

**FIRST YEAR PUPIL'S ABILITY  
IN NONVERBAL AND VERBAL ENGLISH  
COMMUNICATION THROUGH ACTION FUNCTION MODEL  
(AFM)  
AT SEKOLAH DASAR ISLAM TERPADU (SDIT)  
RABBI RADHIYYAH CURUP**

**Individual Research  
Report**



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### Kata Pengantar Kepala P3M

Puji syukur, Alhamdulillah selalu kita panjatkan kehadiran Allah SWT., yang karena kemurahan, rahmat dan hidayah-Nya, penelitian Saudara Leffi Noviyenty, M. Pd., yang berjudul **"First Year Pupils' Ability in Nonverbal and Verbal English Communication at Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyah Curup"** ini dapat diselesaikan.

Dengan selesainya penelitian ini, Kepala Pusat Penelitian dan Pengabdian Masyarakat (P3M) STAIN Curup mengucapkan terima kasih yang setinggi-tingginya kepada semua pihak yang telah membantu. Penghargaan yang tinggi kami sampaikan kepada Ketua STAIN Curup, Pimpinan Proyek dan Kepala Perpustakaan STAIN Curup.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instinct, skills and characteristics which will help them to learn another language. For example, children are already very good at interpreting meaning without necessarily understanding the individual words, they already have great skill in using limited language creatively, frequently learn indirectly rather than directly, take great pleasure in finding and creating fun in what they do, have a ready imagination and above all, they take great delight in talking. Young children are able to understand what is being said to them even before they understand the individual words. Intonation, gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean.<sup>1</sup> Children come to primary school with this ability already highly developed. They continue to use it in all their school work. So when children encounter a new language at school, they can call on the same skill to help them interpret the new sounds, new words and new structures. Teachers' job is support and develop this skill. They can do this by making sure that they make full use of gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what they are saying. Children are also able to show a great skill in producing meaningful language from

very limited resources which will help them when they encounter a new language.<sup>2</sup>

Children like talking, they need to talk. Without talking they can not become good at talking. They can learn *about* the language, but the only way to learn to *use* it is to use it.<sup>3</sup> Moreover, language teaching should be concerned with real life. But it would be a great pity if teachers were so concerned to promote reality in the classroom that they forgot that reality for children includes imagination and fantasy.

Elementary Schools in Curup have already included English as one of the school subjects. At the beginning, most of the schools provide English for pupils at the fourth, fifth, and sixth year. Later, some schools extend teaching English to pupils since the first, second and third year. One of the factors that encourage English to be included as elementary schools' subject comes from the society. People realize that their children need to acquire English from the very beginning step in order to prepare them ready to face their junior and senior high schools' challenge. Acquiring a language, particularly a foreign language takes time. By introducing English earlier, it offers more opportunity for the children to learn and master it.

Based on the English Elementary School Curriculum 2004, English teacher is not directed to teach much language knowledge to the pupils but to give more verbal practice for them with the language knowledge they have had. It is hoped that the pupils will be able to speak English in a certain context. Referring to the curriculum, the focus of teaching English is the pupils's speaking skill, and the written exercises must be directed to

support the speaking skill. Although it emphasizes on speaking, Elementary School's pupils are not demanded to produce complete sentences.

In teaching English for elementary school's pupils, the process of learning must be fun and put into practice. As such, it is arguably the most important of all the stages of learning; hence the most important classroom activity of the teacher is to initiate and manage activities that provide students with opportunities for effective practice. Practice is usually carried out through procedures and called 'exercises' or 'activities'. Exercises and activities may, of course, relate to any aspect of language. Their goal may be the consolidation of the learning of a grammatical structure, for example, or the improvement of listening, speaking, reading, or writing fluency, or the memorization of vocabulary.

Penny Ur states that:

Language learners can benefit from being told, and understanding facts about the language only up to a point: ultimately, they have to acquire an intuitive, automatized knowledge which will enable ready and fluent comprehension self-expression. And such knowledge is normally brought about through consolidation of learning through practice.<sup>4</sup>

The pupils must learn the language without any pressure. Since the aim of elementary English curriculum is developing pupils' speaking ability, particularly about simple conversations that usually perform within school context, the English teacher has to design class activities which involve utterances that are usually occurred in school. The main function of the teacher, having proposed the activity and given clear instructions, is to help the learners do it successfully. Such assistance may take the



form of allowing plenty of time to think, of making the answers easier through giving hints and guiding questions, of confirming beginnings of responses in order to encourage continuations, or, in group of work, of moving around the classroom making themselves available to answer questions. Through such activity the teachers also, incidentally, convey a clear message about the function and attitude of the teacher.

Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyah Curup is the only one Islamic Elementary School that selectively select its students based on some strict tests. SDIT was built in 2003. Nowadays, SDIT has already had fourth year students. Each grade has parallel class, A and B. Class I A consists of 12 boys and 15 girls. While Class B has 15 boys and 15 girls. There are 12 teachers (1 English teacher) and two administrators. In this school's curriculum, 40% of subjects are about Islam Religion and 60% from the general curriculum. English subject is not anymore as one topic that is included in "Muatan Lokal" subject, as in other elementary schools in Curup, but English is as one of the subjects that should be studied from the first until the sixth year. SDIT provides one meeting in a week for each grade for English which also takes 80 minutes.

From the grand tour or mini observation in the first year students for IA and IB in English class, the researcher found an excellent phenomena that is, 95% students have very high motivation in speaking English. They are mostly active. They understand the teachers' instructions, they do the commands and they give the commands to their friends. They also often uses their mimic and body movements to replace the unfamiliar

words. There is a good atmosphere of English interaction in the classroom. They do not afraid of making mistakes.

Considering the technique used by the English teacher in SDIT, that is asking questions, giving commands, and plays with the students, and also the principles theories of Actional and Functional Model, the researcher assumes that the teacher uses Action and Functional method (AFM) unconsciously. Based on these pre-research input, the researcher is interested to investigate and to analyze the verbal and non-verbal English communication that build a good atmosphere of English interaction in SDIT Rabbi Radhiyah Curup.

#### **B. Identification of the Problem**

SDIT puts a great concern to its students' ability in English. The school is tryinghard to always improve pupils' English speaking ability. In fact, students of thehigher class have master more English knowledge but thay still find difficulties to use the knowledeg in speaking. Using English to communicate is something hard for them. The teacher then take a change by implementing a new teaching model called Actional and Functinal Model from the first year pupils.

#### **C. Focus of the Problem**

Actional and Functional Model (AFM) is appllied in the first year. The teaching model is focused on the pupils' actions and functions. The pupils will give nonverbal and verbal respons toward the English teacher's command models and functional models, and then the pupils will give command and functional models which will be responded by their friends.

Finally, these commands and language functions are able to be used naturally in the class.

In this research, the researcher focuses on the first year pupils' class which the teaching English process uses AFM. The researcher will observe and analyze English communications that are acquired by the pupils. The researcher also focuses on the teacher comments about the English class after one semester applying AFM.

#### **D. Research Questions**

Based on the background, identification of the problem, and focus of the problem, the researcher formulates two questions as the guide in doing the research. The questions are as follow:

1. What are the first year pupils's abilities in nonverbal English communication after being taught by AFM?
2. What are the first year pupils' abilities in verbal English communication after being taught by AFM?

#### **E. Objective of the Research**

The objectives of this research are to investigate the pupils' ability in nonverbal English communication and the pupils' ability in verbal English communication after Actional and Functional Model (AFM) is implemented. This research is also carried out to find out the English teacher's comment about English class after one semester uses AFM for the teaching – learning process in the classroom.

#### **F. Definition of the Key Terms**

Actional Functional Model : A teaching model which is focused  
on action and function done by the

learners (Zainil, 2004).

Nonverbal Communication : Communication behavior other than written or spoken language that creates meaning or someone (Beebe and Masterson, 1993).

Verbal Communication : The verbal component of communication focuses on how we use the words in our language (Engleberd, Isa and Wynn, Diana, 2000).

### **G. Significance of the Research**

This research will emphasize that Actional and Functional Model (AFM) is a teaching model that can help to improve the quality of the pupils' English ability especially in speaking. By applying Actional and Functional Model (AFM), it is hoped that there will be an evidence that children can learn English and can use it in real communication. This research also encourages other elementary school to start teaching English by using AFM.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Actional and Functional Model (AFM)**

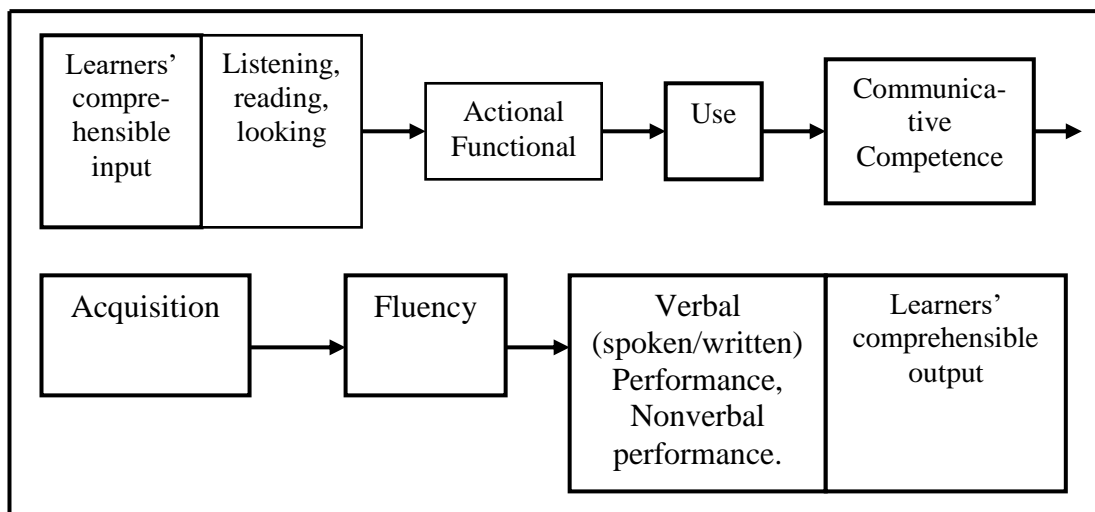
##### **1. Principles of AFM**

Teaching English by Actional and Functional Model (AFM) is a teaching model which was developed in 2002. AFM focuses on action and function done by the learners. The action is the learners' response to the teacher's command model which is taught right from the beginning. The function is the learners' response to the teachers' functional model which is taught gradually in the process of teaching.<sup>1</sup>

The command model and the functional model should be the learners' comprehensible input. The input develops their action and function. The action and function are the learners' physical responses to the teacher's command model as well as their meaningful expressions as the response of the teacher's functional model. The action and function develop their language use. The use is the natural verbal (spoken and written) or natural nonverbal performance that develops their communicative competence. Communicative competence is the learners' ability to communicate in a culturally significant setting.<sup>2</sup>

AFM focuses on teaching and learning process. The process must be focused on using message or meaning, not in usage forms. Therefore, AFM aims at developing the learners' communicative competence in order to develop their verbal and nonverbal

performance naturally as well as to increase their motivation in the teaching – learning process for developing their creativity.<sup>3</sup>



*Principal of AFM (Zainil, 2003:25).*

## 2. AFM in English Class

The team of AFM which is called Tim Pengembang Materi Ajar (2002:12) states that after one year implementing AFM in teaching learning process, the students:

- 1) able to understand commands in English
- 2) able to make commands in English
- 3) can communicate verbally in English
- 4) acquire 800 English vocabulary (words)
- 5) have high motivation to study English.

For every lesson, the students are hoped to acquire four or five new vocabulary. The vocabulary consists of classroom objects, objects at home, kinds of fruit and vegetable, number, time, and etc.

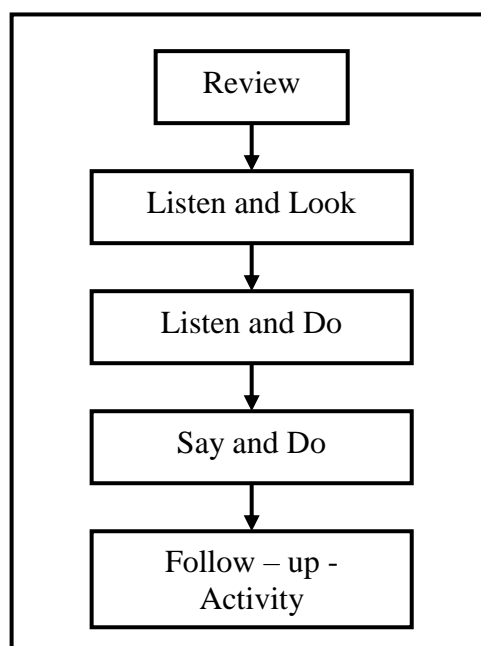
The use of media is very important. Demonstration and giving example into an action are media that should be used most of the time. In addition, real objects are also an important media. If the real

objects cannot be provided, picture media is the last choice. The picture must be big and interesting (Tim Pengembang Materi Ajar, 2002:13).

In Actional and Functional Model, evaluation is carried out after five or six lessons being taught. The evaluation is based on the material that has been taught. Since evaluation is applied for every student, it can be identified which student and which material that the individual student needs for further help. Another aim of doing evaluation is to identify the standard of the teaching material to the students. The teaching material will be high from standard when most of the students cannot acquire the material.

The English teachers always have to remember that the focus of their teaching is not to finish all instructional material that has been taught. It means that the instructional material that has been planned to be taught for one meeting can suddenly be changed into two or three meetings as long as the purpose is to the improvement of students' communication ability (Tim Pengembang Materi Ajar, 2002:15).

Based on AFM, the English class must be carried out every day – every school day. Every meeting should be 30 to 40 minutes. In class, the teacher should speak English most of the time, although sometimes the first language can be tolerated. The sequence of teaching English by using Actional and Functional Model is as follow:



The purpose of Review stage is to check the students' acquirement toward the materials that have been taught. The review materials are taken from the previous material. The *review* can be done classically, groups, or individually. In the next stage, *Listen and Look*, the students are hoped to understand the function of the new material that is presented by the teacher. It is the same with teacher's presentation step. In *Listen and Do* stage, the students are expected to understand and to do the commands that are given by the teacher, and in *Say and Do* stage, it is expected that the students are able to understand, give, and do commands. In this stage the students are expected to communicate one to another. In follow-up activity, the students are expected to acquire language functions such as introduce themselves and their family, describe their daily activities, telling time and day, and others. The teacher must make a list of language functions that must be acquired by the students.



## **B. Communication**

Communication is activity or process of expressing ideas and feelings or giving people information. Shumni n Richard and Renandya states that communication in the classroom is embedded in meaning focused activity. In the classroom, the students will learn how to communicate to each other verbally and non-verbally.<sup>4</sup> The aactivity of giving and exchanging messages will enale them to create discourse that conveys their intentions in real life communication.

### **a. Verbal Communication (speaking)**

#### **Function of Verbal (speaking) Communication.**

Communication is a functional, purposive and designed to bring about some effect and change on the environment of the hearers and speakers. Brown states that the functions are essentially the purposes that people accomplish with language such as stating, requesting, responding, greeting, parting and others.<sup>5</sup> He also states that communication may be regarded as a combination of facts, a series of elements with purpose and intent.

Nunan describes that speaking has function which is called speech acts.<sup>6</sup> Speech Acts are simply things people do through language such as instructing, introducing, complaining, apologizing and identifying the speech acts being performed by particular utterance can be one by knowing the context in which the utterances take place.

The verbal component of communication focuses on how we use the words in our language. Without spoken and written language,

people can not have a group of discussion, follow an agenda, take minutes, read a report, or effectively interact with other group members.<sup>7</sup>

Michael Halliday outlines seven different functions of language as follow:

1. The instrumental function serves to manipulate the environment, to cause certain events to happen.
2. The regulatory function of language is the control of events.
3. The representational function I the use of language to make statements, convey fact and knowledge, explain or report that is represent reality as one sees it.
4. The interactional function of language serves to ensure social maintenance.
5. The personal function allows speaker to express feelings, emotions, personality.
6. The heuristic function involves language used to acquire knowledge, to learn about the environment.
7. The imaginative function serves to create imaginary systems or idea.<sup>8</sup>

Richard and Renandya explain that speaking may be used to describe things, to complain about people's behaviour, to make polite requests, or to entertain people with jokes and anecdotes.<sup>9</sup> In addition, the similar idea proposed by Hymes who mentions seven basic function of language as follows:

1. Instrumental function
2. Regulatory function
3. Interactional function
4. Personal Function
5. Heuristic function
6. Imaginative function
7. Representational function.<sup>10</sup>

In teaching English to the students, communicative approach seems to be a suitable approach since this approach starts from a theory of language as communication. The goal of language teaching is to develop students' communicative competence.

In summary, the indicator of verbal communication is communication between two people or more by speaking (oral) and the communication has function which is contextualized and understood by people in the place where the conversations take place.

b. Non-verbal Communication

The other essential communication tool, non-verbal communication, is as just as important as verbal communication. Not all ideas are communicated through words. Much of the communication is non-verbal. Non-verbal communication refers to the behaviour elements of messages other than actual words spoken. Appearance, posture, and facial expressions send message.<sup>11</sup> The tone of voice, directness of eye contact, and physical proximity of group of members can reveal as much or more about their thoughts and feelings as the words they speak.

Tubs and Moss states “We are using sign language when we deliberately use gestures to replace words, numbers, or pronunciation marks”.<sup>12</sup> Brown elaborates that non linguistic elements such as gesture and body language/posture, facial expression and so on may accompany speech or convey message directly without any accompanying speech.<sup>13</sup> Moreover he explains that in non-verbal communication, the messages are sent or received through facial expression, gestures, body movement and posture. This is particularly true for interactive language functions in which social contact is of key importance and in which it is not what we say that

counts us, but how we say it, what we convey with body language, gestures, eye contact and other non-verbal messages.

In summary, it can be stated that the indicators of non-verbal communication are:

### **1. Body Movements or Gestures.**

Non-verbal communication is a communication that appears when the listeners respond to the speaker by using physical or gesture response. Gronbeck, et.al state "Just your voice gives meaning to your messages through the aural channel, your physical behaviour carries meaning through visual channel".<sup>14</sup>

Brown mentions that every language uses body language or kinesics.<sup>15</sup> The example of body language is folding your arms, crossing legs, walking, moving your eyes and mouth.

In conclusion, body movements or gestures are one of the most animated forms of kinesics such as eye contact, legs position, head shaking, which can emphasize or stress parts of a message that encodes or influences a concept, motivation or mood.

### **2. Facial Expression**

Givens states that facial expression is the act of communicating a mood, attitude, opinion, feeling or other message by contracting the muscles of the face.<sup>16</sup> The face is capable of expressing more varied emotions than any part of the body. The facial expressions of group members show if they are interested in,

agree with, or understand what they have heard. Moreover, Given also explains about kind of facial expression as follow:

- |            |   |
|------------|---|
| 1. Nose    | : - nostril flare (arousal)   |
| 2. Lips    | : - grin (happiness, affiliation, Contentment)<br>- grimace (fear)<br>- lip-compression (anger, emotion, frustration)<br>- canine-pout (disgust)<br>- lop-pout (sadness, submission, uncertainty)<br>- lip-purse (disagree) |
| 3. Brows   | : - frown (anger, sadness, concentration)<br>- brow-raise (intensity)   |
| 6. Tongue  | : - tongue-show (dislike, disagree)   |
| 7. Eyelids | : - flashbulb eyes (surprise)<br>- widened (excitement, surprise)<br>- narrowed (threat, disagreement)<br>- fast-blink (arousal)<br>- normal-blink (relived)  |
| 6. Eyes    | : - big pupils arousal, fight-or-fight)<br>- Small pupils (rest-and-digest)<br>- Direct-gaze (affiliate, threaten)<br>- Gaze cut o- off (dislike, disagree)<br>- Gaze-down (submission, deception). <sup>17</sup>           |

Brown explains that eye contact and the gestures of the eyes are in some instances keys to communication.<sup>18</sup> Eyes can signal interest, boredom, empathy, hostility, attraction, understanding, misunderstanding and other messages.

### **3. Vocal Cues.**

Vocal expression is the way you say a word rather than the word itself. Some of the most important vocal characteristics are pitch, volume, rate and word stress. Variations in these elements can result in different messages. A loud voice can convey anger,

excitement, or dominance.<sup>19</sup> In addition, Brown describes that diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation.<sup>20</sup>

The researcher summarizes that vocal cues are characterized by pitch, stress, intonation and rate.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of the Research**

The research that will be carried out is called descriptive research. The researcher describes an existing first year in Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyah in which the instructional process of learning and teaching using Actional and Functional Model (AFM). Gay and Airasian state that descriptive research which is also called survey research determines and describes the way things are.<sup>21</sup>

#### **B. Population and Sample**

The population of this research is the first year pupils in Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyah Curup. From the grand tour, it was found that here are two classes of the first year. Class A consists of 27 students and class B is 30 students. The two classes are taught by the same English teacher with the same teaching model called actional and functional model, and also the same material. The two classes study English one in a week and every meeting take 80 minutes.

Because these same characteristics of the two classes, the sample will be taken by using cluster sampling. Gay, L. R. and Airasian state "Cluster sampling randomly selects groups, not individuals. All the members of selected group have similar characteristics".<sup>22</sup> They also states that cluster sampling will give much better chance of securing permission to use several intact classrooms.

### **C. Place and Time of the Research**

This research is going to be done within 6 months as in the detail schedule in appendixes and the data will be taken in Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyah Curup.

### **D. Techniques of Data Collection**

The Instrument of this research is the researcher herself. As the key instrument, the researcher can consider the human general characteristics.. They reseracher could ibteract withthe situation to feel the dimensions of data and process them explicitly. The researcher aso uses checklist, field notes, tape recorder and handy camera. The field notes are made during the observation inorder to provide the description and understanding of the reaserch setting and participants.

Data for this research is collected in terms of longitudinal. It will take 6 months to collect the data. Gay (2000) states that longitudinal resercah collects the data at more than one time in order to measure growth or change. In detail, the data will be collected through:

#### **1. Observation.**

In doing the observation, the researcher is a participant observer who will participate and collect the data. Bogdan and Biklen in Gay explains:

Becoming a researcher means internalizing the research goal while collecting data in the field. As you conduct the research you participate with the subject n various ways. You joke with them and behave socially in many ways. You may even help them perform their duties. You do these things, but always from the purposes of promoting your research goals. You carry with you an imaginary sign that you hang over each subject and on every wall and tree. The sign says, "My



primary purpose in being here is to collect data how does what I am doing relate to that goal".<sup>23</sup>

## **2. Interview**

Interview is done between the researcher and the English teacher. Bogdan and Biklen define an interview as a purposeful conversation, usually between two people (but sometimes involving more) that is directed by one in order to get information.<sup>24</sup> The researcher will ask about the teacher's comment or opinion about pupils' English ability after one semester being taught by using technique of Actional and Functional Model.

## **E. Procedure of the Research**

In doing the research, the researcher followed the procedures below:

### **1. Nonverbal Communication**

- a) The researcher observed the class and brought the checklist form. A field note was also taken in the class.
- b) While filling the forms and making the field notes, the researcher recorded the nonverbal communications with handy camera/digital camera and tape recorder.
- c) The data of nonverbal communications that were collected was classified based on physical actions or non verbal communication signs.
- d) After categorizing, the data was interpreted by giving descriptive analysis.

### **2. Verbal Communication**

- a) Observed the researcher observed the class and brought a checklist form. A field note was also done in the class.

- b) While filling the forms and making the field notes, the researcher recorded the verbal communications with handy camera and tape recorder.
  - c) The data of verbal communications that were collected was classified based on the functions.
  - d) After categorizing, the data was interpreted by giving descriptive analysis.
3. Teacher's Comment about English Class.
- a) The researcher observed the English teacher in the class by using Actional Functional Model (AFM) Monitoring Form in order to know whether the English teacher really applied AFM.
  - b) The researcher interviewed the English teacher and recorded by handy based on the questions as the interview guidance taken from the content of AFM Monitoring Form.
  - c) The researcher analyzed the recorded answer and classified them according to the data needed.

#### **F. Techniques of Data Analysis**

In analyzing data that have been collected, the researcher uses the techniques proposed by Gay (2000) which consist of six steps as follow:

##### **1. Data Managing**

The first step in analysis is managing the data in order to be studied further. This managing data involves creating and organizing the data collected during the study.

##### **2. Reading and Memoing**

The researcher made herself becomes familiar with the data and identifies the main themes in it. The researcher read the field notes deeply.

### 3. Describing

The researcher examines the data in depth to provide detail descriptions of setting, participants, and activities. The aim of this step is to provide a true picture of the setting and events that take place in it in order to have an understanding of the context in which the study takes place.

### 4. Classifying

Categorizing and coding pieces of data and physically grouping the into theme is the next step. The process of breaking down the data into smaller units and organizes are done by classifying which means ordering field notes or transcriptions into categories that represent different aspect of the data.

### 5. Interpreting

The researcher interprets and synthesizes the organized data into general conclusions or understanding.

### 6. Representing the findings in a written report.

The data that has been analyzed will be presented in a written report.

## **G. Checking of Data Trustworthiness**

To ensure the validity of the research, the following strategies will be applied:

1. Triangulation Data. The researcher uses more than one technique of collecting data as a comparison.<sup>25</sup>

2. Member Checking. The participants are served as a check throughout the analysis process. An ongoing communication regarding the researcher interpretation of the participants' reality and meanings ensure the truth value of the data.
3. Long terms and repeated observations at the field.
4. Peer examination. The English teacher is served as a peer examiner.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Pupils' Nonverbal Communication**

##### **1. Pupils' Body Movements or Gestures Responses**

- a. Body Movements (gestures) of standing, sitting, walking, stopping, touching, opening, taking, giving, picking, putting, pointing to, pointing up to, and pointing down to.

Second year pupils were able to respond by their body movements or gestures of standing, sitting, walking, stopping, touching, opening, taking, giving, picking, putting, pointing to, pointing up to, and pointing down to when they heard the English teacher said "stand up!", "sit down!", "walk!", "stop!", "touch!", "close!", "open!", "lock!", "take!", "give!", "pick!", "put!", "point to!", "point down to!". The pupils were able to give body movement or gesture responds toward commands which followed with different kinds of objects such as door, window, whiteboard, cupboard, table, chair, floor, ceiling, lamp, clock, book, pen, pencil, marker, bag, and eraser. These objects were found in the classroom.

In the class, it can be found same objects different adjective such as the colour, size, and owner. The pupils were able to respond with body movements or gestures to the English teacher's commands which were followed with more specific objects such as small cupboard, big cupboard, small whiteboard, big whiteboard, teacher's table, (name)'s table.

The pupils were also able to give body movements or gestures responds toward the English teacher's commands that came naturally. For example, the pupils liked to stand when they wanted to get a turn. The English teacher then asked the pupils to sit down and if not they would not get a turn. After the teacher's warning, none of the pupils stood up. Another example was a pupil who did not pay attention to the lesson, the English called him by saying that he had to stand in front of the class. The pupil walked to the front class and stood, without saying anything. Another example of naturally responding is the command of 'take'. The teacher usually gave a sticker for pupils who were the best. She called the best pupils and asked them to take one sticker. The best pupil stood up and walked to the teacher's direction and took a sticker from her.

b. Body Movement (gestures) of writing.

The pupils would make letters or numbers on a surface when the teacher asked them to write. The pupils knew how to give respond of the command, "write down, please!". The teacher introduced how to give the respond of writing naturally. The teacher asked a pupil's telephone number. After he mentioned the numbers, the teacher and his friends could not remember the numbers, and then the teacher asked him to write down on the white board. The teacher asked him to pick one marker from the teacher's pencil box. Since the pupil has known the meaning of pick, it is not a problem for him to understand his teacher. He took

a marker and started to write down the numbers. Another event that showed the pupils' understanding was the time when the pupils had a test. The teacher asked them to write their name, and after the teacher's command, all the pupils made letters of their name on the paper test.

c. Body Movement (gesture) of erasing.

The teacher gave a chance for the pupils to write down some words on the whiteboard. Usually, the teacher asked a pupil' telephone number and then commanded him to write it on the whiteboard. After all pupils looked at the numbers, the teacher asked him to erase the numbers by giving an eraser. He would make the numbers disappear and the whiteboard became clean.

d. Body Movement (gesture) of showing.

The pupils were able to give respond with body movement (gesture) when the teacher said, "show it, please!" There was a time when the pupils got a turn to bring their pictures and photos to the front class. The pupil who got the picture had to show the picture to their friends who were sitting. The teacher gave the command model first. Next time, the pupils were standing in front of the class by holding their photos. While they were telling about their family, the other pupils could not see the photos and the teacher asked them to show the photo and they understood what they had to do. They hold the photo in front of their chest or in front of their face a little bit to the right side in order not to cover their face and made sure all of their friends could see the photo

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g. Body Movement (gesture) of not running.

Active pupils usually ran when they were asked by the teacher. Avoiding bump or hit something, the teacher often commanded the pupils not to run. Listen to the teacher's command "Don't run!" the pupils' leg which were faster then going slower. Usually, the pupils would run when it was their turn to do the action in front of the class when the bell rang as the sign that English class was over. The pupils always ran when they heard the bell for the break time, but after the teacher reminded them not to run, they suddenly stopped running and walked.

h. Body Movement (gesture) of hurrying.

The pupils would move quickly in a particular direction since the teacher commanded them to be in hurry. This usually happened when there was a pupil, who was chosen to do the action in front of the class, stood and walked slowly to the front of the class while the other pupils were waiting for him. When he heard the teacher said "hurry, please!" he moved faster. Another event was when a pupil was trying to choose a friend to replace him in front of the class. Since he confused for which one that he had to choose and he had already spent 5 minutes just to find someone else to do the next action, the teacher asked him to hurry. And he directly chose his fiends for the next task from the teacher.

i. Body Movement (gesture) of not playing, listening and giving attention.

The act of listening to, looking at, or thinking about something carefully, were the respond of the pupils gave when they heard one of these commands: "Don't play!", "Listen, please!", or "Attention, please!" from their teacher.

Since the second year pupils were children who liked to play, the teacher often asked them to give attention to the lesson being taught. They responded the commands by putting their stuff inside the table, folding their arms on the table, and looking front. They knew that these commands mean that their teacher was angry because they were not serious in studying.

j. Body Movement (gesture) of Agreeing.

The pupils were able to respond to their teacher by nodding their head to say 'yes' and by shaking their head to say 'no'. When the teacher asked them, "Do you understand?" and in fact that they understood, they would nod their head and said yes or shake their head to say *no*. Another event was when the teacher asked the pupils' favorite things such as "Do you like orange juice?" the pupils would say 'yes' by nodding their head.

k. Body Movement (gesture) of raising hand.

Lift or move fingers to a higher level were the pupils' respond when thy heard their English teacher said, "Raise your hand!" This happened when the pupils wanted to speak while at the same time the teacher was also speaking. Sometimes they stood up and directly talked without raising their hands. The

teacher often reminded them to raise their hand if they wanted to get her attention in order to show politeness.

The dominant activity occurred in the class in practicing the action of raising hand is when the teacher asked the questions around the lesson being studied, such as, "where is my pen? Who knows where I put my pen? Raise your hand, please!", "who had breakfast this morning? Raise your hand!", these questions motivate the pupils to raise their hand and get used to that function.

## 2. Pupils' Facial Expression Responses

### a. Facial Expression of smiling.

Expression on face when feeling happy was given by the pupils when they heard the teacher's command such as, "Smile!" Second year pupils' feeling and emotion can easily be noticed. In the class, when a pupil was doing something that is being asked and he/she did it with a grumpy face, the teacher liked to say "Smile, please!" and a smile would appear on her face with a little giggling.

### b. Facial Expression of not laughing

The pupils would make sounds and movements on their face since they think that their friends who did mistakes were funny. When they heard the teacher said "Don't laugh!", there would be no voice and no movements on their faces anymore. The teacher taught that laughing at friends who did a mistake is not

a good attitude. The teacher asked the pupils to ask their friend whether she needs help or not.

c. Facial Expression of looking at.

An action of looking at something or someone with eyes would be the pupils respond when they heard the teacher's command "Look at your friend at the front!" The command was given since the pupils did not pay attention. They did so because they had already understood or they were not interested. Most of the time, they did not look at their friends in front of the class because the lessons were being reviewed several times.

Other action of looking at performed when the teacher tried to ensure her pupils' understanding of the function of "look at!" such as, "look at the windows!", "Look at the whiteboard!", "Look at Irfan!". The pupils directly did the command enthusiastically. The teacher also often asked several pupils to practice the command while the rest of them did the action.

d. Facial Expression of having spirit.

The pupils would show cheerful expressions when the English teacher asked whether they have spirit to study English. This respond occurred since most of the time the English class started in two separated time, before and after the break. The expressions also occurred when the teacher asked the pupils about their homework. In fact, homework is something that they really expected. However, some pupils sometimes felt tired after the break, lazy, or even sleepy. It can be seen from their movements

and facial expressions. When the teacher asked them whether they have spirit to continue studying English, they usually said yes with a loud voice and big smile. In order to make warm atmosphere, the teacher sometimes made jokes such as, "Do you need *Fatigon*? (a popular drink on TV advertisement that can make someone feel spirit)" and since the pupils have spirit, usually they would answer the teacher questions with 'no' or just laugh.

### 3. Pupils' Vocal Cues Response

#### a. Vocal Cues of speaking loudly.

The second year pupils would make a lot of noise or can be easily heard as the respond from the teacher's command that asked them to speak loudly. Since the second year pupils' age were around 7 and 8 years old, their voices were still small, moreover for the girls. Most of the time, the teacher had to ask them to speak louder especially when they did presentation in front of the class or they wanted to ask something to the teacher from their chair.

#### b. Vocal cues of repeating

The pupils would give vocal cues respond which was saying something again or more than once when the teacher asked them to repeat. This usually happened since the pupils liked to speak with low voice which made the teacher and the other pupils could not hear. The teacher would also ask the pupils to repeat what they have said or done when their friends did not pay attention.

- c. Vocal Cues of becoming quite, producing silent, and no talking.

Making very little noise or tending not to talk very much was the vocal cues respond that the pupils did when they heard the teacher said, "Quite, please! Or "Keep silent, please!", or "No talking!" Since there were two pupils sat in one table, it was very easy for them to talk. Sometimes they talked about something that was interesting for them, or they were arguing. It was quite difficult for the teacher to make the class quite.

For a reason, sometimes the teacher only stared at one pupil who was talking or bother his friend, and the intended pupil directly understood that the teacher ordered him to stop talking and silent.

## **B. Pupils' Verbal Communication**

### **1. Giving Information**

- a. Giving Information about self and friends.

The pupils were able to tell and introduce themselves. They were able to tell their names, address, age, hobby, and their favourites. They liked to use body movements when they were talking, for example, when they were saying their names, they touched their chest, when they were telling their ages; they showed the number with their fingers. This really showed that they understood for what they were saying, not just memorizing. Since they could introduce themselves well, they also could introduce their friends. The following is the example:

Good morning friends.  
 I'm ( ..... ) (Putting her/his palm to her/his chest)  
 I'm ( ..... ) years old or I'm ( ..... ) (Showing the age with fingers)  
 I live on ( ..... )  
 And this is my friend (pointing to the friend)  
 His/her name is ( ..... )  
 He's/She's ( ..... ) years old, or he's/she's ( .... ) (showing the age with fingers)  
 He/she lives on ( ..... )  
 That's all about ( ..... )  
 Thank You.

b. Giving Information about Family

The second year pupils were able to tell their family members' names, the family members' hobby, and their favorite food, drink, sport, car, town, lizard, etc. Every time, there would be new information about themselves and their family. First, they would ask for the words that they felt interesting, such as, what is *mobil* in English, and after they knew the English of that word, they would say, "My father favourite car is Jazz". The pupils were very enthusiastic to know the new words. The following is the example when they introduced their family through a photograph. They were standing in front of the class and were pointing to the person being explained in the photograph.

This is my family photograph.  
 This is my father. His name is ( ... ). His hobby is ( .... )  
 This is my mother. Her name is ( ...). Her hobby is ( ..... )  
 This is my sister/brother. Her/his name is ( .... ).  
 Her/his hobby is ( ..... )  
 That's all about my family. Thank you for your attention.

For pupils who live with extended family, they had known the vocabulary of grandfather, grandmother, aunt, uncle and cousin. These second year pupils, when they were in front of the

class, they liked to mix between the use of 'his' and 'her'. The teacher did not use direct correction when she heard the mistakes, for example, when a pupil said, "this is my mother, his name is ( .. )". The teacher would repeat as it to make sure by saying "Oo, her name is ( .... ). The pupil understood that he had made a mistake by saying, "Yes, her name is ( .... )", and when there was another pupil made mistake, the other pupils usually wanted to correct it.

c. Giving Information about self and friends' description

The pupils had known the names of part of their body. They had been able to mention hair, eyes, nose, and ears. They had also mastered the colours and shape such as, long, black, very black, short, round, slanted, flat, high, big, small, right and left, as in the following example:

I have long black hair.  
I have two round and big eyes.  
I have two small ears. Right and left ear. (touching the right and the left ear)  
My nose is flat.

They were able to describe themselves and their friends. The pupils would touch the part of their bodies while describing their identity, or touching their friends' part of body when they described their friends.

Furthermore, the teacher often asked the pupils to describe animals, pictures, or things around them by playing puzzles. In practice, the pupils were able to make simple sentences by using simple vocabularies to create puzzles in order to describe a thing



that their teacher asked them to describe. Often, the teacher asked the pupil to describe one of their friends in the class; the students were motivated to speak English in any opportunities.

Since it was the first time for the pupils to use English in their daily life, the teacher tolerate the pupils' mistakes by not correcting them directly. The teacher also always asked the pupils in the early meeting whether they practiced their previous lesson at home. The pupils informed that they did not only practice English with their family at homes but also with their classmates. The teacher liked to encourage the pupils to talk more by asking questions and the pupils were motivated to answer the questions enthusiastically. It could be seen that simple utterances are important for the pupils who just started to use English with other people. From many class observations, the pupils were proud in giving the answers for every question their teacher asked, and they did not feel it as a burden. They just needed more opportunity to practice their English and someone who respect them when they used English.

d. Giving information about taking turn

Presenting the lesson in front of the class by the pupils was the dominant activity happened. His was done by the teacher in order to attract the pupils' attention. Since there were many pupils, the teacher sometimes could not remember the pupils who have got their turn. When the teacher pointed to a pupil, and she/he has got the turn, he/she would say "*finish*" or "*I'm Finish*", and the pupil

who haven't got a turn would say "*not finish*", "*I'm not finish, teacher*" by raising their hands. From this activity, it can be concluded that the pupils have already understood the way to ask for getting turn to speak or answer the questions or even do the teacher's instructions.

e. Giving Information about example

The teacher always started the new lesson by giving a model (the teacher), and next the teacher will select one of the pupils to practice as the model like the example given. The pupils who become the models are known as the 'example' for the other pupils in the class. The pupils always offer themselves to become the model to present the lesson in front of the class by directly saying "*example, teacher*" or "*I'm the model, teacher*". This situation also happened when the teacher said "*example*" or "*model*". When the pupils listen to these words, they had already understood that the teacher offers them an opportunity for those who like to become the examples of the lesson that day.

f. Giving information about similarity.

Second year pupils liked to say what had happened in their lives frankly. They felt proud with all things that they did and had including expressing the similarity. For instance, when a pupil said that his favourite drink is avocado juice, when they feel that the drink is also the same as theirs, they will say, "*the same, teacher*" or "*Me too, teacher*".

g. Giving information about the days.

The pupils were able to tell the days which is present and past. All the pupils used the correct form for expressing the present, the future and the past. They were able to say "*Today is ( ..... )*". Yesterday was ( ..... ). When there was a question about the day, such as "*What day is today?*", usually they answered the name of the day directly, such as, "Monday"

## 2. Greeting and Telling Condition

The pupils were able to greet their friends or their teacher very well. They greeted them politely. Since the class always started in the morning, they liked to say, "*Good Morning, teacher Melly*" and followed by, "*How are you today?*". The others used another variety such as, "*Hello teacher Melly. Are You Ok today, teacher Melly?*" They liked to greet the teacher in different way. The pupils were also able to answer the questions about their condition. They would say honestly how they feel. They would answer with so many varieties depend on what they feel that day, such as, "*I'm happy*", "*I'm OK today*", "*I'm fine*". Sometimes they just answered by saying the short ones, for instance, "*Happy, teacher*", "*OK*" with a loud voice and smiling faces. They also liked to say, "*I'm hot*", "*I feel hot*", or "*hot, teacher*". The pupils also added the word 'not' when they didn't feel good that day. They would say, "*I'm not fine, teacher*", "*I'm not good, teacher*", "*I'm not OK today*".

## 3. Apologizing

The pupils were taught to say 'sorry' for apologizing. The teacher always indirectly taught the pupils to have good attitude. They were taught to say thank you. The apologizing usually happened when a

pupil forgets to say thank you and the others remind that, then he or she would say *"sorry friends"* or *"I forget, sorry friends"*. The pupils also said sorry when they were having presentation in front of the class and suddenly the bell rang, she or he would say, *"I'm sorry friends, time is over"*. The pupils like to remind each other.

#### 4. Asking for Permission

The pupils also showed politeness when they wanted to go out front the class during the teaching and learning process or when they wanted to interfere their teacher who was talking to other pupils. They would say, *"Excuse me?"* When the pupils forgot to say it, the teacher would remind them. The word 'excuse me' presented every time in the class.

#### 5. Borrowing School Equipment

The English teacher taught the pupils how to borrow something such as pencil, eraser, etc, from their friends. The teacher created a drama played by two pupils. One pupil was crying because she did not have a pencil to write, and another pupil would lend the pencil. Because of the drama, the pupils had known the way to borrow something by saying, for example, *"Can I borrow your pencil, please?"* The drama was as follow:

A	: (Crying)
B	: What happened?
A	: I don't have a pencil.
B	: I have many pencils.
A	: Can I borrow your pencil?
B	: Here you are. (Give the pencil to A and after a few seconds) Do you finish with my pencil?
A	: Yes, thank you. (Giving back the pencil to B).

The pupils were very excited in doing the drama. They were enthusiast bringing their equipment to the front class and lend them to their friends.

They liked the acting of crying. The drama encouraged them to learn the lesson more easily.

## 6. Giving Command

- a. Commanding friends by saying “Stand Up!”, “Sit Down!”, “Walk!”, “Stop!”, “Touch!”, “Open!”, “Take”, “Give!”, “Put!”, “Point to!”, “Point up to!”, and “Point down to!”.

The pupils were able to give command to their friends. They were able to command their friends by using objects in the classrooms such as, door, windows, whiteboard, chair, table, etc. they were able to give commands by using specific objects such as big cupboard, small whiteboard, teacher’s table, etc. The examples of their commands are as follow:

A : “Stand up, Please!”  
B : (respond)  
A : “Walk to the door!”  
B : (respond)  
A : Stop!”  
B : (Respond)  
A : Touch it!”  
B : (respond)  
A : Open it!”  
B : (Respond)  
A : “Back to Your Chair!”  
B : (Respond)

Other examples are as follow:

A : “Pick One Marker!”  
B : (Respond)  
A : “Point to the whiteboard!”  
B : (respond)  
A : “Point up to the ceiling!”  
B : (Respond)  
A : “Point down to the floor!”  
B : (Respond)  
A : “Sit down!”  
B : (Respond)

C : "Walk to the big cupboard!"  
 D : (respond)  
 C : "Open it!"  
 D : (respond)  
 C : "Take one book!"  
 D : (respond)  
 C : "Close it!"  
 D : (respond)  
 C : "Give it to me!"  
 D : (respond)  
 C : "Put it back!"  
 D : (respond)  
 C : "Sit Down!"  
 D : (respond)

All the pupils in the class have acquired these commands appropriately. It could be analyzed when the teacher gave them a picture with two objects, for example, the floor and the window as the replacement of the big cupboard and the book in the conversation above, the pupils were able to perform the commands to their friends enthusiastically.

b. Commanding Friends by Saying "Attention, please!"

Every time the pupils wanted to get their friends' attention, they would say, "*Attention, please!*". They usually said this command when they wanted to do something in front of the class. They also said it spontaneously when they saw their friends were talking and did not pay attention to the front. The pupils who were commanded to give the attention would fold their arms on the table and look to the front to show that they paid attention to the lesson.

c. Commanding Friends by Saying "Smile!"

The pupils had to do the activities in the class happily. When there was a pupil who did the exercise with a grumpy face, the other pupil would remind them by saying, "*Smile, Nadya!*" the pupil who heard

the command would then gave a smile on her face. When a pupil said “Smile”, the teacher would look at the pupil and gave smile to her in order to make the pupil did not feel nervous because of the command.

d. Commanding Friends by Saying, “Show it Please!”

The pupils had a chance to bring their photo to the front of the class. They had to tell a story about the photo. While they were telling the story, the photo could not be seen by their friends who were sitting, so every body would say, “*Show it, please!*” Another event was when the teacher was showing a story book but there were some pupils could not see the book, they would say, “*Teacher, show the book, please!*”

7. Asking Question

a. Asking About Friend and Family

The pupils are able to ask about their friends’ name, favourite things and description. The pupils have mastered how to ask name, such as, “*What’s your name?*”, and mastered how to ask their friends’ favourite thins, such as, “*What’s your mother’s favourite drink?*”. The pupils have mastered asking questions with different kinds of objects such as asking their friends about their fathers’ car, lizard, food, etc. They also liked to ask about their friends’ description, such as, “*I have flat nose*”, “*Do you have lat nose?*”. Most of the time, when the pupils were asked by someone, they would answer and would ask back by saying, “*And you?*” The direct answers were also often performed. For example, “*What is your favourite city?*”. The pupil

then answers directly, "*Singapore*". When they did not pronounce the word correctly, the teacher would repeat the correct ones.

b. Asking about Friends' and Teachers' Condition.

The pupils were very good in asking their friends' or their teacher's condition. They would ask questions in varieties of forms such as, "*Are you OK today?*" or "*Are you happy today?*" They also usually ask their English teacher when she entered the class to start the lesson. All pupils were busy in asking their condition one to another every time before they start the lesson and the teacher seems to give the opportunity for them to do so.

**C. Discussion**

From some findings above, it can be concluded that the pupils of SDIT Rabby Radiyah Curup are able to communicate in English nonverbally. Moreover, by analyzing and comparing the data with the reviewer data, it is also found that one of AFM aims - to make the pupils able to understand command English - is successfully reached. The pupils understand kinds of command in English that usually given by the teacher and this condition makes the English teacher easier in teaching English in the class. As the mission of AFM that is doing the action by also understanding the function of the forms, it has been proven that 90 % pupils could do the simple actions as the responses of their English teacher's commands.

Other aims of AFM – to make the pupils are able to make English commands and to build pupils' motivation in studying English – are also presented in this class. The findings show that he pupils are not only



able to respond their teacher but also produce the commands. It means they are also able to communicate in English verbally. All the pupils can introduce himself/herself, introduce their family, ask and answer the questions about names, ages, time in simple dialogues. The pupils of SDIT Rabby Radiyah also have high motivation in learning English by using AFM model. This is shown by their enthusiast in raising their hands in order to be selected by their teacher to do the command or the language function and to become the examples for their friends in front of the class in presenting the lesson. These verbal communications are also performed together with the using of gestures. It shows the pupils' understanding about the language functions.

The researcher also did the interviews with the English teacher who uses AFM Model in teaching. Before the interviews were done, the researcher did several times class observations in her teaching. The observation was done from April till the end of July 2007 by using Actional and Functional Monitoring forms as the checklist. He teacher was teaching in all second class in SDIT Rabby Radiyah Curup. She is graduated form English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Curup and has already been teaching in SDIT for three years.

In teaching English, the English teacher applied a combination of teaching model, Active Learning and actional Functional Model. Instructional Material of Actional and Functional Model was used. In every meeting, the teacher always reviewed the previous lesson and always gave a model about the new lesson. Usually the teacher gave

the model twice and then she would select one or two pupils to become the next models to their friends in front of the class. Later, all the pupils did the lesson and from the observations, the pupils were able to master the lesson successfully.

Beside the lesson from the AFM Instructional material, some other lessons came naturally and the first model was the pupil himself/herself. Becoming the model for the lesson was familiar as 'the example' for the pupils. When the model pupils presented the lesson again in front of the class, the other pupils would not complaint since they knew that their friends were the examples. Before teaching the new lesson, the teacher made sure that the pupils had mastered the previous lesson. She also created varieties and different forms of evaluations activities to ensure that. In teaching English, the teacher did not teach grammar, but she used indirect corrections when the pupils spoke by sing the incorrect patterns. She always used simple utterances which the pupils could use. She also would use Indonesian when the pupils asked a word in English. The teacher was trying hard to always use English all the time not only during the teaching and learning process in the classroom but also outclass conversation. This effort was also performed not only to her students but also to her colleagues at the school. She created an environment to make English is as a common language for the pupils. She always used English even though the responses she got mostly in Indonesian. She tried to create a situation where people around her have to speak in English with her. These actions really influence the pupils.

However, there were problems faced by the English teacher, since English acts as a foreign language for everyone in the school especially for her pupils. It was not easy to create an English environment particularly with an expectation that everyone could respond her by using English too. The English environment was easier created in the classroom with her pupils. While in the class during the teaching and learning process, the teacher found difficult to reach the pupils' full attention since they were children of the second grade and the technique used is full of actions which motivate the pupils to make noise.

In addition, during one semester observations, the researcher found that the English teacher has a very good integrity in teaching and understanding her pupils. She was very friendly which made the pupils did not feel afraid talking to her in English or even afraid of making mistakes in producing utterances. She is also a very good listener and patient who always gave large opportunities to her pupils to explore their English all the time not only during the teaching and learning process but also outclass conversation. Since the pupils liked to tell about their daily lives, she would listen and sometimes cut them nicely and naturally.

At the end of semester, the interviews were carried out by the researcher to result the conclusion about the implementation of AFM Model in SDIT Rabby Radiyah Curup, and it is found that basically the Actional and Functional Model (AFM) was implemented successfully in the class. For the first two weeks, the pupils were surprised because they were not adopted to have English everyday, but then they enjoy the English class very much. In general, every pupil showed a high

development in their verbal (speaking) English and they were able to use their nonverbal language optimally as they were speaking natural English. All pupils have high motivation to speak by using English not only to their friends but also to their teacher inside and outclass. Furthermore, the pupils were also very enthusiast to practice their English at home.

## **CHAPTER V**

### **CONCLUSION AND RECOMENDATION**

#### **A. Conclusion**

From the findings and analysis in the previous chapter, it can be concluded that:

1. From one semester applying Actional Functional Model (AFM) correctly and accurately as a technique in teaching and learning English in the second year of SDIT Rabby Radiyah Curup particularly class A, it can be seen that AFM has successfully produced the learners' fluent nonverbal and verbal communication, and also built high motivation during the process of learning and teaching English in the classroom. This Model also has given large opportunity to the learners to receive and produce comprehensible input not only by understanding the forms of English but also the function of the forms.
2. The nonverbal communications that have been mastered by the pupils are: responds by using body movement (gesture), facial expression, and vocal cues as the answers of their English teacher. Verbal communication are: giving information, greeting and telling condition, apologizing, asking permission, borrowing something, giving command and asking question.
3. The pupils were not forced to utter English completely with the correct structure. They were taught to speak in simple English, and when a mistake is really needed to be corrected, the teacher would do the indirect correction. This condition builds high self confident for the pupils to speak English. They did not feel ashamed and they wanted t

do the action again without feeling afraid to make another mistakes. As the mission of AFM, that is to make the learners are able to use English in real communication, in Class A, the teacher tend to motivate her pupils to communicate in English whether verbal or non verbal. The points to be taught is understanding, stimulus and respond. It means as long as the language is understandable and the partners of speaking understand, the communication has already taken place.

4. In English teaching and learning process in the classroom, teacher acts as a model for the pupils. The teacher examples the natural and real communication which does not focus on the correct grammar or pattern but the meaning. It can be seen from the practice of language forms and then directly apply the language function. The pupils are taught indirectly about the forms of English but they are educated to be accustomed to use the forms in communicating with others.
5. Having English as a language to communicate in daily not only in the classroom but also out class is the best way to motivate the pupils to use English naturally and contextually. The teacher is the key to build the English environment.
6. Using some entertainments such as poem, drama, song and games as part of the teaching techniques in AFM will create fun and interesting learning atmosphere.

## **B. Recommendations**

### **1. For English Teachers of SDIT Rabby Radiyah Curup**

It is suggested that Actional Functional Model (AFM) should continuously be carried out at the school since the English teacher got positive comments from other teachers who directly saw the ability of pupils in using English to communicate. This model also shows advantages during the process of teaching and learning in the classroom by actively involve almost all pupils to do the action and aster the function.

Since there is a variety of teaching techniques which can be applied together with AFM and also could increase the pupils' English achievement, the teacher could consider creating combination techniques such as by also using active learning; add more games, songs, poem and drama.

### **2. For other Schools' English teacher**

It is suggested to modify their teaching techniques not anymore focusing on English forms but more about English function. It is also important not to teach only the verbal communication but also the nonverbal in order to bring the pupils to the real and natural communication.

### **3. For the readers and society**

It suggested to inform their environment to implement AFM, start from their families. The point is to create an English environment in order o motivate their children to use English to communicate.

## End Note

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- <sup>1</sup> Zainil, *Language Teaching Methods*. Padang. 2003, h. 20
- <sup>2</sup> *Ibid.*, h. 24
- <sup>3</sup> *Ibid.*, h. 25
- <sup>4</sup> Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press, 2002, h. 24.
- <sup>5</sup> Brown, H. Douglas., *Principles of Language Learning and Teaching*. San Francisco State University: Pearson Education Company, 2000, h. 34
- <sup>6</sup> Nunan, david., *Second Language Teaching and Learning*, Boston: Heinle & Heinle Publishers, 1999, h. 35.
- <sup>7</sup> Engleberg, Isa and Wynn, Dianna., *Working with Groups: Communication Principles and Strategies*. USA: Houghton Mifflin Company, 2000, h. 134.
- <sup>8</sup> Halliday, Michael., *Explorations in the Functions of Language*. London: Edward Arnold, 1973, h. 156.
- <sup>9</sup> Richards and Renandya, *op. cit.*, h. 47
- <sup>10</sup> Halliday, Michael, *op. cit.*, h.
- <sup>11</sup> Engleberg, Isa and Wynn, Dianna., *op. cit.*, h. 142.
- <sup>12</sup> Halliday, Michael, *op. cit.*, h.
- <sup>13</sup> Brown, H. Douglas. *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall, 1994, h. 241.
- <sup>14</sup> Gronbeck, et. Al., *Principles of Speech Communication*. USA: Harper and Collins Publishers, 1992, h. 217.
- <sup>15</sup> Brown, H. Douglas., *op. cit.*, h. 262.
- <sup>16</sup> Given, David., *The Nonverbal Dictionary of Gestures, Signs and Language Cues*. Spokane, Washington: Center for Nonverbal Studies Press, 2005, h. 242.
- <sup>17</sup> *ibid.*, h. 244.
- <sup>18</sup> Brown, H. Douglas, *op. cit.*, h. 263.
- <sup>19</sup> Engleberg and Wynn, *op. cit.*, h. 143.
- <sup>20</sup> Brown, H. Douglas, *op. cit.*, h. 241.
- <sup>21</sup> Gay, L. R. and Airasian, Peter., *Educational Research: Competencies for Analysis and Application*. Upper Saddle River, New Jersey: Merrill Publishing Company, 2000, h. 275.
- <sup>22</sup> *ibid.*, h. 129.
- <sup>23</sup> Bogdan, R. & Biklen, S. K., *Qualitative Research for Education: An Introduction to Theory and Method*, Needham Heights: Allyn & Bacon, 1982, h. 213.
- <sup>24</sup> *ibid.*, h. 135.
- <sup>25</sup> Gay, L/ R. and Airasian, Peter., *op. cit.*, h. 252.



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