

**TEACHING VOCABULARY THROUGH FUN DANCE
ACTIVITY AT EARLY CHILDHOOD OF
PARAMATA BUNDA KINDERGARDEN PALOPO**

(A Classroom Action Research)



A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah
Department of State College for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

By

MUHAMMAD ARIF
REG. NUM: 10.16.3.0074

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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(STAIN) PALOPO
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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.
Demikian untuk diproses selanjutnya.

Wassalamu 'AlaikumWr.Wb.

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PRONOUNCEMENT

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***Jazakumullah khairan katsiran.
Be Different With A Good Reason
Cause I Am Divergent***

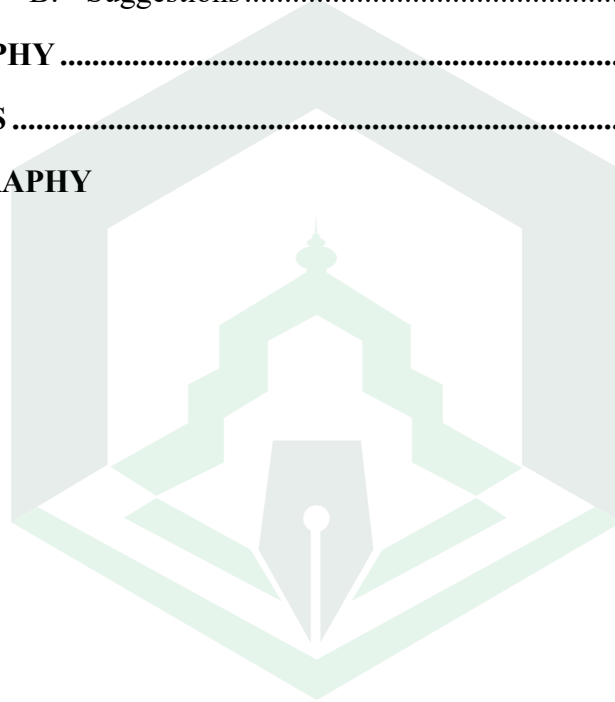
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Researcher

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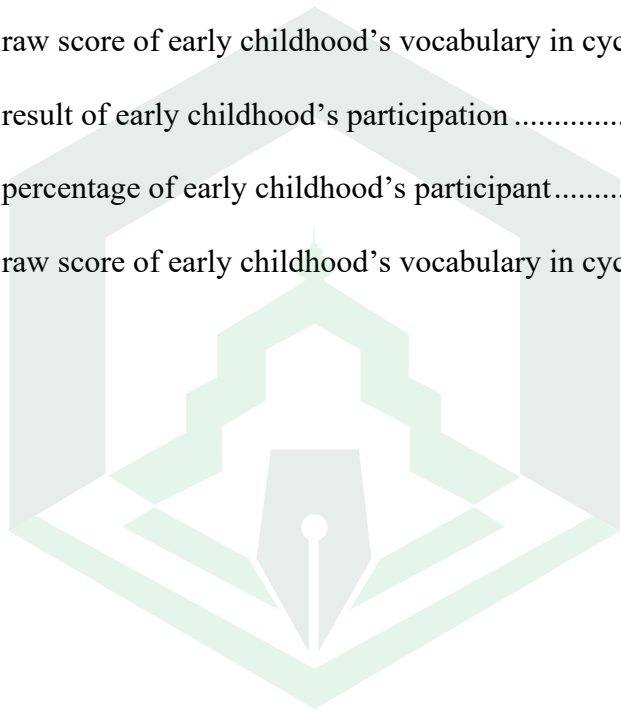
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ABSTRACT

Arif. M, 2014. *Teaching Vocabulary through Fun Dance Activity at Early Childhood of Paramata Bunda Kindergarden Palopo*, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultants (1) Dr. Masruddin, S.S., M.Hum. (2) Amir Faqihuddin Assafary, S.Ag., M.Pd.I.

Key Words : Vocabulary, Fun Dance, Early Childhood, Kindergarden

This thesis is about Teaching Vocabulary through Fun Dance Activity at Early Childhood of Paramata Bunda Kindergarden Palopo. The problem statement of the research was “What is the effective way to conduct fun dance activity in teaching English vocabulary at early childhood?”. The objective of the research is aimed to find out the effective way to conduct fun dance activity in building up English vocabulary at early childhood.

This thesis used Classroom Action Research. The target populations of this research are all of the students at Paramata Bunda Kindergarden Palopo. The sample was taken from population by using Purposive Sampling technique. In this case the research took 10 students of class B-2 as a sample. The procedure of the research used two cycles namely cycle 1, and cycle 2, to find out the ability of the students in vocabulary development. Then the researcher analyzes their score by using simple percentage to know the mean score of the students and explained clearly in discussion.

The result analysis explained that fun dance activity increase students' vocabulary at Early Childhood of Paramata Bunda Kindergarden Palopo. In this thesis the researcher apply fun dance activity to teach vocabulary because by using fun dance the students are easier to learn basic and productive vocabulary. The result of the students is increase by look their score in cycle 1 and cycle 2. The mean score in cycle 1 only 62,0 and cycle 2 the score develop to be 80,7. In cycle 1, the result of observation shows on the students' participation shows that 80% were active. In cycle 2, the result shows that 100% were active. It means that the fun dance activity is a great teaching technique for early childhood.

Fun Dance Activity is one technique in learning speaking and vocabulary development where the dancing teaches children rhythm, timing, and coordination. It helps them learn about different parts of the body (e.g., legs, arms, hands), develop a sense of direction, follow instructions, and begin to develop cultural appreciation. Dancing also helps children learn about how their bodies work, increases their movement and expression.

CHAPTER I

INTRODUCTION

A. Background

Learning a foreign language such as English need to be introduced to children from earliest. Early Childhood education often focuses on children learning through play, based on the various research and invention on education philosophy. This belief is centered on the "power of play". It has been thought that children learn more efficiently and gain more knowledge through play-based activity such as dramatic play, art, and social games. This fact plays stems children's natural curiosity and tendencies to "make believe", mixing in educational lessons.

Preschool education and kindergarden emphasize learning around the ages of 3–6 years. The terms "day care" and "child care" do not convey the educational aspects, although many childcare centers use more educational approaches. The distinction between childcare centers and kindergardens has all but disappeared in countries that require staff in different early childhood facilities to have a teaching qualification. Researchers and early childhood educators both view the parents as an integral part of the early childhood education process.¹ Often educators refer to parents as the child's "first and best teacher".

One of language aspect which early children need when learn English is vocabulary. But early children are not like children in elementary school, we must

¹ *Early Years Framework*, (Scottish Government, 2008), ISBN 978-0-7559-5942-6

give basic vocabulary in creative and fun way. Vocabulary also appears in every skill such as speaking, listening, writing, and reading skill. The plus point at early children is curiosity when meet with new thing, they ask to know it.

Teaching vocabulary is absolutely more than just knowing new words. There are a lot of aspects that we should learn to make English fulfill of spice. Consequently the teacher should become good guide for their student. The best way before continuing to the next step, the teacher must have preparation to teach, find strategy to enrich the students' vocabulary, word comprehension and understanding of foreign language. Beside that make learning interesting, relaxing for early childhood, and could motivate them and did not easy to be bored.

Based on Bank Street Developmental Interaction Approach is based on the theories of Jean Piaget, Erik Erikson, John Dewey, and Lucy Sprague Mitchell. The approach aims to involve children in acquiring competence via learning through discovery.² This theory connected with five different developmental domains of children which all relate to each other. They can be referred to as the spice of life³: 1) Social, refers mostly to the ability to form attachments, play with others, cooperate, share, and create lasting relationships. 2) Physical, development of fine (small) and gross (large) motor skills. 3) Intellectual, learning to make sense of the physical world. 4) Creative, development of talents in areas such as music, art, writing, and

² Shapiro, N.; Nager, *The Developmental-Interaction Approach to Education: Retrospect and Prospect, Occasional Paper Series* (New York: Bank Street College of Education, 1999)

³ Torkildsen, George, *Leisure and Recreation Management*, (1999) p.27

reading. 5) Emotional, development of self-awareness, self-confidence, and the ability to cope with and understand feelings.

Based on the interview result with some teachers and the chief of PGTK Paramata Bunda Palopo said that, in teaching vocabulary especially in kindergarden. We do not have specific lesson to teach about English and we always interpolate some greetings and commands in English. But the fact in the field, vocabulary mastery in kindergarden was still low. Because English learning delivery that did not interesting for early childhood, so what teacher thought to early childhood was hard to be understood. Beside that English learning facility was still limited. The teachers also need good technique or approach to make English enjoyable and pleasure. Because it is hard to find fun activity which relate all developmental domains of children, such as social, physical, intellectual, creative and emotional.⁴ Therefore, the researcher used fun dance activity as application of direct interaction approach.

Fun Dance Activity is one technique in learning speaking and vocabulary development where the dancing teaches children rhythm, timing, and coordination. It helps them learn about different parts of the body (e.g., legs, arms, hands), develop a sense of direction, follow instructions, and begin to develop cultural appreciation.⁵

⁴ Fatmaridha Sabani's Interview. (Palopo: PGTK Paramata Bunda, 08 September 2014)

⁵ Marna Holland, Parent Educator. *Asheville City Preschools Journal*. (North Carolina: Asheville, 2010)

Based on the explanation, the writer is interested in conducting research about Teaching Vocabulary through Fun Dance Activity at Early Childhood of Paramata Bunda Kindergarden Palopo.

B. Problem Statement

Related of the issues in the background, the writer formulated on problem statement as follows: What is the effective way to conduct fun dance activity in teaching English vocabulary at early childhood?

C. Objective of Research

In relation to the problem statement above, the objective of this research is aimed to find the effective way to conduct fun dance activity in building up English vocabulary in early childhood.

D. Significance of Research

The result of this research would give information how to build up a great early childhood education workforce, supported by strategies to train and retain quality of the teachers. Also practicing fun dance activity to get five different developmental domains of children especially on early childhood. In order that our comprehensive agenda to invests in and strengthens our early childhood education for our better nation and better bright future.

E. Operational Definition

Based on the title “Teaching Vocabulary through Fun Dance Activity at Early Childhood of Paramata Bunda Kindergarden Palopo”, the researcher gives the definition as follow:

1. Early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years laid the foundation for subsequent learning and development. It generally includes toddlerhood and some time afterwards. Play age is an unspecific designation approximately within the scope of early childhood. Some age-related development periods and examples of defined intervals are: *Newborn* (ages 0–5 weeks); *Infant* (ages 5 weeks – 1 year); *Toddler* (ages 1–4 years); *Preschooler* (ages 4–7 years).

2. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. Also a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.

3. Education is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life. Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs.

4. Application is the action of using or putting something into operation a method, strategy, or system.

5. Fun dance is the dance which teaches children rhythm, timing, and coordination. It helps them learn about different parts of the body (e.g., legs, arms, hands) and several verbs (e.g., in, out, put, turn around), develop a sense of direction, and follow instructions. As example are Hockey Cokey, etc.

6. Hockey cokey is one of famous action sing which be used to conduct fun dance on some developing country.

F. Scope of Research

The scope of this research is the researcher wanted to implement the Centre Learning Model and other fun dance activity to build up the children's simple English vocabulary such as verb and noun. It is emphasized on simple different parts of the body (e.g., legs, arms, hands) and several verbs (e.g., go, stop, put, turn around) that suitable for the beginners. Teaching vocabulary using fun dance activity which supported by Direct Interaction approach. It made learning English enjoyment for the learners. Joint with Beyond Centers and Circle Times approach (BCCT approach). It also created a relaxed atmosphere and get learners with and enthusiasm for learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Research

There are few researchers who have conducted previous research aimed on the use of various techniques in teaching English vocabulary to childhood period:

1. Fitri Zulyani in her research “Teaching Vocabulary through English Songs to the Fifth Grade Students at SDN 234 Temmalebba”. The result of this study revealed that after 2 cycles the students were active during the lesson. The mean score of the cycle 2 is 71%. Conclude that English song is effective in teaching vocabulary.¹

2. Hastuti Rajiman in her research “Teaching English Vocabulary through Guessing Game to the Elementary School of the Fourth Grade at SDN 61 Tondok Alla’ Jaya Palopo”. The result of this study revealed that after 2 cycles the students show a great enthusiasm during the lesson. The mean score of the cycle 2 is 85%. Proved the vocabulary mastering of students was increase after they got reflection.²

3. Nurmiati S. in her research “Teaching Vocabulary through Bingo Game by Using Cooperative Learning at the Fifth Elementary Students of SDN Tondok Alla’

¹ Fitri Zulyani, *Teaching Vocabulary Through English Songs To The Fifth Grade Students At SDN 234 Temmalebba*, (Unpublished Thesis Stain Palopo, 2011)

² Hastuti Rajiman, *Teaching English Vocabulary Through Guessing Game To The Elementary School Of The Fourth Grade At SDN 61 Tondok Alla’ Jaya Palopo*, (Unpublished Thesis Stain Palopo, 2013)

Jaya Palopo". The result of analysis of the research showed that using cooperative learning in the classroom can improve the mastery student's skill.³

B. Definition of Vocabulary

1. Vocabulary is all the words that a person knows as uses, all the words in language, list of words with their meaning especially in a book for learning foreign language.⁴

2. Vocabulary is an important thing in learning language. It would be impossible to learn language without knowing vocabulary. It is one of the components of language and that no languages exist without words. Words are sign for ideas. They are mean by which people exchanged their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.⁵

3. Vocabulary is vital to communicating with others and understanding is reading. We know that information is known to everyone but acknowledge it instead of talking for grated add important goals to your child list of basic skills to masters.⁶

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³ Nurmiati S, *Teaching Vocabulary Through Bingo Game By Using Cooperative Learning At The Fifth Elementary Students Of SDN Tondok Alla' Jaya Palopo*, (Unpublished Thesis Stain Palopo, 2013)

⁴ John Eastwood, *Oxford Leraner's Pocked Dictionary, New Edition*, (New York: Oxford University Press, 2005), P.428

⁵ Peter A. Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), P.6

⁶ Donna Young, *Vocabulary Is Important*, <http://www.donnayoung.org.forms.help.html>. Accessed On September 2013

C. Kinds of Vocabulary

Harmer, divided vocabulary into three kinds, there are:

1. Oral Vocabulary, is refers to words that a person employs them in expressing ideas orally and actively. It is consisting of words actively used in speech used that comes readily to tongue of the one's conversation.
2. Writing Vocabulary, is refers to commonly in writing. It is stock of words that come readily to one's finger vocabulary it commonly in writing.
3. Listening Vocabulary, is refers to person can understand when they are heard.

D. Type of Vocabulary

Muis states that every person has three types of vocabulary, there are:

1. Active Vocabulary; the word we customarily use in speaking and probably run from 5.000 to 100.000 words.
2. Reserve Vocabulary; the words we know but we rarely use them in writing a letter. When have more time to consider or when we are searching for a synonym.
3. Passive Vocabulary; the word we recognize vaguely but we are not sure of the meanings. We never use them either speech or writing and we just know that have seemed them before.⁷

⁷ Muis, *Effectiveness Of Using Picture In Teaching Vocabulary Of Man Palopo*, (Unpublished Thesis Stain Palopo, 2011)

Harmer states that vocabulary in the stock of the lexical item in language. For the purpose of teaching and learning activity, we classify the lexical item in two types:

1. Receptive Vocabulary refers to words or lexical items which can only be recognized and comprehend in the contest of listening and reading material, but which they will probably not be able to produce in speaking and writing.

2. Productive Vocabulary refers to word which we recall and recognize with they are able to use appropriately in speaking and writing.⁸

E. Purpose of Vocabulary

Based on definitions that have told above, the writer concludes vocabulary is list of words that we get from four basic skills in language such as listening, speaking, reading and writing.

Vocabulary is all the words that person knows or uses, all the words in language, list of word with their meaning, especially in a book for learning a foreign language.⁹

Vocabulary is an important element of language. English teacher must know which words are suitable to learn, depend on the students' age and the difficulty of vocabulary related to speaking and writing.

⁸ Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman, 1991)

⁹ Diane Larsen Freeman, *Technique Principle In Language Teaching*, (Oxford: Oxford University Press, 1985), P.482

Teacher should occur frequently how important that vocabulary in everyday English. It means to choose the actual words which be used by the students especially for early childhood. In this case, before teaching teacher should select the vocabulary based on students' need.

F. Teaching Vocabulary to Early Childhood

What can teacher do to develop vocabulary in early childhood? Early childhood need to develop an understanding of new vocabulary introduced in conversations, activity, stories or books. In addition, they must also develop and expand their expressive language skills. Adults can help children develop their vocabulary and expressive language skills by primarily talking with them and repeating it. The effective vocabulary teacher builds a word rich environment in which children are immersed in words for both indirect and intentional learning.

1. Indirect Vocabulary Learning

Children learn the meanings of most words indirectly through everyday experiences with oral and written language. They learn these words by:

Engaging in daily oral language with other people, especially adults:

a) Children often hear adults repeat words several times as well as using new and interesting words. The more language experiences children have, the more word meanings they learn.

b) Discussions with adults help children develop a wide, flexible, and usable general vocabulary.

c) Children learn word meanings from listening to adults read to them. However, it is not enough to just read to them. Readers should pause during reading to talk about an unfamiliar word and after reading engage children in a conversation about the book. Conversations about words and books help children to learn new vocabulary and concepts and to relate them to their prior experiences and knowledge.

d) Reading to children also has been shown to have an effect on their ability to use words in their own retelling of the story.

e) Read and retell familiar stories. Children learn many new words through the repetition of familiar stories. The more children repeat and use words they have learned through stories, the more they apply the words in their daily lives and language.

2. Intentional Vocabulary Learning

Intentional instruction helps children learn difficult words such as words that represent concepts that are not part of a child's everyday experiences. Specific word instruction can deepen children's understanding of what they are hearing. It can also help them use words accurately in speaking and writing. You can help teach vocabulary directly by:

a) Relating words to their own experiences: Ask children what they already know about a word and expand on their answers. Or have them predict what the word might mean by looking at the pictures.

b) Teaching specific, important words before reading. This can help children learn both a new word and better understand the book as you read.

c) Expanding interactive experiences with vocabulary: Children learn words best when they actively work with words over an extended period of time. The more opportunities children have to see, hear and play with new words the better they seem to learn and use them.

d) Providing repeated exposure to vocabulary in many different situations: The more children use new words and the more they use them in different situations, the more likely they are to remember them and use them in their natural language.

G. Playgroup and Kindergarten

The kindergarten term (kinder = child, garten = garden) or *Frobel School* became known after Friedrich Wilhelm August Frobel (1782-1852) an expert on education, founded kindergarten in Germany on 1837 as the first to introduce kindergarten system, Frobel believed that the essence early childhood education is the child's own activity and playing. Thoughts on the importance of special education for early childhood actually also been raised much earlier by the philosopher and educational leaders such as Martin Luther (1483-1546), John Comenius (1592-1670), Jen Jacques Rousseau (1712-1778), and John Hendrick Pestalozzi (1747-1827). Martin Luther suggested that boys are given a formal education. Logically, either economically or for educational purposes in the future descendants.¹⁰

John Comenius just the opposite with Martin Luther. Comenius suggested that all children, both male and female, have the same opportunity to go to the school.

¹⁰ Yudhistira Massardi, *Sejarah Taman Kanak-kanak*, (Bekasi: TK Batutis Al-Ilmi, 2011)

Comenius also floated the idea of integrated curriculum or corporate curriculum that is not rigidly separate subjects. The curriculum gives children the opportunity to learn direct experience (hands-on curriculum). Recommended child's learning activities ranging from physical activity, a case observed, assembles and stringing.

Jen Jacques Rousseau, the famous French philosopher, against the opinion that the child's miniature adults. He suggested that students according to nature as a child and their age-appropriate development. Rousseau argued, from birth until the age of 5 years children learn through physical activity. After that, ages 5-12 years, children learn through direct experience and through exploration of the environment.

While John Hendrick Pestalozzi suggested that children learn from real objects. Recreation and play becomes part of their children's education. For Pestalozzi, the child must have freedom and free from distress and in learning. So that, children can learnt and think optimally. Since the first pioneered by Friedrich Wilhelm Frobel in Germany, kindergarten education grown up and experienced improvement. Character education kindergarten then developed rapidly and refinement.

Character education kindergarten famous until now is Maria Montessori, a native Italian physician, born on 1870. On 1907, she founded the school that is named Case Dei Bambini or Children's House. Case Dei Bambini later, the school was known as Montessori School. Rich experience in educating children Montessori then written in a book called *scientific pedagogy as applied to child education in children's house*. Montessori described the nature of the child as a creature who has a high

absorption of the information, which is known as the theory of absorbent mind. According to Montessori, children absorbed information constantly from the environment, whether consciously or not. In the early stages, children simply absorb the information without any minded activity to information absorbed. Later, when he is more mature, the information laid out in a piecemeal knowledge structure and used to think.¹¹

Later in the 19th century until the 20s century, appearing thinkers in the field of psychology and child development, ranging from John Dewey, Digmund Freud, Lev Vygotsky, Jean Piaget, Benjamin S. Bloom, to Burrhus Frederic (FB) Skinner.

John Dewey emphasizes, education is the process of reconstruction of experience that never ends. Therefore, schools should manifest life itself, in the same manner as life is experienced as a child in the family and society.

Jean Piaget's theory, told about the children development outlining refer to the views of the intellectual and moral aspects. The psychologists of France contributed enormous knowledge to understanding children developmental. According to Piaget, all children have the same pattern of cognitive development, namely through stage of sensory motor (age 0-2 years), preoperational (age 2-7 years), concrete operational (age 7-11 years), and formal operational (age 11 and older).

Recent research, which widely publicized and used as a reference by experts and policy makers, showed that at the age of 4 years intellectual development of the

¹¹ Vardin, P. A., *Character Education in America*, (New York: Montessori Life, 2008)

child has reached 50%. At the age of 8 years, the level of intelligence has reached 80%, and the age of 18 years to reach 100%.

Whereas BF Skinner, a famous behaviorist, stressed the need to create specific situations to direct the child's behavior. Both Skinner, the child's behavior can be measured, observed, and directed as expected, by way of gifts given or reinforcement and punishment. The implication, teacher or educator should be careful and meticulous in giving reward or punishment for their students.

Various experts on the idea then enriched by psychologists who came later, like Howard Gardener, Ganiefl Goleman, and Erick Jenses. Thought they further strengthen kindergarten education from philosophical-psychological side. Therefore, kindergarten development in the world today is very rapid, especially in developed countries.

If we flashback the developmental kindergarten in this country then we surely grateful, where in kindergarten education (preschool) in our country was not far behind with the first kindergarten in the world in the 19th century. For the sake of ease of writing the history of kindergarten in Indonesia will be divided into several periods:

1. *Netherlandish colonial era*, it seems we have to say "thank you" to the Dutch colonial that started preschool education establishment in Indonesia on a limited basis. Although intended mostly Dutch government set up preschool educational institutions is limited to the "londo" or Dutchmen. But also lucky few native can taste the preschool education that those who hold a thoroughbred patrician or aristocratic.

Preschool education curriculum in place at the time it was imported from the Netherlands. The curriculum is highly colored by the influence of Froebel-style education. Besides implementing the educational system is predominantly Froebel until the end of his reign, the Dutch government also introduced the Montessori's method in 1938 through schools of kindergarten teacher education. Kindergarten education in the Dutch colonial period known as Froebel school. Education is established with the aim that children can make new manners both; children capable to read, write and speak Dutch and with the preparation of the children can go to Holland school.¹²

2. *Japanese colonial era*, Froebel school name is replaced with the name of Kindergarten. At that time, the teachers are not familiar with the lives and needs of the child that is about the game, dexterity-agility as in the villages. In kindergarten's education is given singing songs, games and stories of Japan. Ki Hajar Dewantara on 1913 (real name; R.M. Soewardi Soejaningrat) for his political activities are increasingly concerned about the Dutch government, then he was exiled to Holland. After returning from Holland, Ki Hajar Dewantara established a national institution under the name Student's Park (Taman Siswa). This educational organization sponsoring schools that combine the methods and content of Europe's best education with the best Indonesian culture. In other words, the education system is to modify the method of Froebel with the Montessori's method is adapted to the eastern custom.

¹² Herlina, *Sejarah Perkembangan Kurikulum Taman Kanak-Kanak Di Indonesia Dari Masa Ke Masa*, (Jakarta: Pusat Kurikulum Kemendiknas, 2010)

This educational program is intended for children under the age of 7 years and was established on July 3, 1922. He established *Lare Garden* (Child) or the *Children's Garden* or the *National School Froebel* or *Kindertuin* who finally agreed to name *Indria Park* (Taman Indra). In line with the principles of Froebel and Montessori, Indria Park was focused towards education to sharpen children's sensory skills.¹³ At around the same years, an Islamic organization known as the Association of Women Aisyiyah also establish the first preschool education institutions named *Bustanul Athfal*. Builders *Bustanul Athfal* is intended to improve the attitude of nationalism and religious purposes in response to the popularity of preschool institutions oriented Europe.

3. *Independence era*, kindergarten education is intended to preserve the cultural growth of an independent nation, especially through the education system and teaching. Along with the development of Indria Park, also developed Kindergarten (TK) which is an adaptation of concept of Kindergarten and Indria Garden. Kindergarten is much more rapid development of the Indria Park. In his journey, also born *Raudhatul Athfal* or RA which is an implementation of educational programs for young children with the peculiarities of the Islamic religion. Neither Indria Park, Kindergarten, and Raudhatul Athfal, the target still includes children over 4 years of age to entering primary education. Thus children aged 0-4 years have not served in any form of early childhood programs. Along with the development needs of the care,

¹³ Jend. Ki Tyasno Sudarto, *RM Suwardi Suryaningrat Bangsawan Yang Menjadi Bapak Bangsa*, (Yogyakarta, 2008)

especially for children whose parents work outside the home, come the program *Day Care* (Taman Penitipan Anak) or TPA were originally only serves as a childcare. Since the 1980s, along with the increasing awareness of the public and the international community on the importance of education, the institution opened to children aged 3-4 years in the form *Playgroups* or (Kelompok Bermain) or KB. During that time, awareness of the importance of educational stimulation in a landfill environment began to emerge, so that the Day Care is initially only serves as a buddy or child care coupled with service of educational stimulation menu. PP No. 27 Year 1990 on Preschool has emphasized the implementation of early childhood education (preschool education when it's called) that starts from age 3 through TPA and KB. In management coaching Kindergarten under Ministry of National Education (then Department of Education) and under the guidance of RA by Ministry of Religious Affairs. While TPA and KB under the guidance of Department of Social and the Department of Education. Other things that colored the development of preschool education in the decade 1980/90's this was the enactment of Law No. 2/1989 on the national education system and government regulation No. 27/1990 on the system of preschool education.¹⁴ The passage of these two laws emphasize that the position and the existence of pre-school education in the education system in Indonesia. Formal judicial, preschool education is recognized as an integral part of the overall national education system. Likewise the birth of the movement of the Qur'an integrated

¹⁴ Dirjen Pendidikan Anak Usia Dini, Non Formal, Dan Informal, *Buku Kerangka Besar Pembangunan Paud Indonesia Periode 2011-2025*, (Kemendiknas, 2011)

kindergarten and kindergarten types being managed by private foundations in the 1980s / 90s is to add excitement and splendor of the implementation of the education preschool programs in the country. This also is an indication of increased the awareness and public demand for these preschool education.

H. Character Educational and Centre Method

Early childhood learning method through BCCT approach (beyond centers and circle times or current system centers & circle) is an approach developed through the results of theoretical studies and empirical experience which is a self-development from Montessori approach, high scope, star head, and Reggio Emilia developed by creative for childhood research and training (CCCRT) Florida, USA and has been implemented for 35 years, both for normal children and children with special needs.¹⁵

Centre Learning Model was developed by Pamela Phelps in Florida, United States of America, since 70's. This method was adopted and brought to Indonesia by drg. Wismiarti Tamin, founder of Al-Falah School in Ciracas, East Jakarta on 1996. We learnt, developed then distributed through colloquium, training, and magazine publication after went through training that was held by Al-Falah School.

Centre Method is way of learning-teaching which revolutionary for early childhood education. These are the whole answer about nation required that now busy to look for formula for a “character education” which could change our nation

¹⁵ Yudhistira Massardi, *Pendekatan Pembelajaran Beyond Centers and Circletimes*, (Bekasi: TK Batutis Al-Ilmi, 2011)

morality-mentality-logical reasoning to a better place. Also became answer for educational required “international standard” plus Islamic.¹⁶

Centre Method is new paradigm in education and instruction sector. Keep in mind, how huge aim and his coverage, here only was showed a few of principles that different with conventional method.

On learning process with Centre Method, curriculum was not given classically but individually, according to each development children phase. Then, student’s amount on one group was limited, maximum of 12 children. During the learning process, the teachers forbid to do “3M”; not to forbid, to order, to punish/ become angry.

Learning base is playing and learning at the same time, learning-teaching’s atmosphere was build to give comfortable feeling and happy learning. To reach that atmosphere, teacher and student collectively sit on a circle, so that teacher’s eyes on a line with the student’s eyes as the result there was no hierarchy distance between both of them. Then, in the classroom there was no board. Cause teacher did not need it. Teaching material that was told as concrete and interactively with put the student as central. The teacher say hello to the students to be called “buddy”. When entering the classroom, teacher did not come with attitude “what will I teach to the student today” but “what will I learn from the student today”.

¹⁶ Yudhistira Massardi, *Pendidikan Karakter dengan Metode Sentra*, (Bekasi: TK Batutis Al-Ilmi, 2012)

This method build up “plural intelligence” coincident and balanced; logical intelligence-math, body language (kinesthetic), space (spatial), independence (intrapersonal), social care (interpersonal), music. The whole potential of intelligence is built through the centers (vehicle) play which includes three types of play: *developing game, sensory motor and play a role*.

There are seven centers provided in order that children can play happily and get a lot of employment options: *preparation center* (build literacy skills); *blocks center* (ability to stimulate construction, prediction, precision, accuracy, geometry, mathematics); *creativity center* (build creativity, sensory motors, cooperation); *art culture center* (build aesthetic sense and frame of mind); *natural product center* (build sensory motors, simple physics, understanding the limitations and causation); *role play center* (builds imagination, vitality, adaptability, independence, language, leadership); and *imtaq center* (faith and piety). Every day, children playing in a different centre (moving class).¹⁷

In every centre, child classification capabilities built continuously in order that they can have a concept of right thinking, critical, and analytical. All knowledge is given to concrete, not abstract. Children are stimulated to "find yourself" factual concepts of shape, color, size, characteristics, signs, nature, habitat, benefits, as well as a series of cause-effect.

Early on, children were stimulated to be able to express themselves well through oral ability, writing and drawing. Therefore, during the process of teaching-

¹⁷ Tim PAUD Paramata Bunda Palopo, *Parents Handbook*, (Unpublished Handbook, 2014)

learning, interactive communication with the teacher using the good Indonesian language and correct grammatical, to the workings of a child's brain was well structured. At the same time, the practical behavior is also constructed (not memorizing) the noble characters based on the superior attributes of Allah (Asmaul Husna).

I. Dance

Dance is the art of movement of the body, usually rhythmically and to music, using prescribed or improvised steps and gestures. "A dance" is any one prescribed sequence of such movements, or the music to which it is performed, or an event at which it takes place.¹⁸ Dance may also be regarded as a form of non verbal communication recognizable in other animals in bee dances and behavior patterns such as mating dances.

Dance can be categorized and described in various ways. It may be analyzed purely by its choreography, its repertoire of movements, or it may be classified according to its time or place of origin. Yet study reveals many generic similarities in many different times and places. An important distinction is to be drawn between theatrical and participatory dance.¹⁹ Nevertheless, these two categories are not completely separate. Each may borrow from the other. Social dancers may become professional or competitive dancers, may be watched by millions. Both may

¹⁸ The Free Dictionary – definition retrieved, (2014)

¹⁹ Canadian National Arts Centre, *Dance Forms: An Introduction*, (Canada, 2014)

also have special functions; they may be ceremonial dances performed only at one time of year, they may be intended as an erotic dance, a war dance or a sacred or liturgical dance. Such dances allow both emotional expression and invocation.

Martial arts are often compared to dances, and sports such as gymnastics, figure skating and synchronized swimming are generally thought to incorporate dance.²⁰

Theatrical dance, also called performance or concert dance, is intended primarily as a spectacle, usually a performance upon a stage by virtuoso dancers. It often tells a story, perhaps using mime, costume and scenery, or else it may simply interpret the musical accompaniment, which is often specially composed. Examples are western ballet and modern dance, Classical Indian dance and Chinese and Japanese song and dance dramas. Most classical forms are centred upon dance alone, but performance dance may also appear in opera and other forms of musical theatre.

Participatory dance, on the other hand, whether it be a folk dance, a social dance, a group dance such as a line, circle, chain or square dance, or a partner dance such as is common in western Western ballroom dancing, is undertaken primarily for a common purpose, such as social interaction or exercise, of participants rather than onlookers. Such dance seldom has any narrative. A group dance and a *corps de ballet*, a social partner dance and a *pas de deux*, differ profoundly. Even a solo dance may be

²⁰ Zehou Li, *The Chinese Aesthetic Tradition*, Translated by Maija Bell Samei, (University of Hawaii Press, 2009), p.5, ISBN 978-0824833077

undertaken solely for the satisfaction of the dancer. Participatory dancers often all employ the same movements and steps but, for example, in the rave culture of electronic dance music, vast crowds may engage in free dance, uncoordinated with those around them. On the other hand, some cultures lay down strict rules as to the particular dances in which, for example, men, women and children may or must participate.

Archeological evidence for early dance includes 9,000 year old paintings in India at the Rock Shelters of Bhimbetka, and Egyptian tomb paintings depicting dancing figures, dated c. 3300 BC. Before the invention of written languages, dance was a more important method of passing stories down from generation to generation.²¹ The use of dance in ecstatic trance states and healing rituals, as today in many cultures from the Brazilian rainforest to the Kalahari Desert, is thought to have been another early factor.²²

In Chinese pottery as early as the Neolithic period groups of people are depicted dancing in a line holding hands. The earliest Chinese word for "dance" is found written in the oracle bones. Dance is described in the *Lüshi Chunqiu*.²³ Primitive dance in ancient China was associated with sorcery and shamanic rituals.

²¹ Nathalie Comte, *Europe, 1450 to 1789: Encyclopedia of the Early Modern World*, Ed. Jonathan Dewald. Vol. 2, (New York: Charles Scribner's Sons, 2004), p.94–108

²² Guenther, Mathias Georg, *The San Trance Dance: Ritual and Revitalization Among the Farm Bushmen of the Ghanzi District, Republic of Botswana*, (Journal, South West Africa Scientific Society, 1975)

²³ Wang Kefen, *The History of Chinese Dance*. (China Books & Periodicals, 1985), p.7, ISBN 978-0835111867

During the first millennium BCE in India, many texts were composed which attempted to codify aspects of daily life. Bharata Muni's *Natyashastra* (literally "*the text of dramaturgy*") is one of the earlier texts. It mainly deals with drama, in which dance plays an important part in Indian culture.²⁴ It categorizes dance into four types - secular, ritual, abstract, and, interpretive - and into four regional varieties. The text elaborates various hand-gestures (*mudras*) and classifies movements of the various limbs, steps and so on. From these beginnings rose the various classical styles recognized today.

Many contemporary dance forms can be traced back to historical, traditional, ceremonial, and ethnic dance. Many early forms of music and dance were created for each other and performed together. This paired development has continued over time, producing paired dance/music forms such as the jig, waltz, tango, disco, and salsa. Some musical genres have a parallel dance form such as baroque music and baroque dance; others, such as classical music and classical ballet, developed separately.

Although dance is often accompanied by music, it can also be performed without music, or it may provide its own audible accompaniment as in tap dance. When performed with music, dance may or may not be performed *in time* to the music (synchronous to the music's time signature).

African American dance developed in everyday spaces, rather than in dance studios, schools or companies. Tap dance, disco, jazz dance, swing dance, hip hop

²⁴ Prof. P. C. Jain and Dr. Daljeet, *Dance: The Living Spirit of Indian Arts*, (Exoticindiaart.com, 2012)

dance, the lindy hop with its relationship to rock and roll music and rock and roll dance have had a global influence.

Today dance studies are offered through the arts and humanities programs of many higher education institutions, leading to Bachelor of Arts and higher academic degrees. A dance study curriculum may encompass a diverse range of courses and topics, including dance practice and performance, choreography, ethnochoreology, dance notation, and dance therapy.²⁵ Dance categories are not mutually exclusive. For example, tango is traditionally a *partner dance*. While it is mostly *social dance*, its ballroom form may be *competitive dance*, as in Dance Sport. At the same time it is enjoyed as *performance dance*, whereby it may well be a *solo dance*. Furthermore, there are tangos among *round dances*, *participation dances* can involve tango mixers, and tango-style dances may be used in ice dancing or in burlesque theatre.

J. Fun Dance Activity

“Fun is enjoyment; pleasure.”²⁶ While “Dance is movements and steps in time to music.”²⁷ Then “Application is the act of applying to a particular purpose or use”.²⁸

²⁵ Daly, A., *Critical Gestures: Writings on Dance and Culture*, (Wesleyan University Press, 2002), ISBN 0-8195-6566-0

²⁶ Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, (China: Oxford University, 2008), P.179

²⁷ Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, (China: Oxford University, 2008), P.112

²⁸ Harper Collins, *Collins English Dictionary – Complete And Unabridged*, (Glasgow : Harpercollins Publisher, 2003)

So, the researchers could conclude that applying fun dance is use or put enjoyment movements and steps in time to music. Another sense of Fun Dance Activity is:

Fun Dance Activity is one technique in learning speaking and vocabulary development where the dancing teaches children rhythm, timing, and coordination. It helps them learn about different parts of the body (e.g., legs, arms, hands), develop a sense of direction, follow instructions, and begin to develop cultural appreciation. Dancing also helps children learn about how their bodies work, increases their movement and expression.²⁹

As a childcare provider, you are an important role model. If you dance with children and show enthusiasm and enjoyment for dance, children will happily follow your example.

Allow time for warming-up and cooling down. Begin by dancing slowly so children warm up and stretch their muscles and focus on moving their bodies. During cool-down, children can dance to slower music to help them become calm and ready to end their dance. Warming up and cooling down also can help with the transition issue many children experience in moving between activities.

Material for teaching vocabulary through fun dance activity in preparation center:

Hockey Cokey

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

²⁹ Marna Holland, *Asheville City Preschools Journal*, (North Carolina: Asheville, 2010)

Researcher : Okay everybody! Now we are going to do the hockey cokey. We will start with our arm, than we will do our feet, and whole body. Get your right arm ready. Here we go!

- Students : a) You put the right arm in, you right arm out, in out, in out, you shake it all about. You do the Hockey Cokey and you turn around. That is what it is whole all about. Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Knees bent, arms stretch. Rah! Rah! Rah!
- b) You put the left arm in, you left arm out, in out, in out, you shake it all about. You do the Hockey Cokey and you turn around. That is what it is whole all about. Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Knees bent, arms stretch. Rah! Rah! Rah!
- c) You put the right foot in, you right foot out, in out, in out, you shake it all about. You do the Hockey Cokey and you turn around. That is what it is whole all about. Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Knees bent, arms stretch. Rah! Rah! Rah!
- d) You put the left foot in, you left foot out, in out, in out, you shake it all about. You do the Hockey Cokey and you turn around. That is what it is whole all about. Whoa-o, the Hockey Cokey!

Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Knees bent, arms stretch. Rah! Rah! Rah!

e) You put whole self in, you whole self out, in out, in out, you shake it all about. You do the Hockey Cokey and you turn around. That is what it is whole all about. Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Knees bent, arms stretch. Rah! Rah! Rah! You shake it all about. You do the Hockey Cokey and you turn around. That is what it is whole all about. Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Whoa-o, the Hockey Cokey! Knees bent, arms stretch. Rah! Rah! Rah! That is what it is whole all about.

To add fun and creativity to dancing activity, integrate different types of music, ranging from classical to country to hip-hop. A variety of musical styles and beats will enrich your dancing sessions. Remember, you want to include music; avoid recordings with inappropriate words or lyrics.

Props also can make dancing more fun; include mini-flashlights, crepe paper, pinwheels, scarves, pom-poms, streamers, and costumes. Or, take dancing outdoors for a different experience, and draw inspiration from nature, such as a flower or snowflake dance.

Dancing Activity can be easily adapted to different seasons or holidays. The hokey-cokey can become the bunny cokey, the scarecrow cokey, or the snowman

cokey. Depending on the developmental levels of the children, you may plan individual dancing activity, group or partner dances, or a combination.

Material for teaching vocabulary through fun dance activity in blocks center:

Shapes Song

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

Researcher : Okay everybody! Now we are going to do the shapes song. We will start with a circle, a triangle, a square than a heart. Get your fingers and arms ready. Here we go!

Students : a) A circle, a triangle, a square, a heart (twice)
 b) Can you see a circle? Yes, I can! (twice)
 c) Can you see a triangle? Yes, I can! (twice)
 d) A circle, a triangle, a square, a heart
 e) Can you see a square? Yes, I can! (twice)
 f) Can you see a heart? Yes, I can! (twice)
 g) A circle, a triangle, a square, a heart (twice)
 i) Great job!

Material for teaching vocabulary through fun dance activity in role play center:

Go & Stop

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

Researcher : Okay everybody! Now we are going to do the go-stop. We will start with go, than stop. Ready! Here we go! Go-Stop!

Students : a) Go, Go, Go! Stop, Stop, Stop! (twice)

b) One more time!

c) Go, Go, Go! Stop, Stop, Stop! (twice)

d) Spin around! Spin Around! And Stop!

e) Great job!

Material for teaching vocabulary through fun dance activity in art culture center:

Yes-No, Please, Thank You

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

Researcher : Okay everybody! Now we are going to do the yes-no, please, thank you. We will start with no and yes, than please and thank you. Ready! Here we go!

Students : a) No, No, No! Yes, Yes, Yes! Please, Please, Please! (three times)

b) Thank you, thank you, thank you! (three times)

- c) Thank! You!
- d) No, No, No! Yes, Yes, Yes! Please, Please, Please! (twice)
- e) Thank you, thank you, thank you! (three times)
- f) Thank! You!
- g) Thank you!

Material for teaching vocabulary through fun dance activity in creativity center:

Happy Sad

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

Researcher : Okay everybody! Now we are going to do the happy-sad. We will start with happy, than sad. Ready! Here we go!

- Students : a) Happy, Happy, Happy! Sad, Sad, Sad! (twice)
- b) Great job!
 - c) One more time!
 - d) Happy, Happy, Happy! Sad, Sad, Sad! (twice)
 - e) Spin around! And Stop!
 - f) I am happy!

Material for teaching vocabulary through fun dance activity in natural product center:

Up & Down

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

Researcher : Okay everybody! Now we are going to do the up-down. We will start with up, than down. Ready! Here we go! Everyone sit down!

Students : a) Up, Up, Up! Down, Down, Down! (twice)

b) One more time!

c) Up, Up, Up! Down, Down, Down! (twice)

d) Spin around! And Stop!

e) Great job!

Material for teaching vocabulary through fun dance activity in imtaq center:

The Pillars Of Islam

(Students make a circle, the size depends on how many people join in this dancing group, and researcher on the middle of the circle as provider or join on the kids circle. Researcher will show the movement and step first, after that the students follow it in time to the music).

Researcher : Okay everybody! Now we are going to do the pillars of islam. We will start with only god Allah than pray shalat. After that, fast in Ramadan than give zakat. End with make the hajj. Ready! Here we go!

Students : a) One, One, Only One. Only God Allah! These are the pillars of Islam! Only God Allah!

b) Pray, Pray, Pray Shalat. Pray five times a day! These are the pillars of Islam! Pray five times a day!

c) Fast, Fast, Fast all day. Fast in Ramadan! These are the pillars of Islam! Fast in Ramadan!

d) Give, Give, Give Zakat. Give to help the poor! These are the pillars of Islam! Give to help the poor!

e) Round, Round, Round we go. When we make the hajj! These are the pillars of Islam! Make our pilgrimage!



IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of research in this research that used is Classroom Action Research (CAR). This method is research which use of teachers in the classroom itself through self-reflection, with the aim of improving its performance as a teacher, so that early childhood learning outcomes be improved.¹

There are three key words you need to know its meaning one by one, the following explanation:

1. Research, is an activity to see an object using a specific methodology and a view rules to obtain data or information which is useful in improving the quality of the interesting and important for researchers.
2. Action, point to some intentional motion Activity with a specific purpose. In a series of cycle in the form of research activity for early childhoods.
3. Class, in this sense is not bound to a classroom, but more specific terms. As has long been recognized in the field of education and teaching, the meaning of the

¹ Wardhani, et.al., *Penelitian Tindakan Kelas*, (Cet.11; Jakarta: Universitas Terbuka, 2010), p.1.4

term class is a group of early childhoods at the same time, receive the same lessons from the same teacher.²

The dilemma facing the individual instructor is choosing from a myriad of teaching strategies to use in a particular classroom situation. Factors such as class size, content area, and early childhood demographics play a role. The instructor's own skills and style are also critical factors. Based on the opinions that have been shown, the researcher concluded that Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation.³ CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

B. Data and Resources

1. Data

The data in this study would obtain from observations and interview on location and the result of final test scores at each cycle.

2. Resources

The resources of data in action research is all of the early childhood at Paramata Bunda Kindergarten Palopo, with 10 early childhood of class B-2 on first semester academic year 2014/2015.

² Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Cet.6; Jakarta: Bumi Aksara, 2007), p.74

³ Gwynn Mettetal, *Essays on Teaching Excellence toward the Best in the Academy*, (South Bend: Indiana University Essay, Vol. 14, No. 7, 2002-2003)

C. Research Participant

The participant of research is:

1. English teacher

English teacher is a researcher in this research, where the teacher would apply Fun Dance Activity in teaching vocabulary in the class.

2. Early childhood

The position of early childhoods in this research as subject of the research, and the researcher expected after researching the early childhoods can improve their vocabulary.

3. Partner and collaborator

The position of collaborator in this research as observer, the collaborator helps the researcher to observe the early childhoods. So the researcher can be able to know the early childhoods condition in learning process and give suggestion for the problem in each cycle.⁴

D. Research Design

Classroom Action Research (CAR) represents a growing field of educational research whose chief identifying characteristic is the recognition of the pragmatic requirements of educational practitioners for organized reflective inquiry into classroom's instruction. It is a process designed to empower all participants in the

⁴ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: Rajagrafindo Persada, 2008). p. 279

educational process (early childhoods, instructors and other parties) with the means to improve the practices conducted within the educational experience.

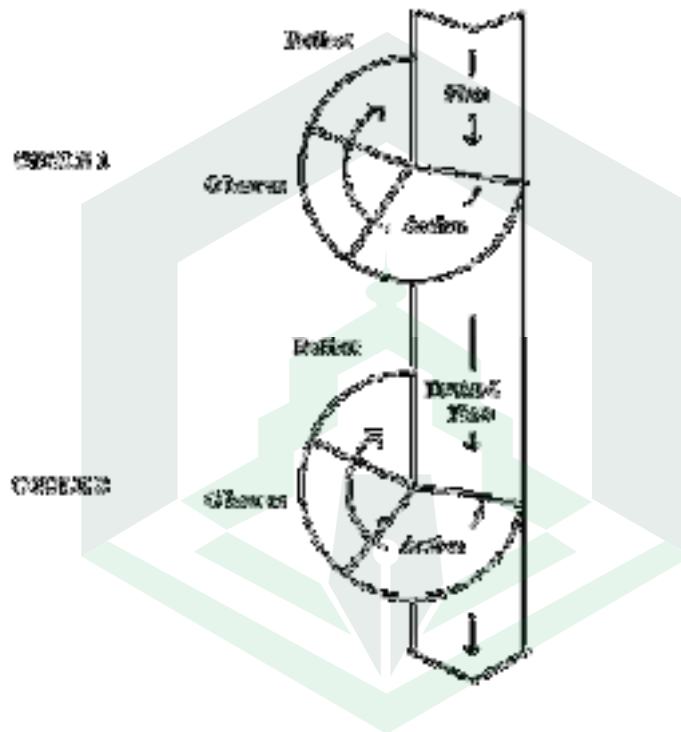
Classroom Action Research has been described as an informal, qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study know and contributing participants. Action research has the primary intent of providing a framework for qualitative investigations by teachers and researchers in complex working classroom situations.⁵ All participants were knowing, active members of the research process.

The essentials of action research design are considered by Elliott, as per the following characteristic cycle:

1. Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of intervention strategy. (*The Reconnaissance & General Plan*).
2. Then the intervention is carried out. (*The Action in Action Research*)
3. During and around the time of the intervention, pertinent observations are collected in various forms. (*Monitoring the implementation by Observation*)
4. The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (or implement able solution for) the problem is achieved (*Reflection and Revision*).

⁵ Hopkins, D., *A Teacher's Guide to Classroom Research*, (Philadelphia: Open University Press, 1985)

The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations. A representation of a CAR protocol by Kemmis is provided in Figure 1.⁶



The picture above clearly displays the iterative nature of CAR along with the major steps of planning, action, observation and reflection before revising the plan. This may be thought of as similar in nature to the numerical computing technique known as successive approximation - the idea is to close in upon a final goal or outcome by repeated iterations.

⁶ Kemmis, S. & McTaggart, R., *The Action Research Reader*, (Victoria: Deakin University, 1990)

E. Research Procedure

This study begins with identifying the problem to valley of early childhood's ability to speak English at early children of Paramata Bunda Kindergarten Palopo characterized by cycles and reflection.

Classroom Action Research was conducted in two cycles, each cycle consisting of three meetings. Meeting 1-3 in each cycle is use as a learning process, and the last meeting (third meeting) in each cycle is use as a test cycle. Cycle I is also carry out as well as Cycle II. Here is the explanation of procedure:

Cycle I

1. Planning

- a. Review the learning themes according to the centre under study.
- b. Make daily lesson plan about Fun Dance Activity in teaching vocabulary.
- c. Prepare tools that used in teaching.
- d. Prepare the list of vocabulary which include on the fun dance activity.
- e. Prepare the instrument which used both in music and body language in cycle

of classroom action research

2. Action

- a. The teacher introduced himself to early childhoods.
- b. The teacher present the early childhoods' curiosity to greet early childhoods as the approach and present the vocabulary that would be taught to early childhoods by repeating it.

c. The teacher became a role model to explain about the dance which would be practice by early childhoods of early childhood.

d. The teacher provided opportunities for early childhoods to warming-up before together make a circle.

e. The teacher with early childhoods showed the movement and steps to dance in time to the music.

f. The teacher asked about the vocabularies that have been presented on fun dance activity directly.

3. Observation

Observed the early childhood's circumstances during their developmental vocabulary process such as anxiety, attendance, activeness, interaction, initiative, and creativity. In this step, a researcher observes all events or activities during the research. During the learning process going on, the researcher would observe about the situation of learning and teaching process, and also the early childhoods' participation and evaluation about early childhoods' vocabulary development process. The learning process would take place by applying fun dance.

The criteria of early childhoods' participation divided by four categories as follows:

a. Very active, the early childhood is responsive and participle fully in all activities in the learning teaching process.

b. Active, the early childhood responses the material by play and interact with the teacher and the others.

c. Less active, the early childhood pays attention and gives response once in a while.

d. Not active, the early childhood does not give respond to the material, she/he looks confused, bored and sometimes leaves the class.

4. Reflection

Conclude of implementation as results of the cycle. In this reflective activity, teacher analyzes the results of the observation that have been made. Data from observations would be used by teacher as a reference for the next activity in the second cycle. What the excess and the weakness of this cycle. In order to achieve better results as expected. This classroom action research was success if some of the following requirement is fulfilled:

- a. Most of the early childhoods have a good participation during the acting (70%).
- b. Most of the early childhoods have a good score in evaluation (75%).

Cycle II

Activity in the second cycle is essentially the same as the first cycle, only the planning of activity based on the results of a reflection on the first cycle so it leads improvement in execution cycle I.

1. Planning

- a. Make new lesson plan based on the reflection on the cycle I.
- b. Make an evaluation concerning correction of reflection on the cycle I.

c. Researcher give motivation to the early childhoods to enable early childhoods if there are early childhoods who are less active in cycle I.

d. Repairs the weakness on direct interaction in cycle I

2. Action

Activities in this action fully to reflect back and fix the problems were found in the cycle I. Every result would be addressed at this stage in order to achieve the results expected. Steps are taken at this stage:

a. Implementation of the learning program remains on schedule.

b. Learning still using fun dance.

c. Researcher approached individual early childhoods who were previously considered less active, then ask the barriers and motivations of researcher providing solutions that are active in the learning process.

3. Observation

At this stage the researcher did the same stuff done on the first cycle of observation, only observations on the second cycle, the researcher noted, and provide conclusions regarding the process experienced by early childhoods in the learning English from cycle I to cycle II using fun dance activity.

4. Reflection

At this stage the researcher would collect the results obtained at this stage of observations for analysis. From the results obtain, the researcher can make inferences about fun dance performed for two cycles. This classroom action research was success if some of the following requirement is fulfilled:

- a. Most of the early childhoods have a good participation during the acting (70%).
- b. Most of the early childhoods have a good score in evaluation (75%).

F. Research Instrument

Research instruments that use in this research, namely:

1. Action Sing Song, consist of song which has some action to attract early childhoods attention.
2. Early childhood Learning Outcome Data, that data taken from the test at the end of action phase on each cycle.
3. Observation List, to find out the early childhood's participation during the using fun dance activity in teaching vocabulary.
4. Scoring List, to find out the early childhood's vocabulary score during the using fun dance activity in teaching vocabulary.
5. Discussion, among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.
6. Notebook, also called a personal computer portable. For play the action sing song as original sound track during in learning process.
7. Speaker, the tool widely used to connect analog audio and video components. A pair of speakers for notebook computers whose are powered and audio-connected to the computer via USB. It used to clearly the voice and early childhoods' more interested to listened the song.

8. Video recorder, recording would be taken from the first meeting of the speaking early childhoods then would be compared with the results record of early childhoods' vocabulary at the third meeting and the sixth meeting.

G. Data Analysis Technique

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Vocabulary Test Result

Early childhoods' score of vocabulary test counted by using formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Calculating the mean score of the early childhoods' speaking test by using the following formula according to Arikunto Suharsimi.⁷

$$Md = \frac{\sum D}{N}$$

Md = Mean Score

$\sum D$ = Total Raw Score

N = Total Sample

3. Activity of early childhoods during the learning process. This is analyzed by considering the early childhoods' participation and classify into passive and active

⁷ Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Cet.6; Jakarta: Bumi Aksara, 2007), p.74

classification. Implementation of learning by using Scaffolding technique in teaching writing skill by analyzing the successful level of implementation, then it would be categorized into success, less success and not success.



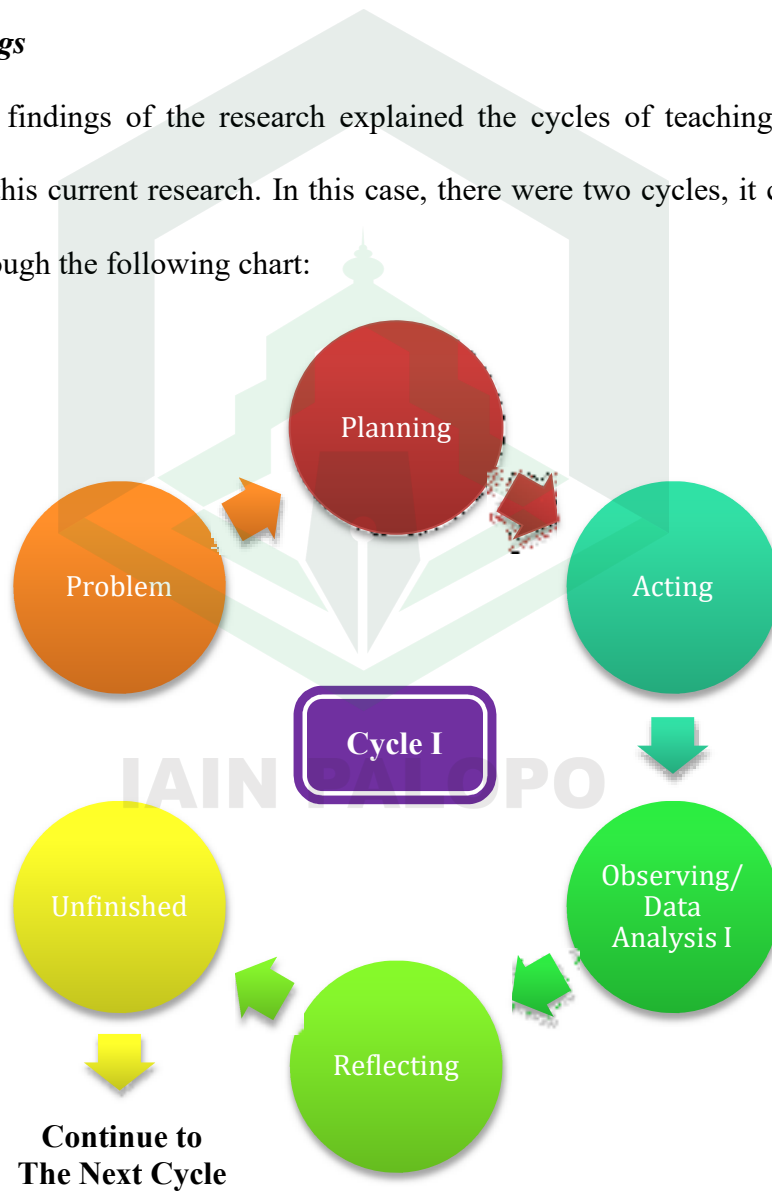
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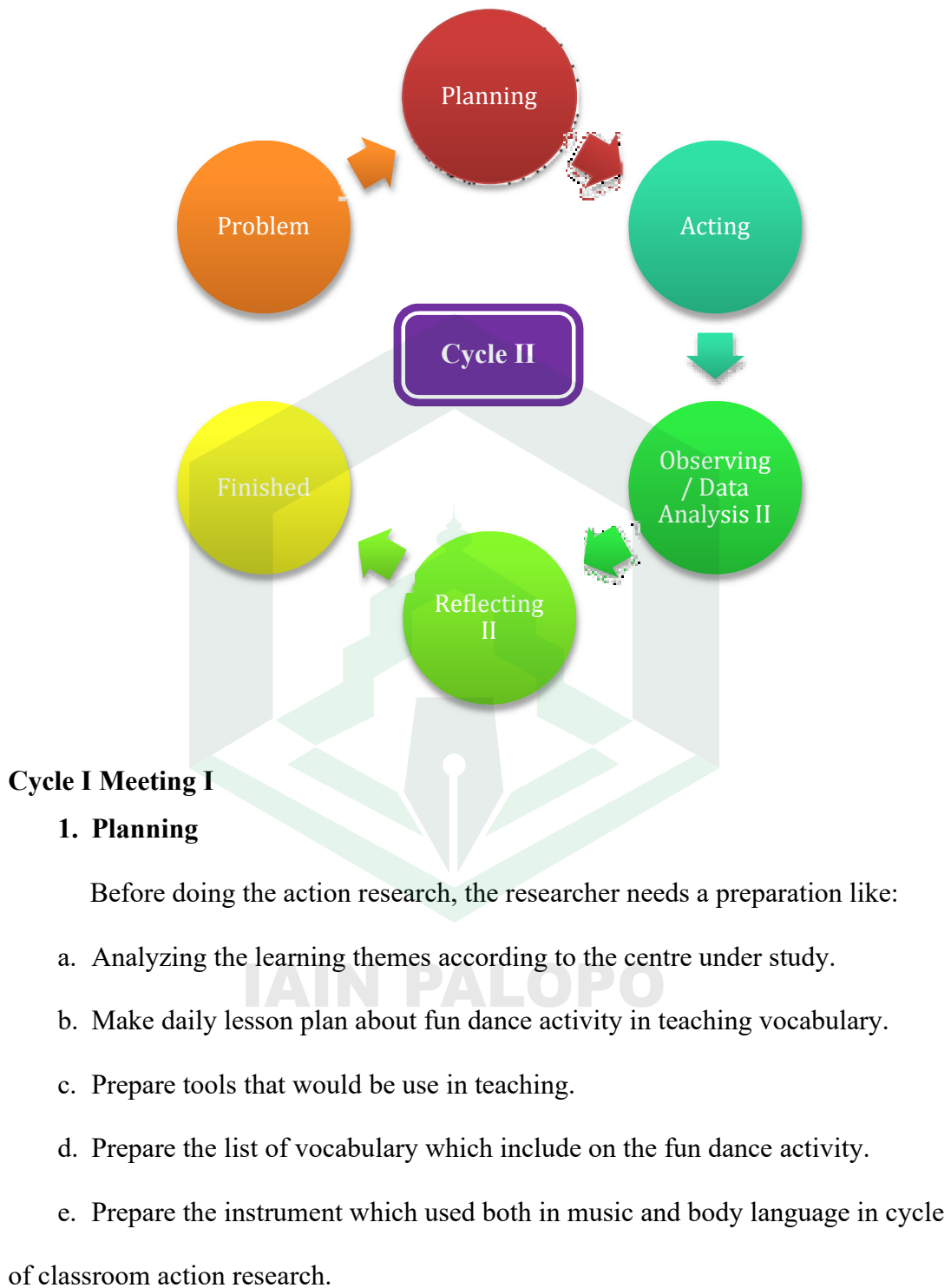
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. Before proceeding to the findings, it is important to explain the cycle of the research.

A. Findings

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles, it can be seen in general through the following chart:





2. Acting

On this cycle, there were three centrals that were focused on learning process i.e. role play, creativity and blocks. In this meeting, the researcher was more focused on introduction to the early childhood and drew out the early childhood's curiosity by using "go and stop" fun dance activity. The classroom teacher as collaborator asked the early childhood to make a line and enter the classroom. After that the classroom teacher got start with greetings and asked the early childhood to pray before start the activities. The classroom teacher brought forward the theme that was taught. Then, the classroom teacher introduced the researcher in front of the early childhood and accost to them. The researcher changed shift and explain about fun dance activity. The researcher presented the vocabularies that were taught to early childhood by repeating it. After giving the vocabularies material, the researcher became a role model to explained about the movement which was practiced by early childhood. The researcher and collaborator observed the early childhood then helped them who get difficulty by show the movement closely or beside her/him.

During the activity, almost of the early childhood were look distraight to practice the fun dance activity, most of them were still unfamiliar with a sort of this activity and how the activity's work. Even though there is the researcher became the role model, the big problem with early childhood is the new teacher with new play. They were ashamed and feel strange with him. Beside that the early childhood could not practice the activity directly but they need few second to understand it. Furthermore activity repeating was really important to get the early childhood enjoyed.

3. Observation

In this meeting, a researcher and collaborator observed all events or activities during the research. During the learning process was began, most of the early childhood were ashamed of the researcher, a few of them were not too focus to the material that was given by the researcher and the rest of them were stood still. But there is good progress in the process of fun dance activity because the early childhood enjoyed to the music along with their activity. Therefore they need repeating twice in a row or more on fun dance activity's exercise in this meeting.

4. Reflecting

In this meeting, the researcher got significant weakness in implementation the fun dance activity. Some of the early childhoods were not really active in learning activities because they were still shame. They never played this activity before. They did not recognize with the vocabulary and they were just silent as the learning process began. The early childhood's participation during learning activity was low. They were still fear to give some feedback such as laughing, smiling, crowded or even nodding. In consequence, the researcher carried out some good way to finish this problem in the next meeting. The researcher would get way to get closer with the early childhood and used other variations in learning process to make early childhood became active than before that caused by shame or did not recognized with the researcher.

Cycle I Meeting II

1. Planning

Before doing the action research, the researcher needs a preparation like:

- a. Analyzing the learning themes according to the centre under study.
- b. Make daily lesson plan about fun dance activity in teaching vocabulary.
- c. Prepare the list of vocabulary which include on the fun dance activity.
- d. Prepare the instrument which used both in music and body language in cycle

of classroom action research.

2. Acting

On this cycle, there were three centrals that were focused on learning process i.e. role play, creativity and blocks. In this meeting, the researcher was more focused on get closer to the early childhood and pulled out the early childhood's enthusiasm by using "happy sad" fun dance activity. The classroom teacher as collaborator asked the early childhood to make a line and enter the classroom. After that the classroom teacher got start with greetings and asked the early childhood to pray before start the activities. The classroom teacher brought forward the theme that was taught. Then, The researcher changed position with the classroom teacher and explain about fun dance activity. The researcher presented the vocabularies that were taught to early childhood by repeating it. After giving the vocabularies material, the researcher became a role model to explained about the expression which was practiced by early childhood. The researcher and collaborator observed the early childhood then helped

them individually who get difficulty by show the expression closely or beside her/him.

During the activity, almost of the early childhood were more pay attention to practicing the fun dance activity then before. Several of them were still unfamiliar with a sort of this activity and how the activity's work, but on the second meeting a little progress has been shown by the early childhood such as expressed happy or sadness when the researcher organized the fun dance activity. The advance problem with early childhood was the quantity of the vocabulary which still a little bit. They need to add the quantity of the vocabulary when learning activity. Beside that the early childhood could not practice the activity directly but they need to add at least one vocabulary every meeting. Also repeated activity was really important to get the early childhood enjoyed and lure their interest to English play.

3. Observation

In this meeting, a researcher and collaborator observed all events or activities during the research. During the learning process was began, several of the early childhood were ashamed of the researcher, a few of them got started to focus to the material that was given by the researcher and the rest of them were stood still. But the classroom turned into crowded, got better attention and absolutely good progress in the process of fun dance activity because the early childhoods more enjoyed to the music along with their activity. Therefore they need repeating twice in a row or more on fun dance activity's exercise in this meeting.

4. Reflecting

In this meeting, the researcher got significant weakness in implementation the fun dance activity. Some of the early childhoods were active in learning activities because they got starting to understand how to do fun dance activity. However they never played this activity before and they did not recognize with the vocabulary. The early childhood's participation during learning activity got significant increasing. They started to give some feedback such as say yes and nodding. The further problem with early childhood was the quantity of the vocabulary which still a little bit. Therefore, the researcher carried out some good way to finish this problem in the next meeting. The researcher would get way to add the quantity of the vocabulary and used other variations in learning process to make early childhood became more active than before.

Cycle I Meeting III

1. Planning

Before doing the action research, the researcher needs a preparation like:

- a. Analyzing the learning themes according to the centre under study.
- b. Make daily lesson plan about fun dance activity in teaching vocabulary.
- c. Prepare tools that would be use in teaching.
- d. Prepare the list of vocabulary which include on the fun dance activity.
- e. Prepare the instrument which used both in music and body language in cycle

of classroom action research.

2. Acting

On this cycle, there were three centrals that were focused on learning process i.e. role play, creativity and blocks. In this meeting, the researcher was more focused on added the quantity of the vocabulary and lure the early childhood's spirit by using "shapes song" fun dance activity. The classroom teacher asked the early childhood to make a line and enter the classroom. After that the classroom teacher got start with greetings and asked the early childhood to pray before start the activities. The classroom teacher brought forward the theme that was taught. Then, the researcher guide and explain about fun dance activity. The researcher presented the vocabularies that were taught to early childhood by repeating it. After giving the vocabularies material, the researcher became a role model to explained about the shapes which was practiced by early childhood with their own hand. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the finger shapes or picture closely her/him.

During the activity, almost of the early childhood were more pay attention to practice the fun dance activity then before. Several of them were familiar with a sort of this activity and how the activity's work, but on the third meeting a little progress has been shown by the early childhood such as start to say yes or nodding when the researcher asked about repeating the fun dance activity. The following problem with early childhood was the body movement according to each vocabulary which hard to imitate for instance finger shapes that need coordination and concentration to do it. Beside that the early childhood could not practice the activity directly. Also repeated

activity was really important to get the early childhood enjoyed and braced up their interest to play on different fun activity.

3. Observation

In this meeting, a researcher and collaborator observed all events or activities comprehensively during the research. During the learning process was began, the classroom turned into crowded, got high attention and absolutely good progress in the process of fun dance activity because the early childhood more enjoyed to the music along with their activity. Therefore they need repeating twice in a row or more on fun dance activity's exercise in this meeting. Also they need visual aids such as picture of circle, triangle, square, and heart to help them faster comprehend the shapes.

4. Reflecting

In this meeting, the researcher got significant weakness in implementation the fun dance activity. Some of the early childhoods were active in learning activities because they were more understood how to do fun dance activity. Although this activity were ever been done before but they were still new with the vocabulary. So they need visual aids such as picture of circle, triangle, square, and heart to help them faster comprehend the shapes. The picture should be in different and contrast colors, made sure the early childhood's attention did not misdirection or even attracted. The early childhood's participation during learning activity got significant enhancement. They gave some feedback such as follow the role model, imitated it, and modeled it. The next problem with early childhood was the position while the learning activity which still disordered and unorganized well. Also the early childhood needed

warming-up session as reflection and memorized domains about the previous fun dance activity. As a result, the researcher carried out some good way to finish this problem in the next meeting. The researcher would get way to organize the learning position for instance learned on circle or square and used other variations in learning process to make early childhood became more active than before.

During fun dance activity process, the researcher has used bank-street developmental interaction approach to early childhoods. Or have known as direct interaction approach. The concept that development is not fixed but rather reveal a range of capacity emphasizes that behavior would vary depending on the interactions among the person, situation and developmental maturity. Further, the distinction that made between process and achievement guided thinking about the teacher's role in planning for and evaluating children's learning.

The early childhood's participation during learning activity was well participated than on the first meeting. There were 4 early childhoods very active, 4 active early childhoods, 2 less active early childhoods and no early childhood in not active category which accumulated reached 80%. Most of the early childhoods still got lack on basic vocabulary and they were so shy communicating to the researcher that they were not recognized and new teacher for them. Evaluation the early childhood's vocabulary ability showed that early childhood's master in vocabulary were mostly in low scores which the mean score from the research only obtained 62,0 or about 62%.

These were the result of researching in Cycle 1 from respondents in Paramata Bunda Kindergarten Palopo as follows:

1. Early childhood's Participation

Table 1
The result of early childhood's participation

No.	Respondents	Early Childhood's Participation			
		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
Total		0	2	4	4

Note:

- a. **Very active** : The early childhood is responsive and participle fully in all activities in the learning teaching process.

- b. **Active** : The early childhood responds the material by play and interact with the teacher and the others.
- c. **Less active** : The early childhood pays attention and gives response once in a while.
- d. **Not active** : The early childhood does not give respond to the material, she/he looks confused, bored and sometimes leaves the class.

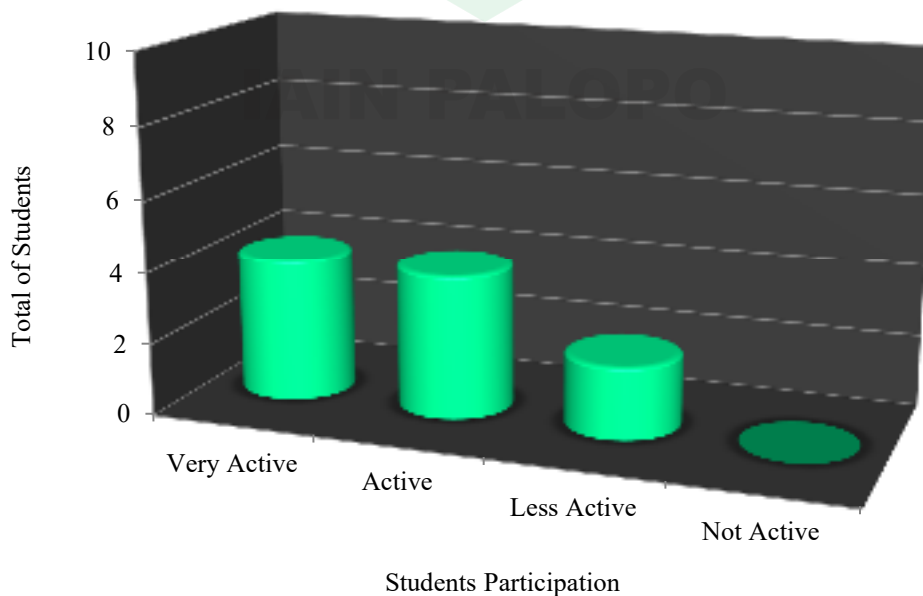
Table 2

The percentage of early childhood's participation

Classification	Frequency	Percentage (%)
Very active	4	40%
Active	4	40%
Less Active	2	20%
Not Active	0	0%

Chart 1

Early Childhood's Participation in Cycle 1



Based on research data in Cycle 1 which was shown by chart and table above that included 10 respondents, there were 4 early childhoods very active in fun dance activity and the percentage reached 40%. The active early childhoods were 4 and the percentage reached also 40%. The less active early childhoods were 2 and the percentage reached 20% and there were no early childhoods that not active in researching process. To reach the requirement of success, most of early childhoods had to have a good participation which is determined 70%, the both of very active and active classifications were accumulated reached 80%. It was the expected nominal percentage.

2. The Score of Test result in Cycle 1

In addition to get more valid data and to know the early childhoods perception, the researcher used score test to know whether the early childhoods were encouraged or not in learning English vocabulary. The results as follows:

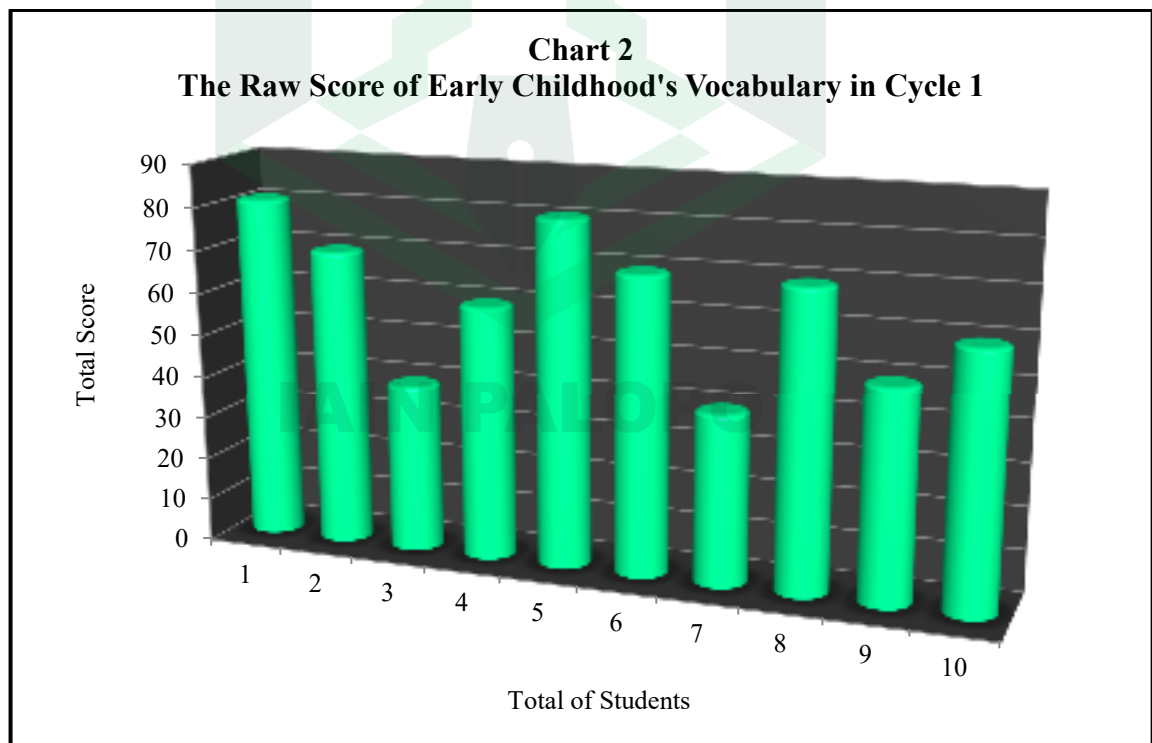
Table 3
The raw score of early childhood's vocabulary in Cycle 1

No.	Respondents	Score
1.	001	80
2.	002	70
3.	003	40
4.	004	60

5.	005	80
6.	006	70
7.	007	40
8.	008	70
9.	009	50
10.	010	60
Mean Score		62,0

The mean score of all vocabularies in cycle 1:

$$X = \frac{\sum x}{N} = \frac{620}{10} = 62,0$$



Referred to the result of Cycle 1 activeness and inactiveness of the early childhood were influenced by the unacquainted condition between the researcher and the early childhood, most of them still were unfamiliar with the fun dance activity including the vocabularies, the learning style through this fun dance activity, and the way the researcher explained the vocabulary through body language, expression and movement.

According to the requirements of success, the research would be success if the early childhoods had good participation 70% and evaluation mean score 75%. When researcher did the research, the early childhood's participation reached 80% that accumulated from very active and active participation. It means fun dance activity is a good teaching technique for early childhood, beside it was so fun and interesting. It showed by there were no early childhoods on list of not active participation. The evaluation mean score from the research in Cycle 1 only obtained 62,0. It was not the expected nominal percentage but closed enough to the target. Furthermore, the researcher realized that there were still some weaknesses in teaching early childhood. In addition, the researcher would be continue the next cycle by improving weakness that happened in cycle 1 and made the better daily lesson plan, evaluated the action by the suggestions from collaborator to reach the better result in learning process, and repeating the fun dance activity. Cause early childhood, learnt easily by repeating the lesson. It should be interesting and absolutely fun, so they would not be boring on the repeating learning process.

After making observation in first cycle, the researcher concluded that learning process was still not effective. Most of the early childhood did not pay attention, followed the learning activity optimally and some of them just stood still. After doing discussion with the collaborators, they said that the early childhood did not follow the leaning activity optimally because the researcher was new teacher and new person who they met, ashamed and unrecognized feeling must be came up to surface. It was a challenge for the researcher to get closer and develop teaching technique hopefully they interested in learning activity and the researcher personally.

In the first cycle, giving explanation to the early childhood that even though the researcher was not their classroom teacher this activity was useful to develop their ability especially in vocabulary. On this occasion, there was some vocabulary which success and not success were shouted, expressed, modeled such as “go, stop, happy, sad, circle, heart, etc”. Besides the researcher gave more attention to the early childhood by helped them individually who get difficulty by show the movement, expression and finger shapes or picture closely her/him. In order that all of the early childhood were active during the learning activity and also could brace up early childhood’s confidence to stand up along with the other early childhood, the researcher and the collaborators. Moreover, while trained early childhood in figured out the vocabulary, sometimes there early childhood from the other class and the early childhood’s parent who peep in door and windows when the researcher applied the learning technique, they were not made any noisy but still a attraction and misdirection for them, to overcome it the researcher closed the door.

Cycle II Meeting I

1. Planning/Revised Plan

Before doing the action research, the researcher had little different plan of cycle 1. The researcher needs a preparation like:

a. Setting the classroom to circle when previously they learned in unorganized position along with the researcher.

b. Before started learning activity, the researcher encouraged the early childhood by giving motivation.

c. The researcher gave more explanation and intensive guidance to make the early childhoods for understand and pronounce the vocabulary in fun dance activity especially the productive vocabulary.

d. Based on the result of cycle 1, the researcher made a little difference from cycle 1, the researcher asked the early childhoods directly after fun dance activity done about the vocabulary which have been showed. So they could share each other by shown the visual aid from their own body language.

2. Acting

On this cycle, there were also three centrals that were focused on learning process i.e. art & culture, natural product, and preparation. In this meeting, the researcher was more focused on introduce some adverb in English and increased the early childhood's test by using "yes-no, please, thank you" fun dance activity. The classroom teacher asked the early childhood to make a line and enter the classroom. After that the classroom teacher got start with greetings and asked the early childhood

to pray before start the activities. The classroom teacher brought forward the theme that was taught. In this stage, before giving explanation about the vocabulary, the researcher made the early childhood in a circle then the researcher gave them some motivation. After giving explanation and guidance about fun dance activity, the researcher gave the early childhood vocabulary of the fun dance activity by repeating. As a role model, the researcher showed the fun dance activity by visual. Which were followed by the early childhoods with their own body, own movement and own expression. Then, the researcher asked them directly to describing the vocabularies. According to fun dance activity that has been done. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the movement closely her/him.

During the activity, almost of the early childhood were pay attention to practice the fun dance activity then before. Several of them were more familiar with a sort of this activity and how the activity's work, but on the first meeting of this cycle a little progress has been shown by the early childhood such as when the collaborator asked them to say thanks to the researcher, the early childhood make a movement like the researcher while say thanks in activity and nodding while say please. The body movement in this meeting was the easiest fun dance activity than the other meeting. Cause the early childhood could practice the activity directly without any high difficulty. Also repeated activity was only once to get the early childhood enjoyed and understood even this was different fun activity.

3. Observation

In this meeting, a researcher and collaborator observed all events or activities comprehensively during the research. In this second cycle the class had been better and exiting. The early childhood looked a lot enjoyed in learning vocabularies by using fun dance activity, even the simple one like in this meeting. During the learning process was began, the classroom looked energetic. They were more active during fun dance activity because the early childhood more enjoyed to the music along with their activity. Even though they only repeating twice on fun dance activity's exercise in this meeting. They could be focused in learning activity when they practiced within the group by using fun dance activity.

4. Reflecting

In this step, the researcher got significant improvement in implementation the fun dance activity than the cycle 1 that had some weakness. In cycle 2, most of the early childhoods were very active in learning activities because early childhoods had understood how the fun dance activity's work and the researcher had given more explanation and earlier than before. Beside, the explanation and guidance were easier understood by the early childhood. The visual aids such as movement helped them faster comprehend the vocabulary. The visual aids should be in clear picture, made sure the early childhood's comprehension did not wrong conjecture or even fault image. The early childhood's participation during learning activity got significant enhancement. They gave some feedback such as when the collaborator asked them to say thanks to the researcher, the early childhood make a movement like the researcher

while say thanks in activity and nodding while say please. The next big problem with early childhood was the session to call up the previous learning activity which still need some fixed and repeated as well as the vocabulary. As a result, the researcher carried out some good way to finish this problem in the next meeting. The researcher would get way to make a warming up session and used other variations in learning process to make early childhood became more active than before, also got more vocabulary than before.

Cycle II Meeting II

1. Planning/Revised Plan

Before doing the action research, the researcher had little different plan of cycle 1. The researcher needs a preparation like:

- a. Setting the classroom to circle when previously they learned in unorganized model along with the researcher.
- b. Before started learning activity, the researcher encouraged the early childhood by giving motivation.
- c. Before started the main activity, the researcher carried out some warming up session using the previous fun dance activity as tools.
- d. The researcher gave more explanation and intensive guidance to make the early childhoods for understand and pronounce the vocabulary in fun dance activity especially the productive vocabulary.

e. Based on the result of cycle 1, the researcher made a little difference from cycle 1, the researcher asked the early childhoods directly after fun dance activity done about the vocabulary which have been showed. So they could share each other by shown the visual aid from their own body language.

2. Acting

On this cycle, there were also three centrals that were focused on learning process i.e. art & culture, natural product, and preparation. In this meeting, the researcher was more focused on introduce some word of command in English and double up the early childhood's test by using "up and down" fun dance activity. The classroom teacher asked the early childhood to make a line and enter the classroom. After that the classroom teacher got start with greetings and asked the early childhood to pray before start the activities. The classroom teacher brought forward the theme that was taught. In this stage, before giving explanation about the vocabulary, the researcher made the early childhood in a circle then the researcher gave them some motivation. After giving explanation and guidance about fun dance activity, the researcher carried out some warming up session using the previous activity and gave the early childhood vocabulary of the fun dance activity by repeating. As a role model, the researcher showed the fun dance activity by visual which were followed by the early childhood with their own body, own movement and own expression. Then, the researcher asked them directly to describing the vocabularies. According to fun dance activity that has been done. The researcher and collaborator observed

comprehensively the early childhood then helped them individually who get difficulty by show the movement closely her/him.

During the activity, all of the early childhood were pay attention to practice the fun dance activity then before. Almost of them were more familiar with a sort of this activity and how the activity's work, but on the second meeting of this cycle a little progress has been shown by the early childhood such as when the researcher said "down" the early childhood was followed the movement by squat and got up when the researcher said "up". The body movement in this meeting was easy like the previous fun dance activity. Cause the early childhood could practice the activity directly without any high difficulty. Also repeated activity was only one time to get the early childhood enjoyed and understood even this was different fun activity.

3. Observation

In this meeting, a researcher and collaborator observed all events or activities comprehensively during the research as usual. In this second cycle the class had been better progress. The early childhood looked glowing in learning vocabularies by using fun dance activity, even the simple one like in this meeting. During the learning process was began, the classroom looked fervid. They were more active during fun dance activity because the early childhood more enjoyed to the music along with their activity. Even though they only repeating twice on fun dance activity's exercise in this meeting. They could be focused in learning activity when they practiced within the group by using fun dance activity.

4. Reflecting

In this step, the researcher got significant improvement in implementation fun dance activity than the cycle 1 that had some weakness. In cycle 2, most of the early childhoods were very active in learning activities because early childhood had understood how the fun dance activity's work and the researcher had given more explanation and earlier than before. Beside, the explanation and guidance were easier understood by the early childhood. The early childhood's position changed into the circle which previously on unorganized position. The warming up session, gave a chance to early childhood to memorize back the previous fun dance activity along with the vocabulary. The early childhood's participation during learning activity got significant enhancement. They gave some feedback such as when the researcher said "down" the early childhood was followed the movement by squat and got up when the researcher said "up". The problem with early childhood next was the level or difficulty of the last fun dance activity which need full attention and a lot of repeated as well as the vocabulary. As a result, the researcher carried out some good way to finish this problem in the next meeting. The researcher would get way to make a warming up session more useful and used other variations in learning process to make early childhood became more active than before, also got more vocabulary than before.

Cycle II Meeting III

1. Planning/Revised Plan

Before doing the action research, the researcher had little different plan of cycle 1. The researcher needs a preparation like:

a. Setting the classroom to circle when previously they learned in unorganized model along with the researcher.

b. Before started learning activity, the researcher encouraged the early childhood by giving motivation.

c. Before started the main activity, the researcher carried out some warming up session using the previous fun dance activity as tools.

d. The researcher gave more explanation and intensive guidance to make the early childhoods for understand and pronounce the vocabulary in fun dance activity especially the productive vocabulary.

e. Based on the result of cycle 1, the researcher made a little difference from cycle 1, the researcher asked the early childhoods directly after fun dance activity done about the vocabulary which have been showed. So they could share each other by shown the visual aid from their own body language.

2. Acting

On this cycle, there were also three centrals that were focused on learning process i.e. art & culture, natural product, and preparation. In this meeting, the researcher was more focused on introduce some part of body in English and lifted up the early childhood's score on the last meeting by using "hockey cokey" fun dance

activity. The classroom teacher asked the early childhood to make a line and enter the classroom. After that the classroom teacher got start with greetings and asked the early childhood to pray before start the activities. The classroom teacher brought forward the theme that was taught. Before conducting fun dance activity, the researcher gave them a chance to train their discipline “attention-ready” icebreaker. When the researcher said attention, the early childhood said ready as a sign they were ready to start the activity. Before giving explanation about the vocabulary, the researcher made the early childhood in a circle then the researcher gave them some motivation. After giving explanation and guidance about fun dance activity, the researcher carried out some warming up session using the previous activity and gave the early childhood vocabulary of the fun dance activity by repeating. As a role model, the researcher showed the fun dance activity by visual which were followed by the early childhood with their own body, own movement and own expression. Then the researcher asked them directly to describing the vocabularies. According to fun dance activity that has been done. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the movement closely her/him. Then give a chance to the classroom teacher asked the early childhoods to closing praying that were followed by smile at the same time read invocation to prophet Muhammad SAW, then the early childhoods make praying posture as follows; raise up your hands, bent down your head, sit with legs crossed, and finally read the after consume prayer.

During the activity, all of the early childhood were pay attention to practice the fun dance activity then before. Almost of them were familiar with a sort of this activity and how the activity's work, but on the last meeting of this cycle a little progress has been shown by the early childhood along with some mistakes such as when the researcher said "right arm" some of the early childhood was followed the movement by put the wrong arm up. When the researcher said "left arm", a few of them did not know what arm that should be put up. The body movement in this meeting was the hardest than the previous fun dance activity. Caused this activity was include all practice in any difficulty. Also repeated activity was once to get the early childhood development and enhancement even this was different fun activity. The bright progress was the previous vocabulary from the previous activity such as shake and spin around, along with a few of new vocabulary in this final meeting could the early childhood understood by apply on their own movement.

3. Observation

In this meeting, a researcher and collaborator observed all events or activities comprehensively during the research as usual. The researcher and early childhoods collectively showed the movement and steps to dance in time to the music. During activity's process, the researcher helped the early childhoods by using fun dance activity. There were five different developmental domains of children which all relate to each other that accustomed in these fun dance activities. They can be referred to as the spice of life: 1) Social, refers mostly to the ability to form attachments, play with others, cooperate, share, and create lasting relationships. 2) Physical, development of

fine (small) and gross (large) motor skills. 3) Intellectual, learning to make sense of the physical world. 4) Creative, development of talents in areas such as music, art, writing, and reading. 5) Emotional, development of self-awareness, self-confidence, and the ability to cope with and understand feelings. In this second cycle the class had been better progress. The early childhood looked glowing in learning vocabularies by using fun dance activity, even the harder one like in this meeting. During the learning process was began, the classroom looked guessable. They were more active during fun dance activity because the early childhood more enjoyed to the music along with their activity. Even though they only caught a few of new vocabulary on fun dance activity's exercise in this meeting. But they could be focused in learning activity when they practiced within the group by using fun dance activity and did not forget about the previous vocabulary.

The educational programs associated with developmental interaction approach focus on providing an environment that allowed children to try out, shift backward as well as forward, to create where necessary the opportunities for kind of interaction that is essential for assimilation of experience, the achievement of new integration, and resolution in conflict of both cognitive and emotional realms.

The school should strengthen the child's competence to deal with the environment, encourage the developmental of autonomy and construction of sense of themselves, promoted the integration of functions. That is, thought and feeling, feeling and action, stimulate individuality and vigorous, creative response. These developmental concepts were nested in a set of preferred values that emphasized the

traditional local values, humanist tradition, championed the individual, advocate the social change through education.

The basic ideas, however was so simple. The school should create an environment of children learning actively, interact with each other, taking initiative, finding pleasure in accomplishment and creative expression, with the teacher who were enthusiastic and who established a generally democratic style of school life.

4. Reflecting

In this step, the researcher got significant improvement in implementation fun dance activity than the cycle 1 that had some weakness. In cycle 2, most of the early childhoods were very active in learning activities because early childhood had understood how the fun dance activity's work and the researcher had given more explanation and earlier than before. Beside, the explanation and guidance were easier understood by the early childhood. The early childhood's position changed into the circle which previously on unorganized position. The warming up session, gave a chance to early childhood to memorize back the previous fun dance activity along with the vocabulary. The early childhood's participation during learning activity got significant enhancement. They gave some feedback such as when the researcher said "right arm" the early childhood was followed the movement by put their own right arm in and out in time with the music and the researcher as a role model. Some movement such as shake and spin around from previous meeting was still remembered. The problem with early childhood next was the level or difficulty of the last fun dance activity which need full attention and a lot of repeated as well as the

vocabulary. As a result, the researcher carried out some good way to finish this problem in the next meeting. The researcher would get way to make a warming up session more useful and used other variations in learning process to make early childhood became more active than before, also got more vocabulary than before.

Based on the observation in the cycle 1, the researcher has found problem but in cycle 2 the researcher could overcome the problem and found a better result than cycle 1. The early childhoods have understood the vocabulary well beside that the early childhoods could describe the vocabularies through own bodies, expression and movement. Which the mean score from the research obtained 80,7 or about 81%. Also they were more active than before. There were 5 early childhood very active, 5 active early childhoods, and no less active early childhood or not active early childhood which accumulated reached 100%.

These were the result of researching in Cycle 2 from respondents in Paramata Bunda Kindergarten Palopo as follows:

1. Early childhood's Participation

Table 4
The result of early childhood's participation

No.	Respondents	Early childhood's Participation			
		Not Active	Less Active	Active	Very Active
1.	001				
2.	002				
3.	003				
4.	004				
5.	005				
6.	006				
7.	007				
8.	008				
9.	009				
10.	010				
Total		0	0	5	5

Note:

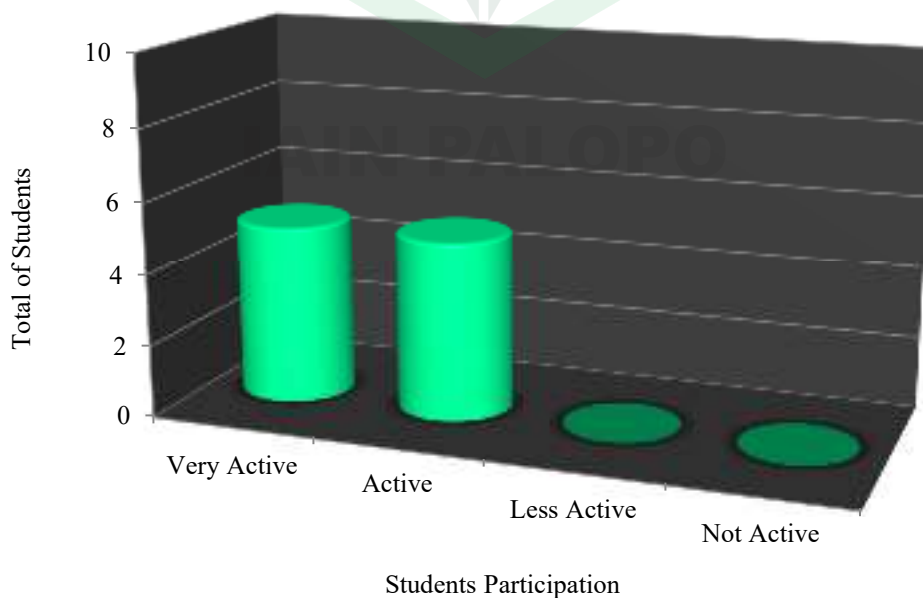
- a. **Very active** : The child is responsive and participle fully in all activities in the learning teaching process.

- b. **Active** : The child responds the material by play and interact with the teacher and the others.
- c. **Less active** : The child pays attention and gives response once in a while.
- d. **Not active** : The child does not give respond to the material, she/he looks confused, bored and sometimes leaves the class.

Table 5
The percentage of early childhoods' participation

Classification	Frequency	Percentage (%)
Very active	5	50%
Active	5	50%
Less Active	0	0%
Not Active	0	0%

Chart 3
Early Childhood's Participation in Cycle 2



Based on research data in Cycle 2 which was shown by chart and table above that included 10 respondents, there were 5 early childhoods very active in fun dance activity and the percentage reached 50%. The active early childhoods were 5 and the percentage reached also 50%. There were no early childhoods that not active or less active in researching process. To reach the requirement of success, most of early childhoods had to have a good participation which is determined 70%, the both of very active and active classifications were accumulated reached 100%. So, it was the expected nominal percentage. Based on the result of data analysis above, the researcher found that in the cycle 2 the early childhoods' active participation was so much better than the result in the cycle 1. Because in the cycle 2, the early childhoods had more preparation, more explanation and guidance, more practicing, more recognizing with the researcher.

The finding in this cycle indicated that the researcher or the teacher had maximized early childhoods' opportunities to develop themselves vocabulary by using fun dance activity. Also attested that fun dance activity were appropriate and acceptable to apply at early childhood beside it was so fun, motivating the early childhood early childhoods on English learning, create an environment of children learning actively, interacting with each other, taking initiative, finding pleasure in accomplishment and creative expression, also at same time develop and train teacher to always enthusiastic, smile, fun, not boring in learning process. Finally, the learning media could be repeating without ruin the essential of learning material.

2. The Score of Test result in Cycle 2

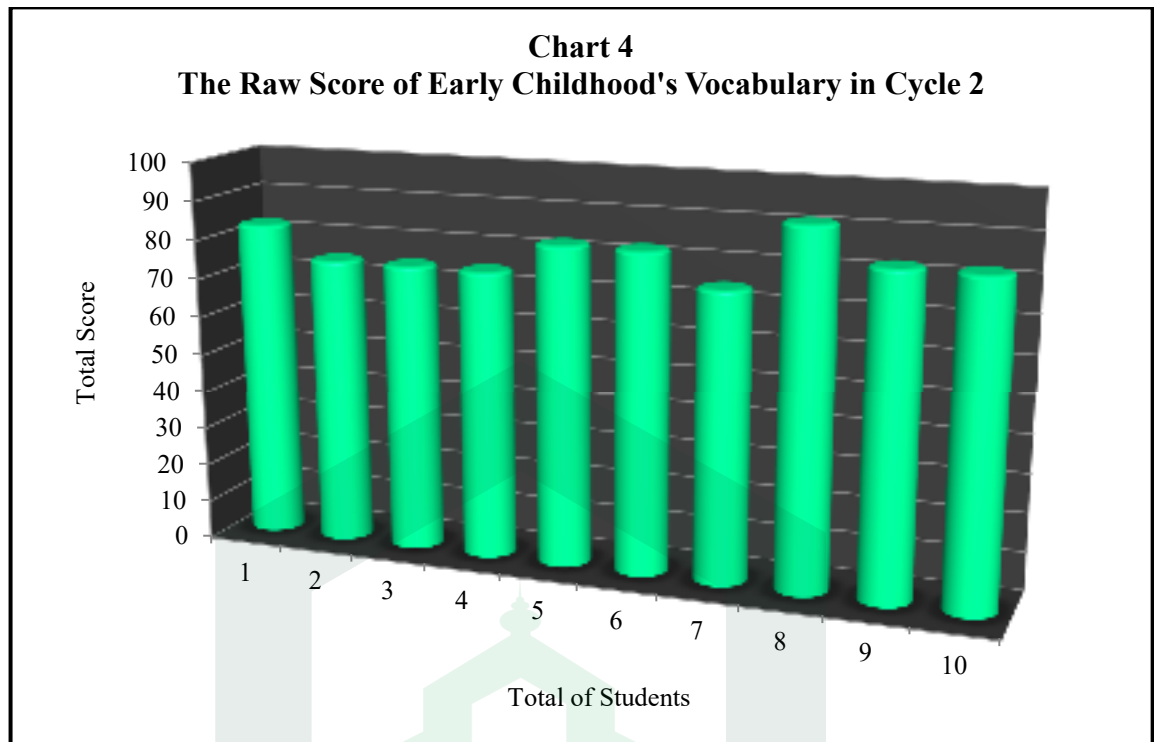
In addition to get more valid data and to know the early childhoods perception, the researcher used score test to know whether the early childhoods were encouraged or not in learning English vocabulary. The results as follows:

Table 6
The raw score of early childhoods' vocabulary in Cycle 2

No.	Respondents	Score
1.	001	83
2.	002	75
3.	003	75
4.	004	75
5.	005	83
6.	006	83
7.	007	75
8.	008	92
9.	009	83
10.	010	83
Mean Score		80,7

The mean score of all vocabularies in cycle 1:

$$X = \frac{\sum x}{N} = \frac{807}{10} = 80,7$$



Referred to the result of Cycle 2, the early childhoods had more improvement in vocabulary because the researcher did the a little difference in teaching. So that was why the early childhoods could enjoy in fun dance activity and could reached some successful point in this cycle.

According to the requirements of success, the research would be success if the early childhoods had good participation 70% and evaluation mean score 75%. When researcher did the research, the early childhood's participation reached 100% in Cycle 2 that accumulated from very active and active participation. Although, the early childhood's participation reached 80% in Cycle 1 but it still increased to the limit. It means fun dance activity is a great teaching media for early childhood, beside it was so fun and interesting. It showed by there were no early childhoods on list of

not active participation and less active participation. The evaluation mean score from the research in Cycle 1 only obtained 62.0 or about 62%. It was the expected nominal percentage and closed enough to the target. Then the evaluation mean score from the research in Cycle 2 obtained the ideal mean score was 80.7 or about 81%. It means fulfilling pass standard. So the early childhoods' score of test in second cycle was increasing, depend on the result their observation made by observer to activities researcher executing teaching vocabulary through fun dance activity.

The researcher concluded the effective way to conduct fun dance in teaching vocabulary at early childhood are;

a) Get the early childhoods comfortable position to imitate the gesture, expression and movement easily. In this case, we should made a circle whose the size depend on early childhood's amount. If the early childhood's amount is just a little bit such as 10-15 children. The researcher could join on the circle with the early childhood collectively. If the early childhood's amount reached more than 20 and so on. The researcher should get some collaborator and collectively became the role model on the centre of the early childhood's circle. It can make the early childhoods feel flexible and they would not confuse to look for a role model.

b) Giving more motivation like giving wise word and icebreaker that can build early childhoods' spirit to study hard and to be more active in learning process.

c) Giving more intensive guidance and explanation phase to phase to the early childhoods about the material or vocabularies which are listen from the song, be described by the gesture, expression and movement. Also giving opportunity for all

of the early childhoods to be active, confident, enthusiastic, absolutely fun, all at once. In order to understand the vocabulary well which was in the fun dance activity.

B. Discussion

Looking at the finding, the researcher presented the discussion of data some of early childhoods. The section presents the result of data analysis. It aims describing the early childhoods' development in teaching vocabulary through fun dance activity. The early childhood of Paramata Bunda Kindergarten was lower on the first cycle than the second cycle. It could be identified from the result of cycle 1 and cycle 2. Fun dance activity was effective in teaching vocabulary at early childhood of Paramata Bunda Kindergarten Palopo.

Before starting the research in the first cycle, the researcher found out about early childhood's vocabulary by asking the classroom teacher who also collaborator while attended the research. From the interview the researcher got information that early childhood's vocabulary ability was low. So the researcher decided apply the method at class B-2, make some planning namely daily lesson plan (RKH) about using fun dance activity in teaching vocabulary as the guidance during teaching at classroom using the method. In order to make good management in classroom and learning activity could be more effective, the researcher took 10 early childhoods to be sample. To know the progress, collectively the researcher and the collaborator observed the early childhood and make vocabulary test without conscious in learning

activity. From the result of the observation and vocabulary test, the researcher could decide to continue the next cycle or not.

1. Cycle 1

On this cycle 1, the early childhood was using fun dance activity to teach vocabulary. Before the researcher did the research, the researcher prepared the material to be specific on three centrals such as role play, creativity and blocks.

In the first meeting, the researcher was more focused on introduction to the early childhood and drew out the early childhood's curiosity by using "go and stop" fun dance activity. Hopefully between the researcher and the early childhood could get closer in relation. They could regard as buddy so ashamed or other uncertain feeling was disappeared between it. Even though during the activity, almost of the early childhood were look distraight to practice the fun dance activity, most of them were still unfamiliar with a sort of this activity and how the activity's work. Even though there is the researcher became the role model, the big problem with early childhood is the new teacher with new play. They were ashamed and feel strange with him. Beside that the early childhood could not practice the activity directly but they need few second to understand it. Furthermore activity repeating was really important to get the early childhood enjoyed.

In the second meeting, the researcher was more focused on get closer to the early childhood and pulled out the early childhood's enthusiasm by using "happy sad" fun dance activity. The researcher and collaborator observed the early childhood then helped them individually who get difficulty by show the expression closely or

beside her/him. During the activity, almost of the early childhood were more pay attention to practicing the fun dance activity then before. Several of them were still unfamiliar with a sort of this activity and how the activity's work, but on the second meeting a little progress has been shown by the early childhood such as expressed happy or sadness when the researcher organized the fun dance activity. The advance problem with early childhood was the quantity of the vocabulary which still a little bit. They need to add the quantity of the vocabulary when learning activity. Beside that the early childhood could not practice the activity directly but they need to add at least one vocabulary every meeting. Also repeated activity was really important to get the early childhood enjoyed and lure their interest to English play.

In the third meeting, the researcher was more focused on added the quantity of the vocabulary and lure the early childhood's spirit by using "shapes song" fun dance activity. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the finger shapes or picture closely her/him. During the activity, almost of the early childhood were more pay attention to practice the fun dance activity then before. Several of them were familiar with a sort of this activity and how the activity's work, but on the third meeting a little progress has been shown by the early childhood such as start to say yes or nodding when the researcher asked about repeating the fun dance activity. The following problem with early childhood was the body movement according to each vocabulary which hard to imitate for instance finger shapes that need coordination and concentration to do it. Beside that the early childhood could not practice the

activity directly. Also repeated activity was really important to get the early childhood enjoyed and braced up their interest to play on different fun activity.

During this cycle, the researcher observed the early childhoods one by one. Some of them were getting a little shy to act, still confused about what that they wanted to do, still stood while the activity attended, kept silent during guidance and explanation phase but still make an attempt to be acquainted with the researcher.

According from the result activity came up some phase as implementation of fun dance activity to solve some significant weakness on this cycle. These was some phase that should be followed. *Warming up phase*, in this phase the researcher gave the early childhoods to make a circle by holding hands each other to train their togetherness and gave a chance to train their discipline by “attention-ready” icebreaker that contained some motivation and spirit burner, to support the early childhoods developing vocabulary. As a result, the early childhoods braced up their enthusiasm to continue to the next phases.

Lead in phase, in this phase the researcher gave an introduction about material based on the theme, sub-theme and each centre. The researcher could use words to explain it. We could also use art/ fine motor play such as patterned caterpillar on the creative classroom, paint a brown bear on the role play classroom, and shape book on the shape classroom. As a result, the early childhoods felt supported in learning process and getting fun before entering the main event.

Presentation phase, in this phase the researcher gave an intensive guidance and explanation about how to conduct the fun dance activity. Repeating the

vocabularies which be presented by the researcher as a role model through the gesture, expression and movement. As a result, the early childhoods got early image about the vocabulary and how to describe it.

Control practice phase, in this phase the researcher, the collaborator and early childhoods collectively showed the movement and steps to dance in time to the music. In the end of this phase, the researcher asked the early childhoods about the vocabularies that had been faced in fun dance activity's process. Also the researcher reviewed the early childhood's vocabulary development and gave them opportunity to give opinion.

Based on sharing result with collaborator and classroom teacher, the researcher found some ways to support language development for the early childhood. When I talk to the children, I support their language development. Think about what you are saying from your infant or toddler's point of view. If she could talk, she might ask you.

1. *When I point to something, tell me what it is.* While you are telling me, look at it and point to it too.

2. *Use a gesture along with the word you say, so that I can say it too.* If you tell me it is square, arrange your fingers like the square. I can imitate the gesture and tell you when it has been ready.

3. *Talk to me about what you are doing.* Tell me what will happen next, so I will know what to expect.

4. *Talk to me about what I am doing.* Using words to describe my actions and feelings helps me learn those words too.

5. *Take turns chatting back and forth with me.* Listen to what I am saying – then imitate my coos or babbles. If I am older, you can reply to my questions and ask your own. I like open-ended questions that don't have right or wrong answers.

6. *Sing with me.* It is easier to learn words in songs. I can learn about rhymes, the ABC song, the colors of shape, and the names of my emotions.

7. *Show me the words on things.* When you point out words in songs and on containers, I begin to understand how printed and spoken words are connected.

8. *Be playful while I learn.* I like to ask you what shape the finger's play has made. You can say, "You made the circle," or ask, "I wonder what shape you made?" It's less fun to be asked, "What's this?"

9. *Give me time to learn and explore.* There is no rush to learn the names of colors, letters, and things. I will learn them in my own time.

Also the researcher found some facts when conducting the research. There has not been a lot of research on the relationship between motivation and vocabulary learning, but successful vocabulary programs seem to have motivational elements and motivation or interest is a part of word consciousness. Certainly in our own teaching we have noticed that when children were more motivated to learn new words, they did so more readily, and we would guess that you have noticed this, too. We should strive to have classrooms in which words are enjoyed, relished, celebrated, even loved.

Consider that phonological awareness moves from words to syllables to sounds. Words with single syllable such as go, stop, up, down, yes and no, is easier accept by the early childhood than two or more syllables. One of best solution to figure this out is clap hands to count out the syllables in familiar words and names.

The applied of fun dance activity had not got the expected result. Based on the analysis from the early childhood's test in cycle 1, the mean score in the first cycle was only 62.0 or about 62%. There was no early childhood that was not active, two early childhoods were less active, four early childhoods were active and four early childhoods were very active in learning process. The early childhood's participation reached 80% that accumulated from very active and active participation. It means fun dance activity is a good teaching media for early childhood, beside it was so fun and interesting. It showed by there were no early childhoods on list of not active participation.

Therefore, the researcher wanted to do an improvement based on the results early childhoods' score and share result with the collaborator and classroom teacher.

2. Cycle 2

On this cycle 2, the researcher tried to overcome the problems that happened in cycle 1 were some of the early childhoods were still weak to pronounce the word to be the productive vocabulary and put the right describing, gesture, expression or movement on their fun dance activity. Then the researcher got significant weakness in implementation the fun dance activity that some of the early childhoods were not really active in learning activities because the early childhoods were still shame and

not ready to learn and they were just silent as the learning process began. They were still fear to give some feedback. Beside that the learning of new vocabulary became their problem. To make the early childhoods was bouncy at the beginning still difficult for them and the last was vocabulary. The collaborator and classroom teacher, they told that the early childhood's vocabulary still low and selection of vocabularies in classroom activity still became their obstacle.

In this cycle, the researcher did the different steps of fun dance activity. The researcher prepared the material to be specific on three centrals such as art & culture, natural product, and preparation. Yet the researcher prepared some differences in teaching and the researcher tried to overcome the problems that were happened in the previous cycle. To overcome the problem on previous cycle, the researcher carried out some good way to fix this problem that was the researcher would give support and other variations in learning process to make sure early childhoods became active than before that was caused by shame or did not recognized with the researcher. To make them more focus and more excited about fun dance activity, the researcher encouraged them with "attention-ready" icebreaker before conducting fun dance activity. Attention-ready icebreaker meant all early childhoods give a feed back by saying "ready", when the researcher saying "attention". It supported them to train their discipline when they conducted fun dance activity. Before giving explanation about the vocabulary, the researcher made the early childhoods in a circle then the researcher gave them some motivation. Not only discipline and excitement, to make early childhoods' vocabulary more developed, the researcher got them in a circle

where early childhoods came up with their own sweet would as many creative expressions as they could through imitating with each other, interacting with each other, taking initiative, and finding pleasure in accomplishment and creative expression, with the teacher who enthusiastic and who established a generally democratic style of school life.¹ The researcher thought that through a circle, the early childhoods could share each other to get point and increase their vocabularies about each centre. Then their vocabulary would be developed.

After giving explanation and guidance, the researcher gave the early childhoods vocabulary of the fun dance activity by repeating. Cause early childhood, learnt easily by repeating the lesson. The main point on repeating, it should be interesting and absolutely fun for early childhood. So they would not be boring on the repeating learning process. As a role model, the researcher showed the fun dance activity by visual. Which were followed by the early childhoods of early childhood with their own body, own movement and own expression. Then, the researcher asked them directly to describing the vocabularies as evaluation.

In the first meeting, the researcher was more focused on introduce some adverb in English and increased the early childhood's test by using "yes-no, please, thank you" fun dance activity. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the movement closely her/him. During the activity, almost of the early

¹ Biber, B., *The Whole Child, Individuality, and Values in Education*, In J.R.Squire (Ed.), *A New Look at Progressive Education*, ASCD Yearbook (Washington, DC: Association of Supervision and Curriculum Developmental, 1972)

childhood were pay attention to practice the fun dance activity then before. Several of them were more familiar with a sort of this activity and how the activity's work, but on the first meeting of this cycle a little progress has been shown by the early childhood such as when the collaborator asked them to say thanks to the researcher, the early childhood make a movement like the researcher while say thanks in activity and nodding while say please. The body movement in this meeting was the easiest fun dance activity than the other meeting. Cause the early childhood could practice the activity directly without any high difficulty. Also repeated activity was only once to get the early childhood enjoyed and understood even this was different fun activity.

In the second meeting, the researcher was more focused on introduce some word of command in English and double up the early childhood's test by using "up and down" fun dance activity. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the movement closely her/him.

During the activity, all of the early childhood were pay attention to practice the fun dance activity then before. Almost of them were more familiar with a sort of this activity and how the activity's work, but on the second meeting of this cycle a little progress has been shown by the early childhood such as when the researcher said "down" the early childhood was followed the movement by squat and got up when the researcher said "up". The body movement in this meeting was easy like the previous fun dance activity. Cause the early childhood could practice the activity

directly without any high difficulty. Also repeated activity was only one time to get the early childhood enjoyed and understood even this was different fun activity.

In the third meeting, the researcher was more focused on introduce some part of body in English and lifted up the early childhood's score on the last meeting by using "hockey cokey" fun dance activity. The researcher and collaborator observed comprehensively the early childhood then helped them individually who get difficulty by show the movement closely her/him. Then give a chance to the classroom teacher asked the early childhoods to closing praying that were followed by smile at the same time read invocation to prophet Muhammad SAW, then the early childhoods make praying posture as follows; raise up your hands, bent down your head, sit with legs crossed, and finally read the after consume prayer. During the activity, all of the early childhood were pay attention to practice the fun dance activity then before. Almost of them were familiar with a sort of this activity and how the activity's work, but on the last meeting of this cycle a little progress has been shown by the early childhood along with some mistakes such as when the researcher said "right arm" some of the early childhood was followed the movement by put the wrong arm up. When the researcher said "left arm", a few of them did not know what arm that should be put up. The body movement in this meeting was the hardest than the previous fun dance activity. Caused this activity was include all practice in any difficulty. Also repeated activity was once to get the early childhood development and enhancement even this was different fun activity. The bright progress was the previous vocabulary from the previous activity such as shake and spin around, along with a few of new vocabulary

in this final meeting could the early childhood understood by apply on their own movement.

With these differences the early childhoods could develop their vocabulary and surely their delineation and comprehension of vocabulary. As a result, the researcher got significant result that the mean score of this cycle was 80.7 or about 81%. The result of the observation of the early childhoods' activities during the research showed that most of early childhoods had active in learning activities. They were easier to comprehend vocabulary with supporting of fun dance activity from the teacher. They had comprehended their deficiency of their vocabulary development process in cycle 1.

In this cycle, there was no early childhood that not active or less active in researching process. Every early childhoods had been active with 5 early childhoods were active and 5 early childhoods were very active in learning. The early childhood's participation reached 100% that accumulated from very active and active participation. It had agreed with the target of successful of this research.

Based on explanation above, the early childhoods activeness in learning process reached 100% with the mean score was 80.7 or about 81%. With this result, the fun dance activity is a great teaching media for early childhood. Beside it was so fun, interesting and could be repeating without exerted an influence on the early childhoods. Also fun dance activity as teaching media fulfilling five different developmental domains of children which all relate to each other that accustomed in

these fun dance activities. They can be referred to as the spice of life.² 1) Social, refers mostly to the ability to form attachments, play with others, cooperate, share, and create lasting relationships. 2) Physical, development of fine (small) and gross (large) motor skills. 3) Intellectual, learning to make sense of the physical world and be interact each other. 4) Creative, development of talents in areas such as music, art, writing, and reading. 5) Emotional, development of self-awareness, self-confidence, and the ability to cope with and understand feelings.

Learning a new language should be fun, interactive, excited, and attracted to early childhood to repeat more and more. The use of fun dance activity in learning environment will not only train their part of body, their expression, their cooperation, their brain learn at two viewpoints, but also maximized the central learning model in kindergarten. Train the teacher to more enthusiasm and interactive while teaching.

Finally, teaching vocabulary through fun dance activity was recommended to early childhood's teacher and could be used by every kindergarten teacher to develop and increase the early childhood's vocabulary.

IAIN PALOPO

² Torkildsen, George, *Leisure and Recreation Management*, (1999) p.27

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

Based on the result of data analysis and findings in the previous chapter, the conclusion that can be drawn from this study as follows:

Teaching vocabulary through fun dance activity at early childhood can be effectively apply by focusing some steps are: *Warming up phase*, in this phase the researcher gives the early childhood to make a circle by holding hands each other to trained their togetherness and give a chance to train their discipline by “attention-ready” icebreaker that contained some motivation and spirit burner, to support the early childhood developing vocabulary also as recalled about the previous fun dance activity. As a result, the early childhood brace up their enthusiasm to continue to the next phases;

Lead in phase, in this phase the researcher gives an introduction about material based on the theme, sub-theme and each centre. The researcher can use words to explain it. We can also use art/ fine motor play such as patterned caterpillar on the creative classroom, paint a brown bear on the role play classroom, and shape book on the shape classroom. As a result, the early childhood feel supported in learning process and getting fun before entering the main event;

Presentation phase, in this phase the researcher gives an intensive guidance and explanation about how to conduct the fun dance activity. Repeating the vocabularies which be presented by the researcher as a role model through the gesture, expression and movement. As a result, the early childhood get early image about the vocabulary and how to describe it;

Control practice phase, in this phase the researcher, the collaborator and early childhood collectively show the movement and steps to dance in time to the music. In the end of this phase, the researcher asks the early childhood about the vocabularies that had been faced in fun dance activity's process. Also the researcher reviews the early childhood's vocabulary development and gives them opportunity to give opinion.

Fun dance activity does not mean the teacher who teaches the early childhood from beginning until finishing the material, but here the teacher is a role model who shows vocabulary by visual and do not boring to repeated, a reflection who trains their discipline, a guide who gives the early childhood some guidance and acceptable explanation, a spirit burner who gets up their spirit of learning, a motivator who gives them some motivation, a facilitator who provides fun material from power of play, a teacher who creates an environment of children learning actively, a observer who always keeps on eyes and comprehend early childhood's condition, a buddy who always enthusiastic and smile, a parent who always there for the early childhood. So that the early childhood's thought is more imaginative and creative. It would make the early childhood find a new concept of their selves. It would make the early

childhood to feel satisfied about their own results. It will make the early childhood grow up the sensitivity and spiritual intelligence.

B. Suggestions

According to the result of the research presented above, researcher can provide the following suggestions:

1. Teaching vocabulary through fun dance activity, the important thing should the early childhood teacher remember is make the material to be specific on each centre. Such as on preparation centre, the material specific on set up of the early childhood about basic vocabulary like part of bodies (e.g., legs, arms, hands) and several verbs (e.g., in, out, put, turn around) that suitable for the beginners.

2. This fun dance activity only uses in basic and productive vocabulary development material. It should be used in teaching another vocabulary development material to know result more.

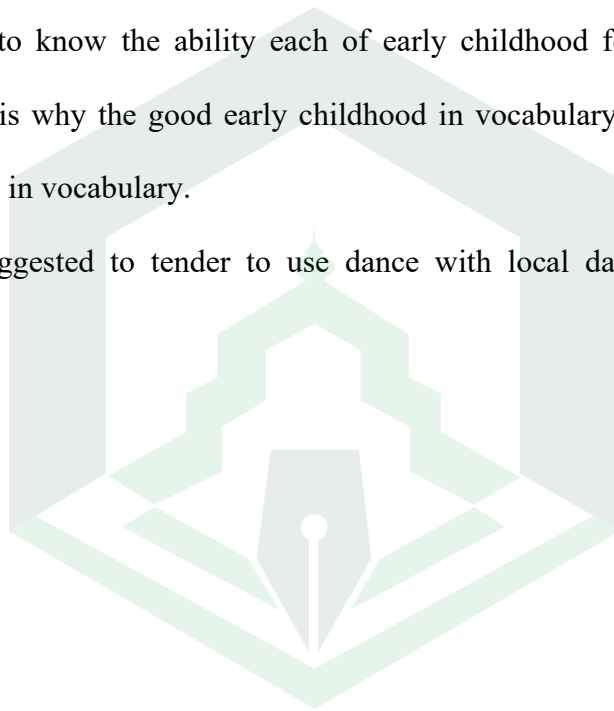
3. Vocabulary on fun dance activity is a lesson that has lower level difficulty than speaking for early childhood. Therefore teaching vocabulary have to teach phase by phase. The teacher does not have to teach entire material directly but have to prepare the good phase in teaching vocabulary. By fun dance activity, the teacher can teach easier.

4. Vocabulary on fun dance activity with lower level difficulty but for early childhood that become high level difficulty. So that is why, the teacher has to be

creative in teaching vocabulary. Beside that the teacher has to have more innovation in teaching in order that the early childhood does not be bored in learning vocabulary.

5. In vocabulary development by fun dance activity, the early childhood should work in a circle or groups. It makes early childhood easier to share with another early childhood about the material and develop their ability. But firstly teachers necessary do, they have to know the ability each of early childhood for making a circle or groups so that is why the good early childhood in vocabulary can gather with poor early childhood in vocabulary.

6. It is suggested to tender to use dance with local dance as cultural based learning.



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Muhammad Arif, He was born on January 28th, 1992 in Ujung Pandang, South Sulawesi. He is the first child from the common family. His father's name is Abd. Rahman Hasan, S.Sos., and his mother's name is Ir. Nursaidah. He has two sisters, i.e. Mutmainnah and Puan Maharani Rahman.

He was starting his study at SDN Pontiku 1 Ujung Pandang on 1998 and moved into SD Nurul Huda 1 Jayapura on 2012 then moved into SD Al-Hikmah Yapis Jayapura on 2003. At last moved into SDN 10 Murante and graduated on 2004. He continued his study in SMPN 1 Suli and graduated on 2007. Afterwards he continued on SMAN 1 Belopa and graduated on 2010. The State College for Islamic Studies or STAIN Palopo be next spot to continued his study. He took English Department of Tarbiyah Faculty. He got his college degree on October 1st, 2014.

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3. Taekwondo STAIN Palopo (2010-2012)
4. Palopologi (2011-2013)
5. Get U Club (2011)