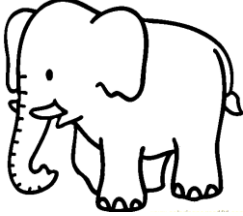






## APPENDIX I




## POST – TEST CYCLE I

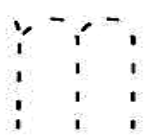
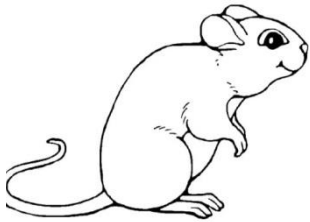

Name: \_\_\_\_\_


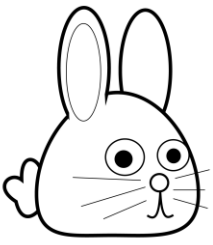

Recognize the letters below by tracing (follow the dots) and saying the sound of letters. Then, name and color the correct picture represent the letter sounds.



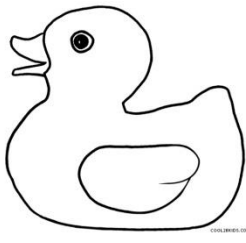
|    |   |   |  |   |
|----|---|---|--|---|
| 1. |    |    |    |    |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |

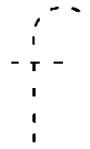


5. **i**   

6. **k**   

7. **m**   

8. **b**   

9. **d**   

10. **f**   



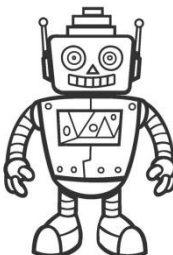




## APPENDIX J


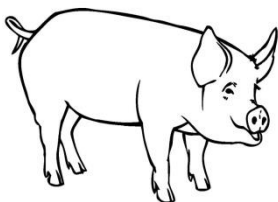

### POST – TEST CYCLE II

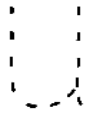
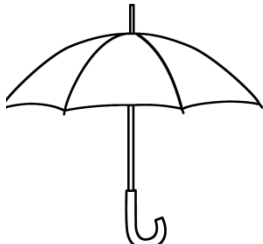
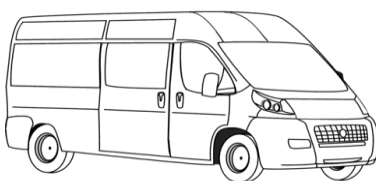
Name: \_\_\_\_\_

Recognize the letters below by tracing (follow the dots) and saying the sound of letters. Then, name and color the correct picture represent the letter sounds.

1. **r**   

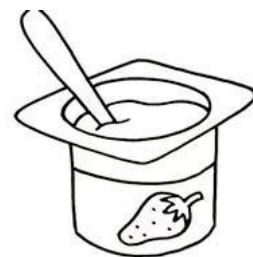
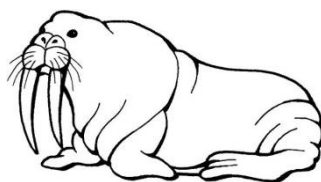
2. **s**   **10**

3. **o**   

4. **u**   

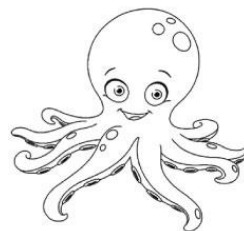
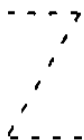
5.

W



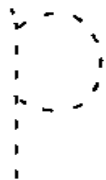
6.

Z



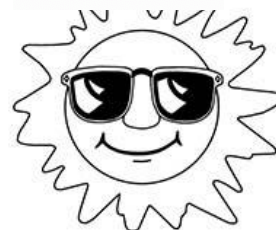
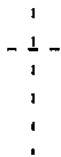
7.

P



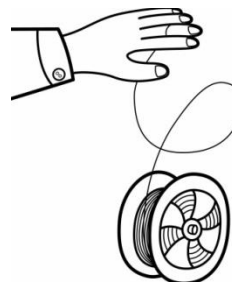
8.

T



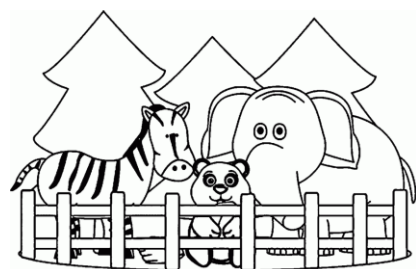
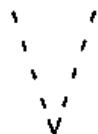
9.

Y



10.

V



## APPENDIX K

### The Answer Key of Pre-Test, Post-Test Cycle I and II

#### A. Pre-Test

- |                               |                         |
|-------------------------------|-------------------------|
| 1. a, /æ/ for ant.            | 6. l, /l/ for lemon.    |
| 2. h, /h/ for hammer.         | 7. d, /d/ for drum.     |
| 3. b, /b/ for bee.            | 8. n, /n/ for nose.     |
| 4. j, /dʒ/ for juice.         | 9. q, /q/ for question. |
| 5. c, /c/ (/k/) for kangaroo. | 10. x, /x/ for fox.     |

#### B. Post-test Cycle I

- |                         |                      |
|-------------------------|----------------------|
| 1. a, /æ/ for apple.    | 6. k, /k/ for king.  |
| 2. c, /c/ for cat.      | 7. m, /m/ for mouse. |
| 3. e, /e/ for elephant. | 8. b, /b/ for bunny. |
| 4. g, /g/ for girl.     | 9. d, /d/ for duck.  |
| 5. i, /i/ for ink.      | 10. f, /f/ for fire. |

#### C. Post-test Cycle II

- |                         |                          |
|-------------------------|--------------------------|
| 1. o, /o/ for orange.   | 6. z, /z/ for zebra.     |
| 2. r, /r/ for robot.    | 7. p, /p/ for puppy.     |
| 3. s, /s/ for snake.    | 8. t, /t/ for telephone. |
| 4. u, /u/ for umbrella. | 9. y, /y/ for yoyo.      |
| 5. w, /w/ for walrus.   | 10. v, /v/ for vase.     |







## APPENDIX L








### Preschool Students' Mastery of Letter Sounds Test Score

| No.         | Name of Students | Pre-Test  | Post-Test Cycle I | Post-Test Cycle II |
|-------------|------------------|-----------|-------------------|--------------------|
| 1.          | Aletheia         | 90        | 90                | 100                |
| 2.          | Alexander        | 40        | 50                | 70                 |
| 3.          | Aryan            | 50        | 50                | 70                 |
| 4.          | Callista         | 70        | 80                | 90                 |
| 5.          | Dea              | 60        | 60                | 90                 |
| 6.          | Emmanuel         | 70        | 80                | 90                 |
| 7.          | Getziel          | 90        | 90                | 100                |
| 8.          | Isabella         | 80        | 80                | 90                 |
| 9.          | Jacob            | 60        | 60                | 90                 |
| 10.         | James            | 40        | 50                | 70                 |
| 11.         | Jericho          | 60        | 60                | 80                 |
| 12.         | Jesslyn          | 60        | 60                | 80                 |
| 13.         | Kenneth          | 60        | 60                | 80                 |
| 14.         | Katelyn          | 50        | 50                | 70                 |
| 15.         | Marcello         | 50        | 60                | 80                 |
| 16.         | Nikhita          | 50        | 50                | 70                 |
| 17.         | Sofya            | 50        | 60                | 80                 |
| 18.         | Tiffany          | 60        | 60                | 90                 |
| 19.         | Warren           | 60        | 70                | 90                 |
| 20.         | Wilson           | 50        | 50                | 70                 |
| <b>Mean</b> |                  | <b>60</b> | <b>63.5</b>       | <b>82.5</b>        |

## APPENDIX M

## Letterland Characters, Action Tricks and Simple Story Lines

| Letterland Characters   | Action Tricks   | Simple Stories   |
|---|---|--|
|    | Bite an imaginary apple                                   | The <b>ant</b> loves to tickle the sweet Annie <b>apple</b> .                  |
|    | Shoot arms up for ears and wiggle theme.                  | Bouncy Ben <b>bounce</b> like <b>bunny</b> and <b>ball</b> .                   |
|  | Stroke whiskers across cheeks.                            | Clever Cat loves to eat <b>cookie</b> and <b>cake</b> .                        |
|  | Flap elbows like a waddling duck.                         | Dippy Duck loves to play the <b>drum</b> with the <b>dog</b> .                 |
|  | Spread out hands behind ears and flap like elephant ears. | Eddie Elephant love to juggle the <b>eggs</b> .                                |
|  | Hold and direct imaginary hoe towards fire.               | Firefighter Fred helps save the <b>fish</b> and <b>frog</b> from <b>fire</b> . |

|   |  |   |
|---|--|---|
|    | <p>Mime holding the glass of grape juice in 'glug, glug' position.</p> | <p>Golden Girl loves <b>g</b>rape and scares to the <b>g</b>orilla.</p>   |
|    | <p>Breathe on to hand in front of mouth.</p>                           | <p>Harry Hat Man doesn't like noise from the <b>h</b>ammer and the <b>h</b>orse, because he likes to whisper.</p> |
|    | <p>Touch finger to thumb as if sticky make an 'icky' face.</p>         | <p>Impy ink has colorful <b>i</b>nk to draw the colorful <b>i</b>nsect.</p>                                       |
|   | <p>Pretend to juggle an imaginary set of balls.</p>                    | <p>Jumping Jim loves to <b>j</b>ump and <b>j</b>uggle the balls.</p>  |
|  | <p>Lift one arm and one foot in a k-shape.</p>                         | <p>Kicking King loves to <b>k</b>ick while <b>K</b>angaroo loves to jump.</p>                                     |
|  | <p>Touch finger tips above head to suggest Lucy's lamp shade.</p>      | <p>Lucy Lamp Light shines bright like a yellow <b>l</b>emon.</p>  |
|  | <p>Rub tummy and say 'mmm'</p>   | <p>Munching Mike has friends: <b>m</b>ouse and <b>m</b>onkey.</p>   |

|   |  |   |
|---|--|---|
|    | <p>Bang one fist on the other, as if hammering a nail.</p>       | <p>Noisy Nick loves <b>noise</b> from the hammering <b>nail</b>.</p>                    |
|    | <p>Form round shapes with mouth and hand and look surprised.</p> | <p>Oscar Orange lives near the <b>ocean</b> with the <b>octopus</b>.</p>                |
|    | <p>Stroke down long imaginary ears.</p>                          | <p>Petter Puppy loves to play with <b>penguin</b> and <b>pig</b></p>                    |
|   | <p>Point index finger up as if ordering "quiet".</p>             | <p>Quarrelsome Queen doesn't like <b>questions</b>, she likes to be <b>quiet</b>.</p>   |
|  | <p>Make running movement with arms.</p>                          | <p>Red Robot <b>run</b> fast to catch the <b>rabbit</b>.</p>                            |
|  | <p>Make snake movements with hand and arm.</p>                   | <p>Sammy Snake love to sunbathing in the <b>sun</b> near the <b>sea</b>.</p>            |
|  | <p>Lift arms at shoulder height in a t-shape.</p>                | <p>Talking Tess is busy talking on the <b>telephone</b> to <b>ten</b> people a day.</p> |

|   |  |  |
|---|--|--|
|    | <p>Hold up the imaginary umbrella with one hand and the other above.</p> | <p>Uppy Umbrella flies <b>up, up</b> away and the wind blows her <b>upside</b> down.</p> |
|    | <p>Hold hands together in V-shape.</p>                                   | <p>Vicky Violet loves the flower in the vase and brings it in the <b>van</b>.</p>        |
|    | <p>Flick both hands up and away as if splashing water.</p>               | <p>Walter Walrus see the <b>watch</b> to know the time to see the <b>waves</b>.</p>      |
|   | <p>Cross arms on chest in x-shape.</p>                                   | <p>Fix It Max loves to fix the <b>taxi</b> to bring the <b>box</b>.</p>                  |
|  | <p>Make hand up and down as if controlling a yo-yo.</p>                  | <p>Yellow Yo Yo Man play with the yellow <b>yo-yo</b> and <b>yarn</b>.</p>               |
|  | <p>Tilt head and rest against hands to mime falling asleep.</p>          | <p>Zig Zag Zebra escapes from the <b>zoo</b>.</p>  |



## APPENDIX N

### Observation Form of Teaching Letter Sound

#### Using Letterland Cycle I

|  | Yes | No |
|--|-----|----|
| <b>1. The Teacher plans effectively and sets clear objectives that are understandable, includes:</b> |     |    |
| a) Lesson is clearly delivered at the beginning of the lesson.                                       | √   |    |
| b) Materials are well prepared.  | √   |    |
| c) The lesson is reviewed at the end of the session.   |     | √  |
| <b>2. The Teacher shows knowledge and understanding, includes:</b>                                   |     |    |
| a) The Teacher's knowledge for the subject covered very well in the lesson.                          | √   |    |
| b) Teacher's instructions and explanations are well delivered.                                       | √   |    |
| c) Teacher's explanation is relevant to the material and interesting to the students                 | √   |    |
| <b>3. Teaching method used in learning and teaching process, includes:</b>                           |     |    |
| a) The lesson is relevant and linked to previous lesson  | √   |    |
| b) Variety of the activity and technique are used  | √   |    |
| c) Teacher involves all students, listen to them and responds appropriately                          | √   |    |
| <b>4. Students are well managed and high standard behavior are insisted upon:</b>                    |     |    |
| a) Students are praised regularly for their achievement and effort                                   | √   |    |
| b) Students are treated fairly   | √   |    |
| c) Students obey and follow teacher's instruction  |     | √  |
| d) worksheets or assignments are checked and assessed accurately                                     | √   |    |

Comments: the teacher did not review the lesson at the end of the session for several times. The children did not obey and listen fully to teacher explanation. They did not focus yet.

**Observer**

Nauli Rusita

## APPENDIX O

### Observation Form of Teaching Letter Sound Using Letterland Cycle II

| <b>5. The Teacher plans effectively and sets clear objectives that are understandable, includes:</b> | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| d) Lesson is clearly delivered at the beginning of the lesson.                                       | √          |           |
| e) Materials are well prepared.  | √          |           |
| f) The lesson is reviewed at the end of the session.   | √          |           |
| <b>6. The Teacher shows knowledge and understanding, includes:</b>                                   |            |           |
| a) The Teacher's knowledge for the subject covered very well in the lesson.                          | √          |           |
| b) Teacher's instructions and explanations are well delivered.                                       | √          |           |
| c) Teacher's explanation is relevant to the material and interesting to the students                 | √          |           |
| <b>7. Teaching method used in learning and teaching process, includes:</b>                           |            |           |
| a) The lesson is relevant and linked to previous lesson  | √          |           |
| b) Variety of the activity and technique are used  | √          |           |
| c) Teacher involves all students, listen to them and responds appropriately                          | √          |           |
| <b>8. Students are well managed and high standard behavior are insisted upon:</b>                    |            |           |
| a) Students are praised regularly for their achievement and effort                                   | √          |           |
| b) Students are treated fairly   | √          |           |
| c) Students obey and follow teacher's instruction  | √          |           |
| d) worksheets or assignments are checked and assessed accurately                                     | √          |           |

Comments: well done! The materials delivered very well. The attractive games motivate the children learn more about the topics.

**Observer**

Nauli Rusita

