

APPLYING TOTAL PHYSICAL RESPONSE THROUGH SNAKE AND LADDER GAME FOR TEACHING ENGLISH FOR CHILDREN TO KINDERGARTEN TEACHERS IN SOUTH SEMARANG

Ratno
FIP IKIP Veteran Semarang
Email: ratno.aha@gmail.com

ABSTRACT

This research was conducted to describe the applying Total Physical Response through snake and ladder game for teaching English for children to kindergarten teachers in South Semarang District in academic year of 2014/2015 and to find out the result of applying Total Physical Response through game for teaching English for children.

The data source of my study was the teachers of kindergarten in south Semarang District in academic year of 2014/2015 which consists of 30 kindergarten teachers. The instruments consist of vocabulary and free simple writing test. It means that the kindergarten teachers were taught first about vocabulary for kindergarten children and then they were asked to make simple writing sentence related to vocabularies have been learned. The learning process was based on Total Physical Response through snake and ladder game.

This study is an action research. There were four steps in conducting an action research: Planning, Acting, Observing, and Reflecting. This action research was done in two cycles. The teaching of vocabulary and simple sentence through snake and ladder game contributes significantly to the achievement of kindergarten teachers' improvement. Based on the result of the pre cycle, there were 30% participant who passed the indicator standard. After applying Total Physical Response through snake and ladder game on first cycle, there were 50% participants who passed indicator standard and on the second cycle, there were 86 % of improvements of mastering vocabulary and simple writing sentences. Based on this result, I could draw conclusion that applying Total Physical Response through snake and ladder game can improve the kindergarten teachers' vocabulary and simple writing skill.

Keywords: Total Physical Response, snake and ladder game, Teaching, English for Children.

ABSTRAK

Penelitian ini untuk menggambarkan penerapan Respon Fisik Total melalui permainan ular tangga untuk mengajar bahasa Inggris bagi anak-anak pada Guru TK di Semarang Selatan tahun ajaran 2014/2015.

Sumber data penelitian ini diambil guru-guru TK di Semarang selatan sejumlah 30 orang. Instrumen terdiri dari tes kosakata dan menulis pendek. Maksudnya murid pertama kali diajari kosakata kemudian mereka diminta untuk membuat kalimat sederhana dari kosakata tersebut. Proses pembelajaran didasarkan pada Respon Fisik Total melalui permainan ular tangga.

Penelitian ini merupakan penelitian tindakan yang melibatkan empat langkah dalam pelaksanaannya: Planning, Acting, Observing, and Reflecting. Penelitian ini dilakukan dengan dua putaran. Pengajaran kosakata dan kalimat sederhana melalui permainan ular tangga berkontribusi positif terhadap prestasi guru TK. Berdasarkan temuan per putaran, 30% peserta lolos standar yang ditentukan. Setelah menerapkan Respon Fisik Total melalui permainan ular tangga pada putaran pertama meningkat menjadi 50% yang lolos sedangkan pada putaran kedua menjadi 86% peserta yang lolos pada putaran kedua. Selanjutnya, terjadi 86% peningkatan dalam penguasaan kosakata dan kalimat sederhana. Berdasarkan temuan tersebut, dapat disimpulkan bahwa penerapan Respon Fisik Total melalui permainan ular tangga dapat meningkatkan penguasaan kosakata dan kalimat sederhana pada anak TK.

Kata Kunci: Respon Fisik Total, permainan ular tangga, Pengajaran, Bahasa Inggris untuk anak.

I. INTRODUCTION

1.1 Background of the Study

We learn language from the babbling of babies to the language needed in every new situation in our lives. Through language we can learn everything includes the language itself and make sense of the world. As we use language, we develop a relatively unconscious, implicit understanding of how it works. As we hear people use language to talk about what is going on, we can notice that their language changes along with what they are talking about and to whom they are talking to. Language changes according to different situation (Butt et al, 1995:10). The environment of the speakers and writers affect on their ways in conveying their intents.

Teaching English is still being a problem for Indonesian teachers, especially in finding out what method which is suitable for the children. The teachers and our government always make many efforts to make the teaching of English as a foreign language better and better. Nowadays, as a content subject, English has been taught once in a week. It is just for introduction for the children in kindergarten school. Learning English as the first foreign language is

something new for them because it is different from learning their native language

The purpose of teaching a language is to enable the children to communicate in that language: listening, speaking, reading, and writing. The teachers have to find out the easiest method in conveying English as second language to their children. Before achieving the aim, the most important one is building vocabulary, because vocabulary is an important basic component of language. To build the basic component of language is not an easy job. A teacher needs a special technique. The role of a teacher is very important in learning-teaching process. Today, a number of teachers face problems how to teach well, without making children bored.

Teaching English as a foreign language makes the teacher try to use English as often as possible. In order to make the children more interested in learning language, teachers of English should provide one of suitable methods in their teaching. The method can be used to motivate the children to learn English.

In this study, the writer will focus on teaching vocabulary to the teachers of kindergarten in South Semarang District. It is clear that teaching vocabulary is the basic knowledge that the learner acquire after listening to the people around them before they learn to speak and read. In addition, Harris (1969: 9) said “We may say that language includes four skills, or complexes of skills: listening, speaking, reading and writing.”

Here, the techniques that will be used are *Applying Total Physical Response through snake and ladder game* for teaching vocabulary and simple writing sentence to the teachers of kindergarten. The writer will find out the effectiveness of *Applying Total Physical Response through snake and ladder game* in teaching vocabulary to the teachers of kindergarten in South Semarang District.

1.2 Reason for Choosing the Topic

Realizing that English is something new for the teachers of Kindergarten, they try to find out a suitable method to teach them in learning English. So the writer wants to find out the answer to the following questions:

1. How applying Total Physical Response through Snake and Ladder game can improve the teachers' skill on vocabulary and simple writing sentence?
2. How well do the Kindergarten teachers produce their vocabulary after being taught using *Total Physical Response*?

1.3 Statement of the Problem

The problem that is discussed in this thesis can be stated as follows:

1. How does the applying of Total Physical Response through snake and ladder game can improve learners' ability on vocabulary and simple writing sentence?
2. What is the learners' achievement on vocabulary and simple writing sentence competences after being taught by Total Physical Response through game?

1.4 Objectives of the Study

The objectives of this research are as follows:

1. To describe to what extent the teaching of using Total Physical Response through game contributes to the learners' improvement on vocabulary and simple writing sentence.
2. To examine the learners' achievement on vocabulary and simple writing sentence competences after being taught by using Total Physical Response through game.

1.5 Significance of the Study

Based on the finding of the study, it is also expected that the researcher knows how the kindergarten teachers learn what they enjoy on vocabulary and writing simple sentence. The researcher should also know the learners' characteristics in

order to be able to give the best thing for them. By doing this research, the writer hopes that the result of this study will be useful for:

1. English researcher

This study is expected to provide and add some information about the benefit of applying Total Physical Response through game for teaching vocabulary and simple writing sentence.

2. Learners

It is expected that by reading this research the kindergarten teachers be encouraged to know the cause why Indonesia' learners find it difficult to learn vocabulary and simple writing sentence. In addition, it is hoped that by reading this research, they will improve their ability in teaching English for children correctly.

II. REVIEW OF RELATED LITERATURES

In Chapter I, some information about teaching English as a foreign language has been showed, especially on some problems of Indonesian in learning a second language such as the interference of their earlier language system. It is also mentioned that English is not as a means of communication in daily life. In addition, the *Total Physical Response* through *snake and ladder game* as methods have been chosen for teaching vocabulary to kindergarten of South Semarang District. In this chapter, the researcher would like to reveal some literature reviews in line with opinions and suggestions from books and other resources.

This chapter consists of second or foreign language learning, second or foreign language teaching, general concept of vocabulary, teaching English to children, *Total Physical Response*.

2.1 Second or Foreign Language Learning

Learning a second or foreign language is different from learning a native language because the children' environments in achieving their first language and a second foreign language are not the same. People acquire their first language continually and it happens unconsciously. They can learn easily the rules of the language by imitating the language used by their adults. It is quite different from a second or foreign language. Second or foreign language means to acquire new habits or ways of using the speech organs and learning the forms required by the system (Finocchiaro 1974: 19).

Second or foreign language learning also means to acquire the habit of the language that come through the intensive and extensive practice of a lot of examples. It means that in learning language, the learners should be given more time to have exercises. So they will acquire the vocabulary easily.

Smith as quoted by Krahsen (1989: 19) suggested that a successful second or foreign language learner requires that at least two conditions should be met. First, a learner must believe that they will be successful. Second, a learner must consider himself or herself to be a potential member of the users of that language. Here the task of the researcher is to motivate them to try to understand vocabulary taught in class by using a target language. Researcher should give them motivation to encourage the learners to know the meaning without giving any translation. It can be done by giving them reinforcement in every of their performance.

Owen Thomas(1967: 6) points out an important fact about the language competence of four-year-old children, which enables them to speak and understand grammatical system including the use of vocabulary. He says that "By the time a child gets to school, he has some ways how to learn a grammar that enable him to speak and understand sentences including a great many grammatical sentences that have never been spoken or written before". It means that every person has a basic language since they were born, and it will make them more easily in acquiring or learning a language.

A good teacher will consequently try to establish what the learners already know. So the focus of learning English is about here and now. The learners are allowed to recognize the things in their surrounding or the things in the classroom.

2.2 Second or Foreign Language Teaching

The method of second or foreign study is something new for kindergarten teachers. It must be completely learned and, of course, a proper guidance is a big task for a teacher to bring and to attain a certain level of language mastery that is formally stated in the curriculum. The objective of the second or foreign language teaching in classes is to put the learners in position in which they can understand the language of a foreign country.

This is in line with the principle of the language teaching proposed by Finocchiaro (1974: 18) that states in the relation to the area of the study, in which language items should be presented in situation that will clarify their meaning. Through dramatization, the children will be able to grasp the essential features of the components of the language used in the utterances presented such as sound, structure, word, and arrangement. To teach a foreign language, a teacher must be able to make children excited about learning. Heson and Janke (1984: 46) stated:

“The primary goal of elementary science is not fun only; but it will also be accepted that given several activities which help children acquire an established objective. It is permissible for learning to be enjoyable”.

It means that in teaching English, the teacher should be able to create the situation, where the learners feel happy in the classroom. They also can feel the classroom as if it was their house, so they will have courage to say something in English.

The teacher may try to create a friendly and relaxed atmosphere where learners can feel comfortable enough to understand the meaning of the vocabulary used, but then switch to controlling the class in an authoritarian manner. A teacher may encourage the learners to have experiment and make

mistakes, but then assess them through tests where there are clear right or wrong answers.

Indonesian people are learning a language that is very different from their own; they do not use the alphabets in their own language. It is different from learning English, they should learn how to pronounce the alphabet and to understand the meaning. If we want the children to adopt positive active approaches to learning in a clear sense of direction, we need special attention and method of teaching English.

Based on the behaviorist approach, David Nunan (1992: 2-3) said that there are five elements that a teacher should follow in teaching a language.

- (1) The teacher is clearly in control both of the learners' behavior and of learning process. The learners respond to the teacher's direction and stimulate and tend to passively follow the teacher.
- (2) The teacher has a clear lesson plan and step-by-step syllabus.
- (3) English patterns are repeated through drills and choral repetition until they become automatic.
- (4) It is considered essential for the children to succeed as much as possible. They are protected from making errors.
- (5) Success is reinforced by praise and reward.

According to the five elements above, a teacher is suggested to have a good control of the learners. In order to have a good control, the teacher should make a clear lesson plan, so the teaching process can run smoothly. In teaching pattern, the learners should be given drill or choral repetitions. It will create their mind to be automatic in using English. The teacher should also protect the children' errors by giving them praise and reward: good, excellent, for example.

2.3 General Concept of Vocabulary

Before discussing more about vocabulary, we will consider what is meant by “vocabulary”. Vocabulary is total number of words which make up a language, book containing a list of words; list of words used in a book etc usually with definition or translations (Hornby, 1995: 959). In addition, according to Preece (1964: 152), vocabulary means a list of words used in a meaning, glossary, sum of words used in a language or particular books or a branch of science. It means that vocabulary is words used for communication. Nunan (1983: 1320) said that vocabulary is a sum or stock list of words employed by a language group, individual or in relation to subject. Based on the quotations above, vocabulary can be considered as the important main part of language.

2.3.1 Problem of Learning Vocabulary

Both teachers and learners have problem in teaching-learning process. To learn English, Indonesian people have several difficulties. In learning a foreign language, the learners have to try to master both the language skills and its components.

The kindergarten teachers find it difficult to learn English components, mainly vocabulary. There are several problems faced by the learners in learning vocabulary items such as problem in pronouncing, spelling, memorizing, meaning and in using words in sentences and in oral communication.

It is a fact that the learners forget the vocabulary they have learned. It is very difficult for them to recall the words when they are asked by the teacher. There are several aspects of memorization problem. Firstly, the learners do not have high motivation in memorizing the new words they have learned. Secondly, the learners do not always use the words they have known to communicate in daily life. Thirdly, some English teachers have not found and use the proper teaching techniques which can make the learners memorize the words. For those reasons, an English teacher should choose and use a technique which is suitable with the objective of instruction and also

interesting. In this case, the techniques used are Total Physical Responds through snake and ladder game.

2.3.2 The Teaching Vocabulary

Teaching vocabulary to the children at school is very important before they learn to speak. So in teaching vocabulary, a teacher should also teach pronunciation. For example, if we want to introduce “Hobby”, we do not just say “dancing”, “reading”, “painting”. So we should say “My hobby is dancing”, “His hobby is reading”, “Her hobby is Painting”. By doing this the teacher can make the learners practice to speak English in the right way.

In teaching vocabulary, the teacher must be able to select the words that will be given to the learners. There is also a limitation of vocabulary that a teacher introduces to the learners. According to Hay Craft (1983: 44-45), there are some guidelines on which the choice of vocabulary is taught. They are the most common words, learners’ need, children’ language, words building, and related structure. Here, the writer focuses on common noun and verb such as animals, fruit, and daily activities to teach vocabulary to Kindergarten teachers.

In teaching vocabulary, a teacher should follow the principle of vocabulary. According to Michael Wallace (1982: 27), there are six principles in teaching vocabulary.

(1) Aims

The aim has to be clear for the teacher; how many things listed does the teacher expect the learner to be able to achieve and what kind of words should be learned

(2) Quantity

The teacher may have to decide on the number of vocabulary items to be learned. How many words in a lesson can the learners learn?. If there are too many words, the learners may become confused and discouraged.

(3) Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives to the individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing vocabulary to be taught to elementary children.

(4) Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There have to be a certain amount of repetition until there is evidence, in which children have learned the target words.

(5) Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refer to. This requires that the word be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

(6) Situation of Presentation

The choice of words can be very various according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to very formal). So that a student should learn words in the situation which is appropriate.

Based on the quotation above, one can assume that a teacher of English should understand children's psychology in learning before she or he teaches them vocabulary learning.

2.4 General Concept of Snake and Ladder Game

The goal of Snake and ladder game

- a. The snake and ladder game could motivate the children
- b. Facilitate the children in developing their cognitive skill
- c. Improve the mentality skill, so the children grow up with self confidence.
- d. Develop their physic motorist.

Based on the explanation, the kindergarten teachers as beginner could learn vocabulary through fun learning activity.

According to Hildayani (2004 : 4.8) expressed that children of kindergarten is the age with full of physic activity, energetic, time for playing

and they learn something with activity, it is caused of their short memory. In addition, the benefit of snake and ladder game is:

- a. Improve their cognitive skill.
- b. Develop their physic motorist.
- c. Train their social emotional while stand in line waiting his/her turn.

The researcher together with the collaborator chose the game in order to make the children feel fun in learning vocabulary. They learn new vocabulary through fun activity.

2.5 General Concept of Total Physical Response

Total Physical Response is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity. This method was evaluated by James Asher, an experimental Psychologist (Richard and Rodgers, 1986: 87).

Therefore, in TPR the learners and the teachers have different roles in their teaching-learning process. The roles refer to the part of the learners and the teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Richard and Rodgers (1986: 93) devote considerable attention to the learner and the teacher roles. They point out that a method will reflect assumptions about the contributions that learner can make to the learning process.

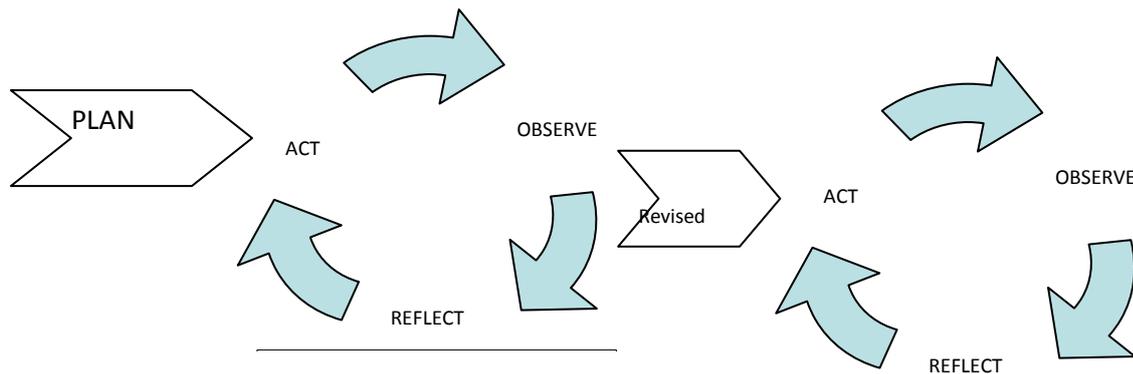
III. METHODS OF INVESTIGATION

3.1 Subjects of the Study

The population used in this study is the kindergarten teachers of South Semarang District in the Academic Year 2014/2015. The total number of the teachers was 30 participants. All the participants considered that English is their first foreign language, and they find it difficult learning the language.

3.2 Research Design

This research is a qualitative research, which used classroom Action Research as the method. There were two cycles applied in conducting Classroom Action Method. Adopting from Kemmis and Taggart (cited in Priyono, 1999:10), the following is the figure of action research cycle:



The action research is conducted two cycles; in which each cycle consisted of four steps, as follows:

1. Planning

Planning is the first step conducted in the research procedure. This is the most important step in conducting action research as by knowing the problems, the researcher could find a good solution to solve the problem.

2. Acting

After recognizing the possible cause of problem faced by the kindergarten teachers in South Semarang District, i.e. low score of simple writing result test, and the low achievement on vocabulary test, the action was conducted. The action was aimed to solve the problem. The researcher assumed the class using the lesson plan would be a success.

3. Observing

Observing was the activity of collecting the data to supervise the acting. The data collected here was quantitative data. It covered the kindergarten teachers' behavior and the situation of the class during the treatment. In this phase, which would be as the data, the recording was conducted using observation sheet.

4. Reflecting

Reflecting is the activity of evaluating the progress of the kindergarten teachers. In this step, the researcher analyzed the score of the participants, their behavior and class situation during the teaching. Then the researcher classified the result into positive and negative result to be taken as consideration for further steps.

3.4 Method of Collecting Data

The data were gathered mostly in "Acting" and "Observing" through the following activities: (1) Testing to get data about the students' scoring. (2) Recording the class' situation doing the teaching, to get the data about the students' behavior. (3) Distributing questionnaire to get data about the students' opinion.

I intend to elaborate each of the data collected from the activities. The criterion of assessment used in analyzing the students' writing is the scoring rubric of Harris. The students' problem in writing composition according to Harris (1969: 68- 69) was divided into five components. They were:

- Content : measuring the substance of the writing; the ideas expressed.
- Form : measuring the organization of the content.
- Grammar : measuring the employment of grammatical form and syntactic patterns.
- Style : measuring the choice of structures and lexical items to give a particular tone or flavor to the writing.

Mechanics : measuring the use of the graphic conventions of the language.

I use simple formula to analyze the result of students' achievement in each category of their recount writing. It is based on Criteria of assessment from Depdikbud. The analysis of the students' achievement of recount linguistic features in the pre test is as follows:

1. Organization
2. Form
3. Grammar
4. Style
5. Mechanics

After getting the calculation using formula above, the researcher concluded that the students' mean score in each based on the data. This score will give us the result of their ability. The mean score of content category should be considered. It may because the students' understanding in the plot story based on the face book. Thus, they can develop their ideas though their grammar, vocabulary, and mechanics. If the result has not satisfied yet, the researcher will go to next action. Since it is an intensive writing, the analysis is more focused on grammar and mechanics. Other categories such as organization, content, and vocabulary will be not emphasized too much.

IV. DATA ANALYSIS

4.1 The Source of Data

With reference to the characteristics of the proposal of the research design to obtain the good result, the researcher will conduct the research study in two ways, namely library research and field research. The library research deals with the way to find out the theoretical background and information that were

carried out through reading book or reference to support notions and statements revealed in this final project.

In short, the research that is held in school borrows ideas from those books or references to be quoted so that the bias and controversies could be avoided. The result of the library research was presented mostly in the previous chapter. Meanwhile, in conducting the field research, the researcher cooperated with the kindergarten teachers in South Semarang District.

4.1.1 Field Research

The study is a field research, because it was held at kindergarten teachers. It was the kindergarten teachers who were in South Semarang District. Suharsimi stated that a field research of field study, for example an education research can be carried out at school, in the societies, factories or hospital to achieving educational objectives (1998: 3). It means that the researcher works directly in the field of the experiment. He does not guess or assume that something may be like this one or that one. He involves in the object of the study, so he will know the real condition in the field.

4.1.2 Action Research

I intended to elaborate action research because it is a kind of research to be used in this research and I believe it could help the learners to develop their skill on vocabulary. Action research has been considered as a form of research which is becoming increasingly significant in language education. This research has been defined in a number of different ways. Kemmis and Mc. Taggart (in Nunan, 1993: 17) argue:

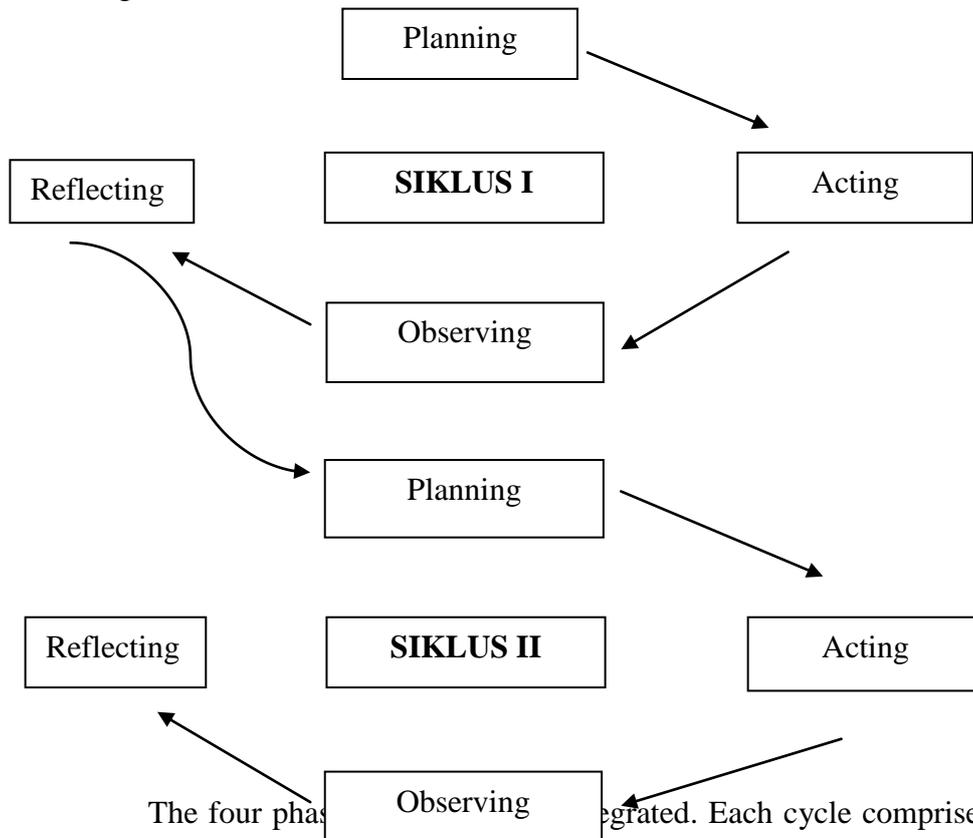
The three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things.

They add that the essential impetus for carrying out an action research is changing a system. In short, it can be said that action research is a form of self-reflective inquiry undertaken by participants (teachers, students,

principals) in social situations in order to improve the nationality and prejudice of:

- 1) Their own social of educational practices,
- 2) Their understanding of these practices, and
- 3) The situations in which these practices are carried out.

An action research is conducted cyclic. The cycles of action can be seen in the figure below:



The four phases are integrated. Each cycle comprises four phases. Each phase is conducted based on the previous one and shapes the next. Each activity in the action is based on the planning and then to be observed. From the three phases then the researcher makes reflection to determine the next cycle.

4.1.3 Procedure of the Test

In this study, the kindergarten teachers in South Semarang District were chosen as the object of the study. The number of the study is 30 teachers; it consists of 29 women and 1 man.

They have the same material from the teacher, and they were taught by the same methods. The teacher gave the same topic to both learners; they are noun (Fruit and animal) and verb (daily activity).

4.2 The Meaning of the Test

The aim of the test is to know the kindergarten teachers' achievement in learning vocabulary on hobbies taught by using *TPR through snake and ladder game*. The result shows that in the first cycle, 15 (50%) of kindergarten teachers were able to pronounce words clearly, guess the meaning correctly, and make a simple sentence grammatically and 4 (13%) kindergarten teachers were only able to pronounce and to pay attention the meaning without making simple sentence grammatically, and 6 (20%) children were unable to pronounce well, unable to guess the meaning and also got difficulty in making simple sentence.

Based on the result of the first cycle, the teacher then renovate the media by giving color and making it bigger, so they can play it physically. Both the teacher and the learners practiced it on the second cycle. The result showed that there is significant improvement, 26 (86%) learners were able to pronounce, guess the meaning correctly and make simple sentence. It meant that the research has passed the indicator standard declared at least 70%.

V. CONCLUSIONS AND SUGGESTION

5.1 Conclusion

The result of the study shows that after the treatment, there is a difference in the learners' achievement in learning vocabulary between the first cycle and the second cycle.

Based on the result of the test in the previous chapter, it can be concluded:

- (1) The using of *Total Physical Response* through snake and ladder game can increase the achievement of kindergarten teachers in pronouncing

vocabulary correctly and be able to make simple sentence grammatically.

- (2) The Using of game on teaching vocabulary made significance achievement on kindergarten teachers' skill on pronouncing vocabulary correctly and making simple sentence grammatically. They learn vocabulary and simple sentence through game with fun and enthusiastic.
- (3) There was significant improvement on the first cycle that showed 15 learners (50%) who achieved the vocabulary correctly and be able to make simple sentence grammatically. Based on the second cycle reach 26 learners (86 %) has passed the indicator standard of this research.

5.2 Suggestions

In line with the conclusions of this study, the recommendations presented below may be proposed into a similar study as well as English lecturers who are going to apply this materials in their classrooms.

- a) The technique of this study is practical as one of groundwork in developing teaching-learning materials by using available school facilities.
- b) Generally, lecturers who apply the technique should attempt it first before conducting teaching-learning process.
- c) Specifically, further writers are able to develop materials through other social network sites and other approaches for teaching simple writing, grades or any other text-types since this materials development focuses only on one language skill, and one grade.

REFERENCES

- Arikunto, S. 1998. *prosedur penelitian*. Bandung: Rineke Cipta.
- Craft, H.J. 1983. *An Introduction to English Language Teaching*. Great Britain: Longman Group, Ltd.
- Finocchiaro, M. 1974. *English as a second language from theory to practice*. New York: Regents Publishing Company.
- Harris, D.P. 1969. *Testing English as a Second Language*. New York: Mc GraHill Book Company.
- Henson, K. T. and Delmare. J. 1984. *Elementary Science Method*. New York: Mc Graw-Hill Book Company.
- [Http://www.menc.org/publication/books/heartbeat/Glossary.html](http://www.menc.org/publication/books/heartbeat/Glossary.html).
- [Http://www.btinternet.com/~ted.power/es10712.html](http://www.btinternet.com/~ted.power/es10712.html).
- Hornby, A. S. 1995. *Oxford Learner's Dictionary of Current English*. London: Oxford University Press.
- Nunan, D. 1992. *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. 1983. *Language Teaching Methodology (Text Book for Teacher)*. New York: Practice Hall.
- Krashen, D. S. 1989. *Language Acquisition Second Language Education*. New York: Prentice Hall International.
- Preece, W. E. 1964. *Encyclopedia Britannica*. London: Encyclopedia Britannica. Inc.
- Richard, J. C. and Rodger, S. T. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Wallace, J. M. 1982. *Teaching Vocabulary*. London: Riddles, Ltd Guilford and Kings Lynn.