DESIGNING AN ENGLISH STORYBOOK WITH STICKY PICTURES FOR THE TEACHING OF LISTENING AND SPEAKING FOR GRADE V OF ELEMENTARY SCHOOLS

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of the Sarjana Pendidikan Degree in the English Language Education



By Nita Listiyaningtyas 10202244082

ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGES AND ARTS YOGYAKARTA STATE UNIVERSITY 2015

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Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on January 2015 and declared to have fulfilled the requirements to attaint Sarjana Pendidikan degree in English Language Education.

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menyatakan bahwa karya ilmiah ini adlaah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa penyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 Januari 2015

Penulis,

Nita Listiyaningtyas

DEDICATIONS

I dedicate this thesis to:

My beloved parents, Sri Purwanti and Tugiman,

and my brother, Yudi Desopera Setyawan.

MOTTOS

"Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan." (QS. Al-'Alaq: 1)

"Mencari ilmu itu adalah wajib bagi setiap muslim laki-laki maupun muslim perempuan." (HR. Ibnu Abdil Barr)

"Dream, believe, and make it happen."

(Agnes Monica)

"All our dreams can come true, if we have the courage to pursue them."

(Walt Disney Company)

"Everything you need to be great is already inside you. Stop waiting for someone or something to light your fire.

You have the match."

(Darren Hardy)

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I realize that this thesis is far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 25 January 2015 The writer,

Nita Listiyaningtyas

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DESIGNING AN ENGLISH STORYBOOK WITH STICKY PICTURES FOR THE TEACHING OF LISTENING AND SPEAKING FOR GRADE V OF ELEMENTARY SCHOOLS

Nita Listiyaningtyas 10202244082

ABSTRACT

The objective of this research is to design an English storybook with sticky pictures for the students of grade V. The teacher's guide book is set to help the English teachers in elementary school. This study was concerned with how to provide the English teaching and learning process for the teaching of listening and speaking in elementary schools using the storybook with sticky pictures.

The study was educational Research and Development (R & D). The procedures of the study were conducting the needs analysis, writing the course grid, developing the first draft of the storybook with sticky pictures, evaluating and revising the first draft of the storybook with sticky pictures, trying out the second draft of the storybook with sticky pictures, getting expert judgement and evaluating the second draft of the storybook with sticky pictures, and revising and writing the final draft of the storybook with sticky pictures. The instruments of the study were interview guidelines, questionnaires, and observations. The data from the interview and observation were analyzed qualitatively and the data from the questionnaires were analyzed quantitatively through the descriptive statistics. The respondents of the research were 10 people, consisting of 4 English teachers, 2 exuniversity students, and 4 university students. The ex-university students and the university students joined the English for Children concentration.

The result of the study is learning media entitled A Storybook with Sticky Pictures completed with the teacher's guide book with the same title. The teacher's guide book is completed with a CD. The storybook with sticky pictures consists of three units, "The Thomas Family", "Mr. Page's Pet Shop", and "Why Anansi Has Thin Legs". Each unit has four activities. They are "Let's Match and Stick", "Listen and Match", "Listen, Stick, and Retell", and "The Value of the Story". The other activities are presented in the teacher's guide book to support the English teaching and learning process. The results of the data computation of the expert judgement shows that the designed storybook with sticky pictures is categorized as good and very good as the mean scores ranged from 3.18 to 3.64.

Keywords: Storybook with Sticky Pictures, Teacher's Guide Book, Teaching Listening and Speaking in Elementary Schools

CHAPTER I

INTRODUCTION

A. Background of the Problems

English was known as one of the subjects taught in Indonesia. At the first time, English was only introduced for junior and senior high school's students. English for primary school was not common at that time. In 1994, some of the primary schools in Indonesia started to introduce English to children. The position of English for primary schools was as the local content subject. English was taught from the fourth grade up to the sixth grade of elementary school in which each grade gets 2x35 minutes for a week. It was not tested nationally, but it still had the curriculum made by the government.

In 2008, the government released a book entitled *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar* as the teacher's guide book. The book consists of some chapters such as the curriculum, objectives of the teaching and learning process for primary schools, the standard of competence and the basic competence, syllabuses and lesson plans for the fourth grade until the sixth grade, examples of learning media, and assessment. The position of English is still as the local content subject.

Recently, based on the 2013 curriculum, the government stated that English will not be given for primary schools anymore. English was omitted because some parties think that primary school's students should master the national language first rather than the foreign language. In the new curriculum, the position of

English in primary schools will be as an extracurricular subject. The class can be after school for about an hour. The new curriculum will be implemented in the new academic year.

English will not be totally banned although it is omitted. Some primary schools in Indonesia will still give English for their students because they think that English is important for them. They also think that children should learn from now in order to compete with other people in the future. The aims of the English teaching are not far from the aims in 2006 curriculum: developing the students' communication competence in using English and preparing children to take a part in daily communication life.

As stated before, English for children becomes important since children can learn language best in their early age. In this case, English is not easy to learn by the children. They will master English more if the teachers are able to employ the interesting activities. The activities should be able to motivate and encourage the children to learn more about the target language. The teacher also should consider whether or not the children's age is appropriate with the type of the activities.

In learning English, there are four skills that should be mastered: listening, speaking, reading, and writing. The four skills are significant because they are interconnected each other. Listening and speaking skills becomes the important skills that should be mastered by the learners. Through listening and speaking, the learners are able to recognize everything that the speaker says as well as to know how to express their ideas.

Speaking is a crucial and an important aspect for the learners because their mastering of English can be proved from their speaking skill as the productive skill. Most teachers want their learners to be able to speak English, by concerning both fluency and accuracy, to indicate that they already understand about particular materials and to participate and express their ideas. However, for learners, it is not easy to speak English with their own words. Many of them find some difficulties in sharing their ideas, choosing the diction, and showing their confidence, and they are mostly afraid of making mistakes. Thus, they still need the teacher to guide and help them to reach the goal of good speaking based on the Standard of Competence and Basic Competence in producing the target language fluently and accurately.

According to the researcher's observation, the students of SD Muhammadiyah Demangan have low skills in listening and speaking. They did not have enough chance to speak up and also do not have the learning media and learning activities that support them in learning English, especially in listening and speaking. The materials which are taught in grade V of elementary school in the first semester are daily English expressions, simple sentences, simple short messages, simple descriptive texts, simple story, and also things around the school, family, and animals. Related to the materials, the students' difficulties are in the case of recognizing the utterances and expressing them with their own words.

The students' difficulties may be caused by the implementation of inappropriate techniques and the lack of the learning media, learning activities,

and teaching and learning process. To recognize and produce an utterance in English, the learners should begin from the simple phonemes to the complex ones. This problem can be solved by designing and applying the appropriate learning media which encourage students to be able to recognize and produce their utterances in the target language. Theoretically, a storybook with sticky pictures seems to help students in improving listening and speaking skills. In line with this study, students may improve their listening and speaking skills in term of recognizing the utterances and expressing it with their own words by applying storybook with sticky pictures as their appropriate media in learning English.

Based on the problems and the proposed solution above, the researcher is interested in conducting a research and development entitled "Designing an English Storybook with Sticky Pictures for the Teaching of Listening and Speaking for Grade V of Elementary Schools".

B. Identification of the Problems

The teaching and learning process in primary school is a complex process characterized by various teaching component. The teachers should present the materials as attractive as possible by using various learning media. They also should use the appropriate method and various learning activities. Based on the observation done at grade V Ibnu Tufail SD Muhammadiyah Demangan, there were some factors that influence students' listening and speaking skills which related to the teaching components. They were the learning media, learning activities, and teaching and learning process.

The first factor was the lack of learning media. Learning media are important things in teaching English for children. Various learning media can engage the children in learning something new. In this case, the children of SD Muhammadiyah Demangan are mostly interested in attractive learning media. The learning media they like are media which consist of pictures and colorful things. The fact was in SD Muhammadiyah Demangan, the teachers did not apply attractive learning media in the teaching and learning process. Thus, it can be seen that the children are not interested in the material and demotivated in learning English.

The second factor was the lack of learning activities. Learning activities should be as challenging as possible and vary in one period to another. In SD Muhammadiyah Demangan, the teacher did not provide the children with the interesting and challenging activities. The children are only asked to do the tasks given by the teacher, and then discussed it together or submitted it to the teacher. Some children even look sleepy or doing other things during the lesson. The children will be more interested in learning English if the teacher is able to provide some interesting and challenging activities such as drawing, matching, guessing, cutting pictures, sticking pictures, and retelling the story. The learning activities also should be in the various grouping (group work, pair work, and individual work). It will engage and motivate the children to stay on the English learning process.

The third factor was the teaching and learning process. According to the 2006 and 2013 curriculums, the learning process should be in the students' center.

The teacher did not need to explain everything to the children and should give any chance to the children to take an action. The English teaching and learning process in SD Muhammadiyah Demangan was in the teacher's center. The teacher still explained everything and took all the time to speak up. The children are only got a chance to speak up when the teacher asked about some questions or the answer of the certain task. Some children are tried to answer the questions, but the others choose to keep silent.

Considering this situation the researcher attempted to design an English storybook with sticky pictures for the teaching of listening and speaking for grade V of elementary schools which met the learners' potentials, characteristics, interests and needs in learning English.

C. Limitation of the Problems

Based on the identification of the problems above, the problem in this research is limited to the efforts of providing the teaching and learning process by designing an English storybook with sticky pictures for students of grade V at the first semester to overcome the problems. The storybook consists of several activities with variety of grouping. The researcher expects that the storybook and the activities will help the children to improve their listening and speaking skills.

D. Formulation of the Problems

Based on the limitation of the problem above, the researcher proposed the formulation of the problem as "How can an English storybook with sticky pictures provide fun and interesting situations in the English teaching and learning process and improve the students' listening and speaking skills for grade V of elementary schools?".

E. Objective of the Research

Based on the statement of the problem above, the objectives of this research is to provide fun and interesting situations in the English teaching and learning process and improve the students' listening and speaking skills for grade V of elementary schools by designing an English storybook with sticky pictures.

F. Significance of the Research

The researcher expects that this study can be used as a reference in improving listening and speaking skills based on the stories in English teaching and learning process. It was hopefully can inspire the other researchers to conduct similar research and enrich the knowledge of teaching English, especially in the teaching and learning process of listening and speaking. Furthermore, the product and result of this research can be used as the learning media in the teaching and learning process of English as a foreign language in elementary schools. Stories completed with interesting and motivating activities will give meaningful information about how to conduct an English lesson for children. For the teacher,

the product and result of the research can be used as a teaching resource to conduct English teaching and learning process by employing appropriate learning media and students' center activities. At last, for the children of grade V of elementary schools, the product and result of the study can be used to help them to get suitable learning media which consists of interesting and meaningful activities. It gives opportunities for children to learn English in a fun way.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Teaching and Learning for Children

a. Children Characteristics

1. How Children Think and Learn

Children are different from adults. They cannot learn in the way as the adults learn. They have special and different ways to learn something. According to Anning (in Brewster, 2002:30), children have their own uniqueness in thinking and learning but tend to draw on the same kinds of learning strategy. It means that teachers can think that child learner has individual differences but can learn using similar strategies to other children.

According to Pinter (2006:18), the older children's first language development will allow them more and more opportunities for useful comparisons between the languages they know. Their growing abilities in their mother tongue, for example, to construct phrases, sentences, or questions, create and retell stories, or to hold a conversation, will be important direct or indirect sources of support in the process of learning another language.

By eleven, children move into the stage of formal operations, where they are capable of having more abstract thought and can learn in a more decontextualized way (Brewster and Ellis, 2002:29). Children are different from adults. They have

their own characteristics which differ them from adults. Here are some of the characteristics proposed by the experts.

1. Having strong sense of fun.

According to Pinter (2006:18), children will pick up and learn the second language if they are having fun or if they can work out messages from meaningful contexts. In this case, having fun means children do not realize that they are learning language and only know that they are having fun with the activities. Kenkin and Cephe (in Harmer, 2007:82) stated that children like games, puzzles, and songs. The teacher can design the activities variously in order to make the children interested in learning language.

2. Enjoying routines and repetition.

Children are comfortable with routines and enjoy repetition (Slattery and Willis, 2001:4). They enjoy routines such as singing a song before the lesson started or saying the jargon of the class. They also enjoy repeating a word or an utterance in a play situation. In line with this, stories and role play support children to do so because stories and role play contain many repeating utterances.

3. Enjoying fantasy, imagination, and movement.

According to Pinter (2006:2), children enjoy fantasy, imagination, and movement. A fantasy is a situation imagined by people that has no basis in reality but express certain desires and aim. An imagination is the activity of forming mental images, sensation, and concepts in a moment

when they are not perceive through sight, hearing or other senses. A movement is moving the body or part of the body. The activities in language learning should provide visual, auditory, and tactile input to support children's fantasy, imagination, and movement.

4. Knowing the difference between fact and fiction.

The older children already form the basic concept of new language. They can tell the difference between fact and fiction (Scott and Ytreberg, 2004:3). They can understand abstracts and symbols. They are also generalized and systematize. They begin to make sense of adult world, but they still love fiction stories.

5. Having delighted in talking.

Children are delighted in talking about everything around them. They talk about the things they are seeing and experiencing. They also talk about the things they love and hate. They often relate those things when they learn in a class. This condition make the teacher should be able to provide the activities related to the real life. The real life activities support the children in learning process because they are already familiar with the context.

6. Having a short attention span.

Children have a quite span and so need variety (Slattery and Willis, 2001:4). In line with Slattery and Willis, Pinter proposed that motivation should be maintained as the children's attention span is very

short and can be interrupted easily (Pinter, 2008:10). Children are easily distracted when they are dealing with boring or difficult activities.

By recognizing the children's characteristics above, the teacher should consider it for designing the activities. The activities should support the children in improving their abilities in the language learning process.

2. How Children Learn Language

Stern (1970:57-58) in Brown (2000:89), proposed some arguments in the children language acquisition.

- Children must be given chance to practice the language. This is the children nature in learning. Children tend to repeat things over and over again.
- 2. Small children imitate a lot in learning language. When they listen to a new word, they tend to imitate it. It is better for the teacher to say the words with mimics so the children can imitate well.
- 3. In line with the first point about practicing. Children tend to practice the language in a natural order. They usually start with practicing separate sounds and then words and then sentences.
- The natural order also underlies in acquiring the language skills.
 Children usually acquire listening at first then speaking.
- 5. After listening and speaking, the advanced stages of language development are reading and writing. Children with their natural order acquire listening, speaking, reading, and writing.

- 6. In teaching children, the teachers should avoid translating. It is unnecessary to use translation in foreign language learning since the children can learn the mother tongue language well without translation.
- 7. Children do not learn grammar. They prefer simple languages to make sense of language. Therefore, teachers do not require teaching grammar in the class.

Another expert, Brewster and Ellis (2002:39-40) also proposed some principle in children language learning.

- 1. Children are excellent observers and have a natural ability to grasp meaning in their first language from a variety of sources: body language, intonation, gesture, facial expression, and the social context as well as language itself.
- Children learning their first language often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning. Once a child feels he has learned the word, repetition stops.
- 3. In acquiring their first language children have spent years honing their puzzling-out, hypothesis-testing skills. The use of inductive exercises in the second language, where, for example, they try to work out grammar rules for themselves, mirror precisely what they have been doing in their first language for years.

- 4. Children are skilled at guessing and predicting and the teachers can use fully draw on these skills and the other thought processes outlined as part of 'learning to learn'.
- 5. Children like to talk, even if they do not know much language, often with only two or three words plus key intonation patterns. This is also a useful tactic they can use in second language development. Learners should be encouraged to do the same, using whatever means to get their meaning across.
- 6. Teachers need to create a balance in their classrooms between providing support and providing a challenge. If all language work is over-guided, then it becomes too easy, safe, or repetitive. Similarly, if all work is challenging, too difficult and threatening, learners become demotivated.
- 7. When learning their first language, children seem to be good risk-takers and experimenters. Their willingness to 'have a go' should be encouraged and should not be dampened too much by constant correction or an overly strict atmosphere.

b. Teaching English as a Foreign Language to Children

There are some important principles in the teaching of English to children in primary school (Cameron, 2001:19).

- Teachers are required to examine the classrooms activities from the children's perspective.
- 2. Teachers need to present language using strategies such as routines and scaffolding in order to help the children make space of language

growth. Since children are in their language and cognitive development, the ZPD or immediate potential of the children is the central importance for effective learning.

- Teacher should provide skilled help in noticing and attending to aspects of the foreign language that carry meaning.
- 4. Teachers need to create as many as social interaction in the classroom.
 Once language can be improved as the children take over control of language used initially with other children and adults.
- 5. Teachers should provide valuable learning experience for the children. In foreign language lessons, children are intended to develop certain language skills. The teachers need to ensure that the children have experiences in lessons that build tasks and learning activities in the classrooms.

According to Burden and Byrd (2010:103), there are some points which are related to good teachers' characteristics.

- 1. Teachers are committed to students and learning.
- 2. Teachers know the subject they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring students learning.
- 4. Teachers think systematically about their practice and learn from experience.
- 5. Teachers are members of learning community.

2. The Use of Stories in Language Teaching

a. The Nature of Stories

Story is a series of events which uses to entertain the readers or listeners. It usually refers to a narrative and recount. Story helps the readers or listeners to be reconstructed the chronological sequence of events as actually occurred in the time-space universe. According to Linse (2005:33), the storytelling pieces are pictures of characters and different items in a story that children manipulate or move around as the story is told.

Brewster and Ellis (2002:46) state that storytelling is a universal phenomenon, central to children's social intellectual and cultural development. Story always has the messages from the readers or listeners. Thus, through the story, children can know other events in the universe and get something from the story.

According to Scott and Ytreberg (2004:28), listening to the stories is one of the parts of growing up for every child. Listening to the stories also helps the children to play in their language development. Teachers should make sure that the children get the advantages of listening to the stories in the classroom.

b. The Benefits of Using Stories in Language Teaching

Stories can be used in a language classroom to promote the listening, speaking, reading, and writing skills. Cameron (2001:176) states that the five or ten minutes spent listening to a familiar story will re-active the vocabulary and grammatical patterns and offer opportunities for children to notice aspects of the language use they have learnt.

According to Brewster and Ellis (2002:186), there are some advantages in using stories:

- Stories are motivating and fun and can help develop positive attitudes.
 They can create a desire to continue learning.
- Children can become personally involved in a story as they identify
 with the characters and try to interpret the narrative and illustration.
 This helps develop their own creative power.
- 3. Linking fantasy and imagination with the child's real world, they provide a way of enabling children to make sense of their everyday life and forge links between home and school.
- 4. Listening to stories in class is a social experience. Storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is enjoyable and can help build up confidence and encourage social and emotional development.
- 5. Listening to stories allows the teacher to introduce or revise vocabulary and structures, exposing the children to language which will enrich their thinking and gradually enter their own speech.
- 6. Listening to stories helps children become aware of the rhythm, intonation, and pronunciation of language.
- 7. Storybooks cater for different learning styles and develop the different types of 'intelligences' that contribute to language learning, including emotional intelligence.

- 8. Storybooks provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.
- 9. Storybooks develop children's learning strategies such as listening for general meaning, predicting, guessing meaning, and hypothesizing.
- 10. Storybooks address universal themes beyond the utilitarian level of basic dialogues and daily activities. Children can play with ideas and feelings and think about important issues.
- 11. Stories can be chosen to link English with other subjects across the curriculum.
- 12. Storybooks add variety, provide a springboard for creating complete units of work that constitute mini-syllabuses and involve pupils personally, creatively, and actively in a whole curriculum approach.
- 13. Storybooks offer positive concrete outcomes in the form of games, competitions, quizzes, drama, songs, projects, book making, etc.
- 14. Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language-learning skills.

c. Selecting The Stories

Many popular stories for children, such as fairy tales and fables, are published now. Some of them have been simplified and others are simply adapted. The stories are not only interesting, but also motivating children in learning language. However, not all the stories can be used as some of them are complicated or meaningless. Therefore, teachers should be able to select the right story for children. In selecting the stories for children, teachers should choose the authentic story. Brewster and Ellis (2002:188) state that authentic storybooks provide examples of real language and offer a rich source of authentic input, especially in terms of vocabulary. Carefully selected storybooks can be seen on many different levels based on the child's age, conceptual and emotional development and all round experience, and can be exploited in many different ways.

According to Brewster and Ellis (2002:189), in selecting the story the teachers should consider the accessibility, usefulness and relevance for children learning EFL, language used in the text, length of the story, amount of repetition, use of illustrations and layout, time, children's conceptual level and ability to concentrate.

Wright (2004:11) proposed some criteria in selecting stories.

- 1. The stories which will engage the children within the first few lines.
- 2. The stories which the teacher likes.
- 3. The stories which the teacher feel appropriate for the children.
- 4. The stories which the children will understand well enough to enjoy.

- 5. The stories which offer the children a rich experience of language.
- 6. The stories which do not have long descriptive passage.
- 7. The stories which are right for the occasion and in its relation with other things the teacher are doing with the children.
- 8. The stories which the teacher feels he or she can tell well.

d. TPR in Activities

Total Physical Response is a kind of method in which involves the children's body movement. In this method, the teacher will say something and act it out. It helps the children to absorb the meaning of the word. Pinter (2006:50) states that the principle of TPR activities is that children get the opportunity to listen to the language before they have to speak. The teacher should provide listening practice as many as possible in order to reach the children's competence in speaking. She also states that teacher should provide the children with activities which mainly require non-verbal responses from children. The non-verbal contribution help make sense of the content of the activities.

According to Linse (2005: 30) TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channels. The children listen and watch as the commands are given then they do the commands themselves. Second, TPR helps to teach children to follow directions and listen attentively. Third, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

Based on Richards and Rogers, a language teaching method is built around the coordination of speech and action. TPR attempts to teach language through physical (motor) activity. TPR works especially well with the stories where sentence patterns are repeated (Linse, 2005:33). It also will be a successful teaching and learning process when the teacher brings the real objects or pictures to the class because it will make the activity appealing to both visual and tactile learners.

3. Material Development for Children

Learning materials was an important thing in teaching children. As mentioned above, children are easily got bored in doing some things, including learning English. This situation is required the teacher to be more creative in producing and giving the materials. The materials should be suitable. According to Tomlinson (2008:40), suitable materials often mean materials that are not only child-friendly but also teacher-friendly. The materials should have the capacity to support and scaffold the early efforts of teachers in teaching the children. As an example, Tomlinson also mentioned that the use of stories can also be traced to general primary practice and bringing cross-curricular topics into English lessons (2008:40).

Furthermore, Tomlinson (2008:41) said that a major issue for materials designers is how far the development and exercise of this sort of mediation skill by teachers can reliably be built into, or supported by, materials. The teachers should be able to make the children joined in the lesson through the various activities. Tomlinson also suggested that the appropriate skills focus for English

for Young Learners teaching is seen in many contexts as speaking and listening (2008:43).

4. Developing Story-Based Activities

a. The Principles for Planning Story-Based Work

According Brewster and Ellis (2002:194-195), there are three stages in planning story-based work: planning, doing, and reviewing.

Table 1: Stages in Planning Story-Based Work

Stage	General procedure for planning
Stage	story-based work
Planning (Prestorytelling activities)	 Decide on your learning goals (linguistic, cultural, crosscurricular, citizenship, etc) and main outcomes. Decide if you need to modify the story in any way. Decide how long you will use the storybook. Decide what storytelling techniques you will use (read the story all the way through in one goes or broken down into shorter). Decide how you may need to make the content accessible to your pupils by contextualizing the story, introducing main characters, relating the story to the children's own experience, activating children's prior knowledge pre-teaching language that children will not be able to infer from the context, visual support, etc. Decide which materials you may need to prepare. Decide how you are going to explain the aims and main outcomes to your pupils so they know what is expected of them.
Doing (While- storytelling activities)	 Decide how you are going to arrange your classroom for storytelling so everyone can see you and the storybook. Decide how, when, and how many times you are going to read the story again for specific purposes.
Reviewing (Post-storytelling activities)	 Decide which activities you are going to create to consolidate language introduces through the story. Decide which activities you are going to create to extend and personalize language from the story. Decide how you are going to get children to review work done and evaluate main outcomes.

b. The Components of the Story-Based Activities

Cameron (2001:174-175) proposed three main elements in the story-based activities: preparation activity, core activity, and follow-up activity.

1. Preparation activity

At preparation, the children are shown about the pictures of the story then asked for words about the pictures. Finally, the teacher supplies a few other words that will be needed to understand the story.

2. Core activity

In the first reading, the teacher should read on through the story rather than stopping too much to talk about words or the plot. Pictures can be used to emphasize what is happening in the story. A second reading, the teacher can pause at the end of each page to point and repeat key words or ideas, or recall or predict what happens next. After listening to a story, children should have the chance to respond to it. They can be encouraged to express their feelings about the story.

3. Follow-up activity

A simple immediate follow up would be in a various task, such as writing down some of the vocabulary of the story. The language learning goal of the follow-up activity is much more specific: to learn the meaning of five new words and recall the words in the next lesson.

Wright (2004:23-53) also stated that there are three stages in story-based activities; they are activities before the story, activities during the story, and activities after the story.

1. Activities before the story

In this stage, the teacher should help the children to understand the story, introduce a new word, and predict the content of the story.

2. Activities during the story

Activities during the story can only be attempted during the second or third telling of the story. The teacher should let the children listen to and enjoy the story, help them to understand the story, encourage them to predict what happen next, and enable them to show their understanding.

3. Activities after the story

In the activities in this stage, the teacher could ask the children to show their understanding through traditional exercises, retelling the story, express themselves, and create something.

5. Teaching Listening and Speaking for Children

a. The Nature of Listening for Children

As stated before, in learning a language the learners should learn the four skills. One of the important skills for children is listening. Listening is categorized as a receptive skill since it involves responding to a language. According to Spratt, et al (2007:30) by listening, the listeners can have the meaning of what the speakers say. The children also accustomed themselves in hearing the natural sounds of English. It gives a big exposure for them.

In listening, the listeners also need to be fluent to listen clearly. According to Wright (2004:4) listening fluency is based on a positive attitude to not understand everything and the skills of searching for meaning, predicting, and guessing. Those skills are not easy for children, so the teacher should guide them by giving some tips in order to reach that skills. For example, children can begin to use their predicting skills to make certain assumptions about the content of the listening before they hear it by some ways. First, children can look at the photos or the pictures and guess what they mean. Then, they listen and find out whether their predictions were right or not. When they listen for the third time, they focus on the other parts. Finally, they listen to specific details of the text or story (Pinter, 2006:54).

Children are not able to listen to the complicated things. They have limited vocabularies and cannot differentiate about the concept of the time. Pinter (2006:46) states that teachers can make sure that listening is carefully embedded in the here-and-now context of familiar games and routines such as stories and action rhymes so that children do not need to infer the context or topic for themselves. The teacher's gesture and visuals also will help the children in inferring the context. Furthermore, Pinter (2006:51) said that listening to stories is the most authentic and popular activity for all children and primary English teachers can use storytelling as additional listening practice. Through the storytelling activity, the children will be happy and excited to the story and, of course, learn the language. Stories contain many repetitions which makes linguistic input more noticeable for children.

According to Linse (2005:25), learning channels are the preferred ways that learners receive and process information. There are three main learning channels: auditory, visual, and tactile. Auditory learners are better able to learn material when it is presented in an auditory format such as listening to someone reading a story aloud. Visual learners often recall visual images or pictures easily. Tactile learners are better able to remember information, language, and content when they have physically manipulated or touched the information. Each child has his/ her own style in learning. Some children may be good at auditory, others may be good at visual or tactile, and the rest may be good at auditory and visual or visual and tactile. Thus, the teacher should know the children well by considering those learning styles.

Furthermore, Linse (2005:26) proposed the input of different learning channels in the table below.

Table 2: Input of Different Learning Channels

Learning	Examples of Input
Channels	
Auditory	Songs, chants, poems, stories read aloud,
	environmental sounds such as rain, cars, trucks,
	animals, vacuum cleaners, computer printers, people
	walking.
Visual	Pictures such as drawings, sketches, photographs,
	paintings, posters, murals, diagrams.
Tactile	Real life objects that children can touch as well as toys
	and puppets (it is important to make sure that the child
	can actually touch the objects and not merely look at
	them).

As stated before, the teachers should make some strategies in order to help and improve children's ability in listening. Brewster and Ellis (2002:98-101) proposed some guidelines in improving the children's listening skills.

1. Give the children confidence

The teacher should be able to make the children confident enough to involve with the learning process. The use of gestures, tone of voice, and visual aids will help them feel confident about what is important to concentrate on.

2. Explain why the children have to listen

The teacher should explain the objective of the listening activity to the children at the beginning of the lesson. It is useful to build up their confidence and reduce anxiety. There are different kinds of listening purposes.

- a. To physically settle learners.
- b. To stir learners.
- c. To improve the general listening attitude.
- d. To develop aspects of language.
- e. To reinforce conceptual development.
- f. To interact with others.
- g. To provide support for literacy.

3. Help children develop specific strategies for listening

Teachers should be able to help the children to use their background knowledge to work out something. Here are some important listening strategies.

a. Predicting

It is useful to encourage the children to guess what they think they will be listening to. The teacher can use pictures to encourage them to guess the topic. The teacher also can stop in the middle of the activity to ask the children what will happen next. It helps the children to keep their motivation high and feel success, and confidence.

b. Working out the meaning from context

The teacher can use the pictures or the children's general knowledge to work out the meaning of unfamiliar words.

c. Recognizing discourse patterns and markers

The sequence like *first, then, next, finally, but, and, so* will be an important signal for children about what is coming next in a spoken text.

4. Set a specific listening task

The teacher should make different tasks in pre-listening, while-listening, and post-listening in order to make listening an active, learning-focused process.

5. Organize listening

The teacher can give the listening activity through the cassette or prerecorded material and teacher talk.

b. The Nature of Speaking for Children

Speaking is categorized as a productive skill since it produces language rather than responds it. Spratt et al (2005:34) state that speaking involves using speech to express meaning to other people. It is a kind of activity designed to

practice the language learned before. Speaking emphasis in accuracy and the activity should design to promote fluency. Furthermore, Spratt et al also state that fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary, and pronunciation (2005:34).

According to Linse (2005:46), children begin speaking by experiment and play with the utterances that are made to form words and phrases. As they grow, children integrate the words and structures into their real and imaginary play. That is why teachers should teach children with different kinds of games, songs, and stories. Those learning resources help teachers in introducing the language target and improving the learners' fluency.

Speaking is not easy for children. The teachers should give as many activities as possible to practice speaking in English. As Pinter (2006:55) proposed that speaking practice starts with practicing and drilling a set of phrases and repeating models. Drilling is believed as a good way in improving speaking for children because in the beginning stage of learning other language children need more examples of how to pronounce the words or how to say something. As stated before that young child still imitate when they speak in English, the teachers should be able to be a good model in speaking English. In line with this, Cameron (2001:41) also states that speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production.

Linse (2005:49-52) also proposed the development of speaking skills:

1. Avoid unrealistic expectations

The teacher should understand that the expectations for children learning ESL or EFL should not be greater or more demanding than the expectations for children learning to speak in English as their native language.

a. Mean length of utterances (MLU)

The MLU are the number of morphemes found in a sample of a child's utterances. Children should not be expected to produced utterances that are beyond their stage of development

b. Pronunciation and young learners

Children sometimes have difficulty articulating specific phonemes when they are learning to speak in English. The difficulties can occur due to developmental factors. As the children grow and develop, they become able to articulate the different English-language phonemes. Children have different expectation in mastering different English-language sounds based on their ages.

2. Overgeneralization of errors

In learning other languages, in this case English, children tend to make an error in grammar rules. The errors they make are often known as overgeneralization. According to Brown (2000) in Linse (2005:51), generalization is a vitally important aspect of human learning and involves inferring and deriving a rule, or law. The example of overgeneralization which children made are the use

of the past tense and rules from his first language and applied them to a second or foreign language.

c. Integrated Listening and Speaking for Children

Listening and speaking skills cannot be separated in the teaching and learning process. The mastery of both skills also should be balance. According to Linse (2005:25), the relationship between listening and speaking is clear because they are both oral skills. As stated before, by listening the children got information and by speaking they deliver or produce utterances. In line with this, Pinter (2006:45) stated that English should start with an emphasis on listening and then speaking. These are the two main skills to teach because children often cannot read and write at all yet, or not with much confidence.

B. Conceptual Framework

The research is expected to provide the English teaching and learning process with interesting media and fun activities in order to improve their skills and promote English to the children. As stated before, the English teaching and learning process in SD Muhammadiyah Demangan is out of expectation. It has some problems related to the learning media, learning activities, and teaching and learning process. To overcome the problems, the researcher designed a storybook with sticky pictures to provide fun and interesting input in language teaching and learning process.

Listening to the stories is one of the parts of growing up for children because children love story. According to Brewster and Ellis (2002:186), storybook can

provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child. Stories can also provide the starting point for a wide variety of related language and learning activities.

In designing the learning media, the researcher is required to follow some steps of the R and D cycle. First, the researcher is conducting the need analysis. Second, the researcher is selecting topic and objective of the learning activities. Third, the researcher is writing the course grid. Fourth, the researcher is designing the storybook with the sticky pictures. Then, the researcher is implementing the storybook with the sticky pictures. The last step is the researcher evaluating and revising the storybook with the sticky pictures.

The conceptual framework of the study can be seen in the following chart.

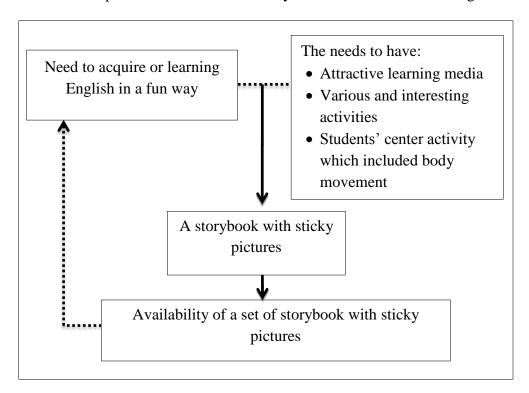


Figure 1.1: The Conceptual Framework of the Study

CHAPTER III

RESEARCH METHOD

A. The Type of the Research

The research is categorized as Research and Development (R and D). R and D is a strategy which includes a cycle in which a version of a product is developed, field-tested, and revised on the basis of the field-tested data (Gall and Borg, 1983:771). The types of product can be material objects such as textbooks, learning media, a set of method in teaching, or films. Related to the research study, the researcher tried to take the research knowledge and incorporate it into a product that can be used in schools. The research was aimed at designing a storybook with sticky pictures for teaching listening and speaking at the first semester of grade V SD Muhammadiyah Demangan.

B. The Subjects of the Research

The subjects of the research were grade V students of SD Muhammadiyah Demangan. There were 30 students in the class, consisting of 13 girls and 17 boys at the age of 10-11 years old. Generally, the students have low skills in listening and speaking. However, they were very active, and storybooks with sticky pictures combined with colorful pictures and interesting activities were very effective to be used in the class in order to improve their listening and speaking skills.

C. The Research Setting

The research was conducted at SD Muhammadiyah Demangan. It is located in Jalan Perkutut, Demangan Baru, Yogyakarta. The school has 2 units. In unit 1 the school has 15 classrooms which consists of 3 classrooms for grade I, 3 classrooms for grade II, 2 classrooms for grade IV, 2 classrooms for grade V, and 3 classrooms for grade VI, the headmistress' office, the teachers' office, a library, one computer laboratories, a health center, a mosque, a field, one canteen, some toilets, and parking areas. The field is also used to have a flag ceremony every Monday morning. In unit 2, the school has 2 classrooms for grade IV, one teacher office, one health center, and one toilet.

The classrooms at SD Muhammadiyah Demangan are big enough, sufficient for about twenty eight until thirty five students. There are sufficient LCD for some classes, whiteboards, cupboards, chairs and tables in every classroom.

There are twenty five school society including twenty two teachers and three staffs. There are four English teachers in the school. All of the teachers were graduated from the English Education Department, but none of them were from English for Children's programmed. Most of the students are from middle-high economy class. Most of their parents are entrepreneurs. Generally, students in this school have average motivation in learning English.

D. Research Instruments

1. Data Instruments

a. Interview

The interview was taken twice. All of the interviews were delivered to the students. The first needs analysis interview was conducted to find some information about students' characteristics and needs of English learning. The second interview was conducted to get the students' opinions about the developed storybook with sticky pictures. The second interview was conducted after implementing the second draft of the developed storybook with sticky pictures.

In order to make the needs analysis and the evaluation run well, an interview guidelines was made by the researcher. The children's responses to the questions were audio and visually recorded.

Table 3: The Organization of the First Interview (Need Analysis) for Students

No	Purpose of the	The Content of	Question	References
	Questions	the Questions	Numbers	
1	To find the	- Learning goals	1, 2	Tomlinson
	information about	and expectations		(1998:240)
	children's learning	for a course.		
	needs on story.	 Learning styles. 		Pinter
				(2006:38)
2	To find the	- Children attitude	3, 4	Hutchinson
	information about	toward English.		and Waters
	children's	- Children's		(1987:62)
	background	previous		
	knowledge.	knowledge.		
3	To find the	- Preferred stories.	5, 6, 7	Tomlinson
	information about	- Preferred		(1998:240)
	children's interest.	activities.		
		- Preferred media.		

Table 4: The Organization of the Second Interview (Evaluation) for Students

No	Purpose of the Questions	The Content of the Questions	Question Numbers	References
1	To get information about the children's opinions on the quality of the input of the story.	Stories.Vocabularies.Songs.Pictures.Flashcards.Media.	1, 2, 3, 4, 5	Brown (2001:142) Hutchinson and Waters (1987:62) Ellis via Tomlinson (1998:235)
2	To get information about the children's opinions on the quality of the activities.	Content of the activities.Clarity of the instructions.Games.	6, 7, 8	Brown (2001:142) Harmer (2001:279)
3	To get information about the children's opinions related to the layout of the media.	- Illustration.	9, 10	Brown (2001:142)

b. Questionnaire

There were 5 kinds of questionnaire that were distributed in 2 separated times. The first questionnaire was distributed to the fifth grade students to get information about the learners' need of learning.

Table 5: The Organization of the Need Analysis Questionnaire for Students

No	The Purpose of	The Content of the	Question	References
	the Questions	Questions	Numbers	
1	To get	- Children attitude	1	Hutchinson
	information about	toward English.		and Waters
	the students'			(1987:62)
	attitude toward			
	the English			
	lesson.			

(continued)

No	The Purpose of	The Content of	Question	References
	the Questions	the Questions	Numbers	
2	To get information about the students' attitude toward Listening and Speaking.	Children attitude toward listening.Children attitude toward speaking.	2, 3	Hutchinson and Waters (1987:62)
3	To get information about Listening activities in the classroom.	- Preferred listening activities.	4, 5	Hutchinson and Waters (1987:62)
4	To get information about Speaking activities in the classroom.	- Preferred speaking activities.	6, 7	Hutchinson and Waters (1987:62)
5	To get information about the students' activities in the classroom.	- Preferred activities.	8, 9, 10	Hutchinson and Waters (1987:62)
6	To get information about the teacher's teaching technique.	- Preferred teaching styles.	11, 12, 13	Hutchinson and Waters (1987:63)
7	To get information about the activities that the students interested in.	Preferred activities.Preferred stories.Preferred media.	14, 15, 16, 17, 18, 19, 20	Hutchinson and Waters (1987:63)

The second questionnaire was distributed to the English teacher in order to get the information related to opinions and experience in teaching the students. The questions were aimed at getting some information related to the teacher's opinion about delivering material in the form of stories, giving language input in

the form of stories, the type of stories the students like in the classroom, and the media they usually use in the classroom.

Table 6: The Organization of the Need Analysis Questionnaire for English

Teachers

No	Purpose of the	The Content of the	Question	References
	Questions	Questions	Numbers	
1	To find the	- Preferred	1, 2, 3, 4	Tomlinson
	information about	teaching styles.		(1998:241)
	the teacher's	- Preferred		Hutchinson
	professional needs.	storytelling		and Waters
		technique.		(1987:62)
		- Preferred		
		activities.		
2	To find the	- Children's	5, 6, 7, 8	Tomlinson
	information about	previous		(1998:240)
	children's	knowledge.		
	background	- Preferred		
	knowledge.	activities.		
3	To find the	- Preferred stories.	9, 10	Tomlinson
	information about	- Preferred media.		(1998:241)
	teacher's interest.			

The third questionnaire was distributed to the parents. The questions were aimed at getting some information related to the parents' way in guiding and teaching the children at home, telling the stories at home, giving language input related to the stories, and the types of stories the children like.

Table 7: The Organization of the Need Analysis Questionnaire for Parents

No	Purpose of the	The Content of the	Question	References
	Questions	Questions	Numbers	
1	To get information	- Name.		Tomlinson
	related to the			(1998:240)
	respondents'			
	profile.			

(continued)

No	Purpose of the Questions	The Content of the Questions	Question Numbers	References
2	To get information about children's learning needs.	Learning goals and expectation.Learning styles	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Tomlinson (1998:241)
3	To find the information about the children's background knowledge.	Language exposure.Children's previous knowledge.	14, 15	Hutchinson and Waters (1987:63)
4	To find information about the method in delivering the stories.	Reading the stories.Telling the stories.	16, 17	Brewster and Ellis (2002:188- 189) Wright (2004:10)
5	To get information related to the children's interest of the stories.	Folklore.Fable.Tale.	18, 19, 20	Tomlinson (1998:240) Brewster and Ellis (2002:188- 189)

The fourth questionnaire was the evaluation questionnaire. It was distributed to the fifth grade students of SD Muhammadiyah Demangan after implementing the developed media. It was used to ask for opinion of the developed materials.

 Table 8: The Organization of the Evaluation Questionnaire for Students

No	Purpose of the Questions	The Content of the Questions	Question Numbers	References
1	To find some	- Learning goals.	1, 2	Nunan
	information to	- Learning needs.		(2004:175)
	evaluate the goal of	_		
	the tasks developed			
	and the rationale			
	whether it is relevant			
	with the learners'			
	need or not.			

(continued)

No	Purpose of the	The Content of the	Question	References
	Questions	Questions	Numbers	
2	To find some	- Clarity of the	3, 4	Nunan
	information to	instructions.		(2004:169-
	evaluate the			170, 175-
	instruction.			176)
3	To find some	- Preferred	5, 6, 7, 8	Brown
	information to	activities.		(2001:142)
	evaluate the			
	activities.			
4	To find some	- Preferred setting.	9, 10, 11	Nunan
	information to	_		(2004:169-
	evaluate the			170, 175-
	setting.			176)
5	To find some	- Interesting input.	12, 13, 14	Brown
	information to	- Advantages of		(2001:142)
	evaluate the input.	the input.		
6	To find some	- Advantages of	15, 16, 17,	Nunan
	information to	the media.	18, 19, 20	(2004:175)
	evaluate the media	- Interesting		
	used.	media.		
		- Suitable media.		
		- The use of the		
		media.		

The last questionnaire was the evaluation questionnaire. It was distributed to the English teachers and experts to get expert judgement. It was aimed at finding the respondents' opinions and suggestions about the first and the second draft and used it to evaluate the developed storybook with sticky pictures.

Table 9: The Organization of the Evaluation Questionnaire for English

Teachers and Experts

No	Purpose of the	The Content of the	Question	References
	Questions	Questions	Numbers	
1	To find some information about respondents' profile.	 Name. Age. Gender. Education background. Institution. Teaching experience 		Tomlinson (1998:240)
2	To find some information to evaluate the material with the curriculum and the course grid (syllabus)	 Materials based on the curriculum Materials based on the course grid. 	1, 2, 3, 4, 5	Nunan (2004:175)
3	To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learner's need or not.	Learning goals.Learning needs.	6, 7, 8, 9, 10, 11, 12	Nunan (2004:175)
4	To find some information to evaluate the developed activities.	- Learning activities.	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	Brown (2001:142) Nunan (2004:169- 170, 175- 176)
5	To find some information to evaluate the input in the developed activities.	- Suitable input.	25, 26, 27, 28, 29, 30	Brown (2001:142)

No	Purpose of the	The Content of the	Question	References
	Questions	Questions	Numbers	
6	To find some	- Interesting	31, 32, 33,	Nunan
	information to	pictures.	34, 35	(2004:175)
	evaluate the layout	- Suitable media.		
	and design in the			
	learning media.			
7	To find some information to evaluate the instructions.	- Clarity of the instructions.	36, 37, 38, 39, 40	Brown (2001:142) Nunan (2004:169- 170, 175- 176)
8	To get some opinions about the media developed.	 Opinions Weaknesses. Suggestions.	41, 42, 43	

c. Observation

The students were observed in the teaching and learning processes during the needs analysis and also in the implementation of the media. The results of the observation in the needs analysis were presented in the form of field notes. The process of implementing the materials was presented in the form of field notes (for the researcher) and observation sheets (for the English teacher).

2. The Validity and Reliability of the Instruments

To measure the validity of the instruments, content and face validity was used by the researcher. The content validity was obtained from the data of the questionnaire. The items of the question in the questionnaire were written in line with the blue print of the instrument. The researcher also examined the materials of the worksheet whether or not the materials were represented and consistent with the theories related to the steps of designing tasks and materials as proposed

by some experts such as Nunan (1989), Brown (2001), Tomlinson (1998), Hutchinson and Waters (1987), and Harmer (2001). The face validity was obtained from the appearance of the instruments. It looks good (readable, use good format, use good printing qualities), used clear instructions, and did not have any grammatical errors.

To measure the reliability, Cronbach's Alpha Formula and inter-rater reliability was used. This research had inter-rater reliability since the data were analyzed from more than one perspective. The English teacher and the researcher were administered the observation guide to avoid the bias data. Moreover, the observation was obtained by giving the genuine data from the field note of each implementation that represented the condition of the classroom.

E. The Research Procedure

The research procedure of this research is adapted from Musahara's model (Tomlinson, 1998:247). Musahara proposed 5 steps of designing course. They were needs analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation. The researcher modified the models used in the research as follows.

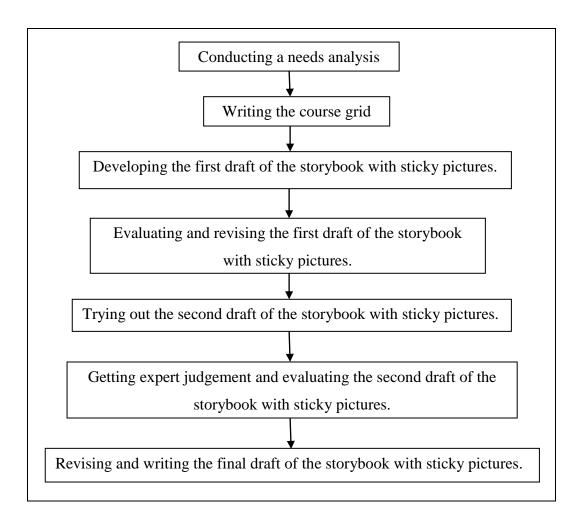


Figure 1.2: Research Steps in Designing Storybook with Sticky Pictures

Here are the descriptions of each step for the research procedure.

1. Conducting a Needs Analysis

The researcher conducted the need analysis to find the information about children characteristics in learning, their preferences in listening to the story, and experience in learning English. In the needs analysis, the researcher conducted interview with the children and distributed questionnaires to the teachers and parents. The results of the needs analysis were used as guidelines in designing storybooks with sticky pictures to teach listening and speaking.

2. Writing the Course Grid

Based on the data from the needs analysis, the researcher made 3 sets of course grid. The course grids were also developed based on the 2004 curriculum for primary school (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*). In writing the course grid, the researcher used many sources such as available English textbooks for very young learners and some theories. Theme, basic competences, indicators, language functions, grammar, expressions, vocabularies, activities, and teaching aids were stated in the course grid.

3. Developing the First Draft of the Storybook with Sticky Pictures

After writing the course grid, the researcher developed activities based on the results of the children's needs and elementary schools' curriculum. The researcher developed 3 units of the story-based activity. The researcher asked some English teachers and lecturers and used some source books to develop the activities.

4. Evaluating and Revising the First Draft of the Storybook with Sticky Pictures

The first evaluation was done before the try out. In this stage, the learning materials were evaluated by the lecturer and some English teachers. The result of the first evaluation was used to revise the first draft. The materials were revised based on the comments and suggestions. The revised materials are then called as the second draft of the storybook with sticky pictures.

5. Trying Out the Second Draft of the Storybook with Sticky Pictures

A storybook with sticky pictures for the teaching of listening and speaking is tried out at grade V Ibnu Tufail SD Muhammadiyah Demangan. Their learning activities were observed. After that, the researcher asked feedback and

suggestions from the students and the teachers. The data were collected by distributing questionnaire to students and interviewing some of them. The data from the teacher was in the form of observation sheet. Then, the data collected were used in the next step.

Getting Expert Judgement and Evaluating the Second Draft of the Storybook with Sticky Pictures

After trying out the second draft of the storybook with sticky pictures to the students of grade V Ibnu Tufail, the evaluation questionnaire for experts and English teachers was distributed. The respondents evaluated the second draft of the storybook with sticky pictures and the teacher's guide book. The results of the questionnaire will be used to evaluate and revise the second draft of the storybook with sticky pictures.

7. Revising and Writing the Final Draft of the Storybook with Sticky Pictures

After evaluating the data, the second draft of the storybook with sticky pictures was revised. The materials were revised based on the feedbacks and suggestions from the experts and English teachers. Finally, the final draft of the materials could be produced. The final draft of this stage was a final draft of the storybook with sticky pictures for the teaching of listening and speaking for grade V of elementary schools.

F. Data Collection Techniques

As mentioned above, the data in this research were obtained from conducting the interviews and distributing the questionnaires. The needs analysis

interview and questionnaires obtained the information related to the children's needs and characteristics and the teacher's teaching style. The evaluation interview and questionnaires obtained opinions and suggestions from the children, English teachers, lecturers and students of English Education Department about the developed storybook with sticky pictures.

G. Data Analysis Techniques

There were two types of data in this research. The first was the data from need analysis interview with the children, the open-ended questionnaires for the teacher, class observations, and the evaluation interview with the children. The data were analyzed qualitatively. The data obtained from the first class observation, interview with the children, and open-ended questionnaire for the teacher in the needs analysis were about the children's characteristics, children's needs, children's interest, and the suitable teaching media. The results became the guidelines to choose the stories and developed the storybook with sticky pictures.

The results of the second class observation and the evaluation interview with the children after the implementation were also analyzed qualitatively. The data then became the guidelines to revise the second draft of the storybook with sticky pictures. The qualitative data were written in the form of interview transcripts and field notes.

The second were the data from the close-ended questionnaires for the children and parents in the needs analysis and the evaluation questionnaires for the children and experts and English teachers in the evaluation. The data were

analyzed quantitatively through the descriptive statistics. The descriptive statistics was used to present and describe the data. A Likert Scale was used because it was generally appropriate for obtaining respondents' views, judgments, or opinions. The data were analyzed by calculating the percentage of each answer in the questionnaire.

The questions in the questionnaire were given score weights. The scores of the evaluation questionnaire were 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (D), and 1 point for Strongly Disagree (SD). The data from this questionnaire were first analyzed using the formula proposed by Suharto (2005). After that, the data were converted into the data conversion with some categorizations. The data conversion was used to describe the results using descriptive analysis. Below is the data conversion table.

Table 10: Data Conversion Table

Mean Scores	Category
3.26 – 4.00	Very Good
2.51 - 3.25	Good
1.76 - 2.50	Fair
1.00 – 1.75	Poor

The storybook with sticky pictures for teaching listening and speaking was accepted if the mean scores reached more than 2.50. If the mean scores were less than 2.50, the storybook with sticky pictures should be revised.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this research, some steps were conducted in designing the storybook with sticky pictures for grade V Ibnu Tufail of SD Muhammadiyah Demangan. The steps are presented as the findings of the research in order to answer the question in the formulation of the problems. The findings are presented into five sections. They are the needs analysis, the course grid, the activities format, the evaluation and revision of the first draft of the storybook with sticky pictures, and the implementation, evaluation, and revision of the second draft of the storybook with sticky pictures. Those sections are presented as follows.

1. The Needs Analysis

The first step in conducting Research and Development was the research and information collection. The research and information collection in this research was obtained from the needs analysis which was conducted at SD Muhammadiyah Demangan. The needs analysis provides useful information for the research.

There were four instruments administered to collect the data. They were an interview guideline, two close-ended questionnaires, and an open-ended questionnaire. The instruments used in this research were made through some steps. The first step was making the blue prints of the instruments. The blue prints were developed based on the literature review then organized into the tables of

organizations. Questions in the interview guidelines and statements in the questionnaires were developed from the blue prints. The blue prints can be seen in the previous chapter.

The second step was developing the blue prints into questions in the interview guidelines and statements in the questionnaires. The third step was consulting the interview guidelines and the questionnaires. The fourth step was evaluating and revising the instruments. Finally, the revised instruments of needs analysis distributed to the students and English teacher of SD Muhammadiyah Demangan to collect the data.

The first instrument was an interview guideline. The needs analysis interview was done with the students of grade V Ibnu Tufail to obtain the information related to the children's background knowledge, interest, and learning needs. The interview was done in a structured way in which the researcher worked through a list of pre-planned questions in a fixed order. Then, the components of the interview were elaborated into seven main questions as written on the interview guidelines.

The second instrument was a close-ended questionnaire for the students of grade V Ibnu Tufail. The questionnaire contained some questions related to the children's attitude toward the English lesson, children's attitude toward listening and speaking, children's preferred listening and speaking activities in the classroom, children's activities in the classroom, teacher's teaching technique, and activities that the children interested in. Those components were elaborated into

20 questions with four options of answers, strongly agree, agree, disagree, and strongly disagree.

The third instrument was a close-ended questionnaire administered to the parents. The questions were related to the children's learning media, children's background knowledge, parent's method in delivering the stories, and children's interest of the stories. Those components were elaborated into 20 yes/ no questions in a questionnaire.

The last instrument in the needs analysis was an open-ended questionnaire administered to the English teacher of grade V Ibnu Tufail. There were eight written questions and two optional questions. The questions were related to the teacher's professional needs, children's background knowledge, and teacher's interest.

a. The Result of the Interview with the Children

1. The Characteristics of the Children

In the interview, the students of grade V Ibnu Tufail are asked some questions which were written in the interview guideline. The needs analysis was done in order to find some information related to the children's needs, background knowledge, and characteristics.

There were 30 students in the class that consists of 13 girls and 17 boys at the age of 10 to 11 years old. Most of the children seemed happy and cheerful when the researcher came to the class. The children were very active and enthusiastic when they get the storybook with sticky pictures, but some of them were difficult to be handled. The students too focused on and interested in

operating the media. The researcher needed to talk in a louder voice to get the students' attention, explain the activities, and tell the story using the puppet sticks.

2. Descriptions of the Children's Needs

Based on the interview guideline, the aim of the interview was finding the information about the students' interests, background knowledge, and expectations in learning English. The data from the interview showed that most of the students were interested in learning English. They were happy when the researcher came to their English class. They were also looks excited and enthusiastic. It means that the students had a big motivation in joining the English lessons. The motivation helps them to stay in the teaching and learning process, keep their attention, and get new knowledge. These conditions showed a positive attitude toward English. The excerpt of the first question can be seen below.

R	: Yang pertama, Miss Tyas mau tanya, kalian suka
	gak dengan pelajaran bahasa Inggris di sekolah?
	(First of all, I want to ask you something, do you
	like learning English?)
S1,2,3,4,5,6	: Suka, suka. (Yes, I do. I like learning English.)
	(Appendix H/ Interview 1)

In the next question, the children were asked about the activities they liked in the English teaching and learning process. From the result of the interview, the students stated that they like to sing songs, read books, watch movies, and play games in the English teaching and learning process. The students were already familiar with those kinds of activities. Those activities were the children's world. Thus, the teacher should be able to accommodate

the activities that the students liked into the English teaching and learning process. The interesting and fun activities could bring the students into good condition in learning English and they could achieve the learning objective of the lessons. The excerpt can be seen as follows.

R	: Terus kalau misalkan sedang dalam pelajaran
	bahasa Inggris, kegiatan apa yang kalian suka?
	(Then, when you are learning English, what kinds
	of activities do you like?)
S1	: Nyanyi. Eh, baca-baca. (Sing a song. Oh,
	reading.)
S2	: Nonton film. (Watch movies.)
R	: Berarti pernah watching movie di kelas? (So,
	have you ever watched movies in the class?)
S1,2,4	: Pernah, pernah. (Yes, we have.)
S 3	: Main game di kelas juga pernah kok. (We have
	played games in the class, too.)
	(Appendix H/ Interview 2)

The next question was aimed at finding the information whether the students were familiar with stories or not. The students stated that they were familiar with the stories at the school, but not at home. The teacher sometimes read stories for them. The stories were taken from the English course book.

Stories can be used to deliver the English materials to the students. The teacher can use this kind of learning resource for teaching every skill and every material. Stories can improve the students' literacy and the use of the story in this research was suitable for the students of grade V to accommodate their needs in learning English.

R	: Terus kalau di kelas pernah tidak dibacakan cerita
	berbahasa Inggris? (Then, in the classroom, have
	you ever been read out English stories?)
S1,2,3	: Pernah, tapi jarang. (Yes we have, but it was rare.)
R	: Tentang apa? (About what?)

S2	: Tentang itu lhotentang percakapan. Anak sama ibu sama temannya. (Ah, about that thing a
	conversation. Between child and mom and his/her
	friends.)
R	: Terus kalau di rumah pernah atau tidak kalau
	dibacakan cerita oleh orang tua? (Then, when you
	are at home, have you ever been read out the stories
	by your parents?)
S1,2,3,4	: Gak, gak pernah. (No, never.)
	(Appendix H/ Interview 2)

R	: Terus kalau dirumah pernah tidak kalau dibacakan cerita oleh orang tua? (When you were at home,
	have you ever been read out the stories by your
S2	parents?)
S 1	: Gak. (No.)
S4	: Gak. (No.)
S 3	: Pernah. (I have ever.)
R	: Gak. (No.)
	: Ada yang pernah ada yang tidak ya. (So, some of
	you did and others did not.)
	(Appendix H/ Interview 1)

From the excerpts above, it can be concluded that the students were not accustomed enough to the storytelling activities. Only some parents who told stories to their children.

The next question was about the kinds of stories that the students liked. Based on the result of the interview, the stories that the students liked most is stories about animals. They do not really liked stories about fairy tales or legends. In storytelling activity, the teacher should tell stories that have the close theme with the students' daily life. The selection of the themes in storytelling activity also should appropriate with the students' needs and interests. Animal is one of the themes that close with students' daily life. That

is why the students liked stories about animals very much. The excerpt can be seen below.

R	: Kalian sukanya cerita tentang apa? (What kinds of
	stories do you like?)
S4	: Ayam. (Chicken.)
R	: Hewan berarti? (So, animals?)
S2	: Fable.
R	: Iya fable, terus apa lagi? Ceritanya cuma tentang
	fable sukanya? (Yes, fable, and then, what is next?
	Just a story about fable which you like?)
S4	: Gak juga. (Not really.)
R	: Kalau dongeng? (What about fairy tales?)
S1	: Gak. (No.)
S2	: Males aku kalau dongeng. (I don't like fairy tales.)
R	: Legenda? (Legends?)
S2,3	: Senang aku kalau legenda. (I like legend.)
S2	: Misteri. (Mystery.)
S1	: Iya, misteri aku suka. (Yes, I also like mystery.)
	(Appendix H/ Interview 2)

In order to find the effective media to deliver the stories, the children were asked about the use of pictures. The students stated that they like pictures very much. They also stated that the colored pictures were great. Colored pictures gave pleasure to the students who looked at. It means that the use of colored pictures in the colorful learning media was suitable for the students.

Colored pictures and colorful learning media were good to attract the students' attention and increase the students' motivation in learning English. Based on the children characteristics, they need the eye catching learning media to support them in learning English. The excerpt can be seen below.

R	: Kalau misalnya sedang dibacakan cerita, suka atau tidak kalau ceritanya diperagakan
	menggunakan gambar? (When you are told about a
	story, do you like the story using pictures?)
S1,2,3,4,5,6	: Suka. (Yes, I like.)

R	: Kalau ceritanya pake gambar warna-warni juga
	suka? (What about the storytelling using colorful
	pictures?)
S1,2,3,4,5,6	: Ya suka banget. (I like it so much.)
	(Appendix H/ Interview 1)

The last question was about the activities that the students did in learning English at school. It was aimed to find out the activities they usually do in the classroom. Based on the interview, the students were learning through playing games and singing songs. They also stated that they did conversation, but it was not in English.

On the other hand, based on the observation, the students mostly listened to the teacher's explanation about related materials and answer some questions. The activities were mostly based on the English book or worksheet. It can be concluded that the language exposure given in the class was less. In the English teaching and learning process the teacher should be able to provide various activities to facilitate the students in learning English. The excerpt of the interview can be seen below.

R	: Lalu kalau pelajaran disekolah, pelajaran bahasa
	Inggris kalian melakukan apa saja? (What do you do in
	the English teaching and learning process at the school?)
S2	: Ngomong-ngomong, tapi gak bisa pake bahasa Inggris.
	(Conversation, but not in English.)
R	: Ow gitu. Terus apa lagi? Selain yang tadi game? (Oh I
	see. Then, what is next? Except games?)
S2	: Ngapain ya? (I do not know.)
R	: Menyanyi pernah atau tidak? (Have you ever sung
	songs?)
S1,2	: Pernah, pernah. Videonya kick and kick. (Yes, with the
	video titled kick and kick.)
	(Appendix H/ Interview 1)

b. The Result of the Questionnaire for the English Teacher

The questionnaire administered to the English teacher was designed as an open-ended questionnaire. The questionnaire consists of eight multiple choice questions and two open questions. It was aimed at finding the information related to the teacher's professional needs, children's background knowledge, and teacher's interest. The result of the questionnaire can be seen below.

Table 11: The Results of the Needs Analysis from the Open-Ended

Questionnaire for English Teacher

No.	Question	Answer
1	Story that the teacher usually	Story that related to the English
	told to the students in teaching	materials such as hobby and
	and learning process.	occupation.
2	Activity did by the teacher	Asking the students to look at the
	before telling the story.	LKS.
3	Activity did by the teacher	Reading or telling the story and
	while telling the story.	asked about the difficult words to
		the students. Then, translate it into
		Bahasa Indonesia.
4	Activity did by the teacher after	Concluding the story and asked
	telling the story.	the content of the story to the
		students.
5	Activity did by the students	Preparing their selves to open the
	before telling the story.	LKS and pay attention to the story.
6	Activity did by the students	Listen carefully to the story and
	while telling the story.	underline the difficult words.
7	Activity did by the students	Translating the story into Bahasa
	after telling the story.	Indonesia with some guidance
		from the teacher. Then, answering
		the questions in the book.
8	The students' responses when	Listen carefully and curious about
	the teacher tells or reads the	the content and the meaning of the
	story.	story.
9	Kinds of stories that the	Fable.
	students likes.	
10	Teaching media used by the	Pictures.
	teacher while telling the story.	

Based on the table above, it can be concluded that the teacher was accustomed enough with stories. The teacher preferred reading the stories to telling it to the students. The stories that the teacher usually use were provided in the book. The teacher was rarely taking stories from other sources or from his own experiences. The teacher was also preferred to translate the stories in Bahasa Indonesia rather than give clues to the students to guess the meaning of the words. At the end of the stories, the teacher was always concluding the stories together with the students.

The data results also show that the students did not get various learning media and teaching aids. The students were only asked to answer some questions related to the stories. The questions have been provided in the book. On the other hand, the teacher also stated that the students were enthusiastic with the stories. The teacher thought that fable is stories that the students liked the most and the teaching media that the students liked is pictures. It can be concluded that stories were the sufficient input and pictures were the suitable media for the students grade V Ibnu Tufail.

c. The Result of the Questionnaire for the Parents

The questionnaire administered to the parents was designed as a closeended questionnaire. It was distributed on the day the researcher distributed questionnaire to the children and submitted back to the researcher on the next two days. The questionnaire for parents was aimed at finding the information related to the respondents' profile, children's learning needs, children's background knowledge, method in delivering the stories, and children's interest of the stories. The results of the questionnaire for parents are presented below in detail.

Table 12: The Results of the Needs Analysis from the Questionnaire for Parents

No.	Variable	Indicator	Mean
1	Children's learning	- Learning goals and expectation.	1.8
	needs	- Learning styles	
2	Children's	- Language exposure.	2.0
	background	- Children's previous knowledge.	
	knowledge		
3	Method in	- Reading the stories.	1.5
	delivering the	- Telling the stories.	
	stories		
4	Children's interest	- Folklore.	1.8
	of the stories	- Fable.	
		- Tale.	

The maximum mean score of the questionnaire for parents was 2.0. Based on the data above, the children learning needs were included learning goals and expectation and also learning styles. The mean score of this variable was 1.8. It means that most of the parents had a good goals and expectations in allowing their children to join the English lesson in school and supporting them to learn English. In the aspect of learning styles, the data showed that the parents use different kinds of teaching styles to help their children in learning English at home.

On the next variable, the children's background knowledge which included language exposure and children's previous knowledge, the mean score was 2.0. The data shown that almost all the parents helped their children

in learning English by giving the examples of how to pronounce some words. The parents also knew how many words that their children already mastered. It shows that the parents were pay attention to their children's progress and gives a positive exposure to support them in learning English.

On the other hand, the data about the method used in delivering the stories indicate that most of the parents read the stories, only some of them who told the stories as their method. The data showed that reading stories had higher score than telling stories and the mean score of this variable was 1.5. It means that most of the parents were preferred to read the stories using the storybook rather than told the story.

The mean score of the next variable, children's interest of the stories, was 1.8. The indicators of this variable were the kinds of stories such as folklores, fables, and fairy tales. Based on the data, folklores and tales had the same score and fables had the highest score. The parents thought that their children liked fables more than folklores and tales. It indicated that the students were excited to listen to the stories about fables than the other genres.

From the data above, it can be concluded that most of the students were familiar enough with stories. The parents also supported them and gave big attention about their progress in learning English. The students needed a facilitator to help them in order to improve their knowledge and ability in English. Various activities, the use of different kinds of learning resources, and attractive storybook could be appropriate for them to learn English in a fun way.

2. The Course Grid

a. Planning

Based on the 2004 curriculum for elementary schools (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*) and the results of the needs analysis, the objectives of developing language skills in elementary school are to make the students able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. The storybook and sticky pictures were developed to fulfill the objectives of the lesson in elementary school. The stories were developed into three different stories. The stories were taken from the book and Internet based on the certain themes. The chosen themes were family, animal, and fruit and vegetable.

The researcher needed to discuss the stories with the lecturers of English for Children and the lecturer of English Language and Literature to decide the appropriate stories for children based on the children literacy's point of view. The chosen stories were "The Crawford Family", "Mr. Page's Pet Shop", and "Why Anansi Has Thin Legs?". As the original stories could not be developed into activities, the researcher needed to adapt the stories to be developed into activities which met the objectives and the results of the needs analysis.

b. Adapting the Stories

The original stories were linguistically complicated, less of repetition, and too short or too general. Therefore, adaptation was needed in order to make the stories accessible and suitable for the children's needs, characteristics, and background knowledge. The adaptation was done by simplifying the language,

putting more repetition on language function, and shortening or extending the stories.

Although the stories were adapted, the meanings of the stories were no significantly changed because the researcher still kept the message of the stories. After adapting the stories, the titles of the stories were changed into "The Thomas Family", "Mr. Page's Pet Shop", and "Why Anansi Has Thin Legs".

c. Developing the Course Grid

The course grid was developed based on the 2004 curriculum for elementary school (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*) and data from needs analysis. The course grid was developed based on theme. The data from needs analysis was used to decide the appropriate theme, stories, indicators, and activities. There were seven main components and six sub components on the developed course grid. The components of the course grid can be seen as follows, while the complete course grid was on the appendix.

Table 13: The Components of the Course Grid

Th	Lear	Indic					Teac	ching	Stic	Teac
em	ning	ators	L	Learning Materials			aı	nd	ky	hing
e	Obje						Lear	ning	Pict	Aids
	ctive						Acti	vities	ures	
			Lang	Expr	Voca	Gra	Tea	Stu		
			uage	essio	bular	mma	che	dent		
			Func	n	у	r	r	S		
			tion							

Based on the table above, the course grid started with theme. The chosen themes were family, animals, and fruit and vegetables. The chosen stories were based on the theme, there were "The Thomas Family" for family's theme, "Mr. Page's Pet Shop" for animal's theme, and "Why Anansi Has Thin Legs" for fruit

and vegetable's theme. The themes were closely related to the children's lives, so the children will easy to recognize it.

The learning objective of the lessons were to make the children are able to identify family members, to identify different kinds of animals, and to identify different kinds of fruit and vegetables. After that, the learning objective was put into some indicators in detail. The indicators were indicating the abilities that students should reach in the end of every lesson.

In the learning materials, the researcher made it into four sub components. The first sub component was language function. The language function in one unit was no significantly different from other units. The language function in the unit one was describing family members, in the unit two was describing animals' characteristics, and in the unit three was asking for and expressing like and dislike. The second sub component was expression. It could be varied one from another such as "I have one brother and two sisters", "Bento can jump high", "Am I big?", "I like oranges", and "Do you have a carrot?".

The vocabulary was also one of the sub components used in the learning material's component. The vocabularies used were related to the stories and activities in each unit. The examples of the vocabularies were mother, uncle, blonde hair, crow, fly, wings, mango, broccoli, and sour. The last sub component was grammar. Grammars used in the lessons were simple and full of repetition, so that the students will learn it easily. The examples of the grammars used in unit one were singular and plural form, action verbs, and interrogative sentence.

The next main component was teaching and learning activities. It was divided into two sub components. The first sub component was teacher. It explained about the activities done by the teacher in the teaching and learning process. The second sub component was students and it explained about the activities done by the students. Both of those two sub components were divided into three main activities. They were pre-teaching, while-teaching, and post-teaching. The activities done in the lessons used a PPP (Presentation-Practice-Production) approach.

The next component was sticky pictures. Sticky pictures consist of different kinds of sticky pictures used in the storybook with sticky pictures as the main teaching media. The examples were the sticky pictures and the sticky words of grandmother, butterfly, watermelon, and carrot. The teaching aids were the last component in the course grid. It was used to support the teaching and learning process in each lesson. For example, the puppet sticks, flashcards, recording, power point, double tape, and things used in the game.

All the components in the course grid were supported each other in order to achieve the learning objective of the lessons. The teaching and learning process should be interesting and fun for the students and the media and other teaching aids will make it great.

d. The Description of the Course Grid of Storybook with Sticky Pictures

1) Unit 1: "The Thomas Family"

The first theme of the storybook with sticky pictures was family. From the theme, the researcher looked for the suitable stories related to it. Then, the story of "The Crawford Family" was chosen because it told about the complete family members. The story had been adapted and the title was changed into "The Thomas Family".

The learning objective of this unit was to make the children are able to identify the family members. There are three indicators were made to achieve the objective. The first indicator was to make the children can say the family members. Second, the children can tell about their family members. The last, the children can say the value of the story.

As stated before, the learning materials were divided into four sub components. The language function used in this unit was describing family members with the expression such as "I have a mother and father", "I have two brothers", "I have blonde hair and blue eyes", "He is ten years old", and "My dad works in a zoo". The vocabularies used in this unit were closely related to the story, for example mother, father, brother, sister, cousin, uncle, aunt, grandfather, grandmother, blonde hair, brown hair, and tall. The last sub component in the learning materials was grammar. Grammar used in unit one was about the singular and plural form and also simple sentence which used "have or has".

There were some activities in Unit 1 "The Thomas Family". The activities were divided into three parts, pre-teaching, while-teaching, and post-teaching,

with the three steps, presentation, practice, production. The presentation was in the pre-teaching part, while the practice and production were in the whileteaching. The activities in those three parts will be discussed on the format of the activities' sub chapter.

The media used in the teaching and learning process was the storybook with sticky pictures which consist of different kind of pictures related to the story that can be moved from one page to the next page. The pictures were used to introduce the characters and vocabularies of the story. The sticky pictures in this unit were related to the story of "The Thomas Family", for example mother, uncle, cousin, blonde hair, brown eyes, dragonfly, teacher, school, rubber ball, goldfish, and many others. The teaching aids which used to support the teaching and learning process were the puppet stick, flashcards, cards of "The Seven Families Game", and a double tape.

2) Unit 2: "Mr. Page's Pet Shop"

Animals were the second theme of the storybook with sticky pictures. The story of "Mr. Page's Pet Shop" was chosen because it told about different kinds of animals with some adaptation. The learning objective was to make the children are able to identify different kinds of animals. The three indicators were made to achieve the objective. The first indicator was to make the children can say different kinds of animals. Second, the children can tell the animals' characteristics orally. The last, the children can say the value of the story.

The language function on the learning materials of the second unit was describing animals' characteristics. The expression used were like "This is my

rabbit, Bento", "Bento has two long ears", "Bento can jump high", "Am I big?", "Do I have tail?", and "Does it have two ears?". The vocabularies used were cat, pig, crow, sparrow, frog, duck, wings, tail, fork tongue, oink, neigh, hiss, and many others. The grammars to be learnt were about action verbs and interrogative sentence.

The teaching and learning activities will be discussed on the format of the activities' sub chapter, too. The examples of the sticky pictures used in this unit were cat, turtle, wings, whisker, coo, hiss, and woof. The teaching aids used to support the teaching and learning process were flashcards, a double tape, and recording.

3) Unit 3: "Why Anansi Has Thin Legs"

The last theme of the storybook with sticky pictures was fruit and vegetables. The story of "Why Anansi Has Thin Legs" was chosen because it told about different kinds of fruit and vegetables with some adaptation. The learning objective of this unit was to make the children are able to express fruit and vegetables they liked and disliked. There are three indicators were made to achieve the objective. The first indicator was to make the children can say various fruit and vegetables. Second, the children can express fruit and vegetables that they like and dislike. The last, the children can say the value of the story.

The language function of the third unit was asking for and expressing likes and dislikes. The examples of the expressions were "Do you like apples?", "I like oranges very much", "I don't like carrot", "Can I have four avocadoes, please?", and "Fruit/vegetable that start with M". Vocabularies used in this unit

were mango, peach, blackberry, lime, tomato, cucumber, onion, sweet, sour, bitter, et cetera. The grammar used to teach was interrogative sentence.

The teaching and learning activities will be on the same part with unit one and two. The storybook with sticky pictures which consists of different kind of pictures related to the story of "Why Anansi Has Thin Legs". The examples of the sticky pictures used in this unit were the sticky pictures of papaya, carrot, watermelon, leg, spider's web, fall over, river, pull, tied, and many others. While the teaching aids which support the teaching and learning process were flashcards, power point, grid, shopping list, market's name and stock, and colorful marker.

3. The Format of the Activities

a. The Course Grid, Media, and Teacher's Guide Book

One of the steps in developing the storybook with sticky pictures was developing the teaching instruments. There were three kinds of teaching instruments; they were a course grid, learning media and the teacher's guide book. The process in organizing the course grid was already presented above.

The learning media was developed based on the students' needs, interests, and expectation in learning English. The media consists of attractive and colored sticky pictures. In using the media, the teacher needed the teaching aids to support and help the students in understanding the story, such as the puppet sticks and flashcards.

Moreover, the teacher also can use the other teaching aids to support the whole teaching and learning process such as, power point, puppet sticks,

flashcards, card for game, grid, colorful markers, recording, and double tape. The researcher also used different kinds of learning resources to make it more attractive and fun. The main learning resource was stories. The supported learning resources were songs and games.

The format of the developed activities in the learning media can be seen in the following figure.

Title of the Story

Activity 1 "Let's Match and Stick"

Activity 2 "Listen and Stick"

Activity 3 "Listen, Stick, and Retell"

Activity 4 "The Value of the Story"

Figure 1.3: The Format of the Learning Media "The Storybook with Sticky Pictures"

The teacher's guide book was made to help and guide the teachers in teaching English by using the storybook with sticky pictures as the learning media. It consists of the procedures to conduct the teaching and learning activities, the procedures to use the storybook with sticky pictures, the stories, the steps to play the games, the songs and lyrics, and the teaching aids. The procedures to tell the story were given in structured instructions. On the other hand, the songs, recording, power point, grid, card for game, and pictures to make the puppet sticks and flashcards were given in the form of CD along with the book.

The format of the developed activities in the teacher's guide book can be seen in the following figure.

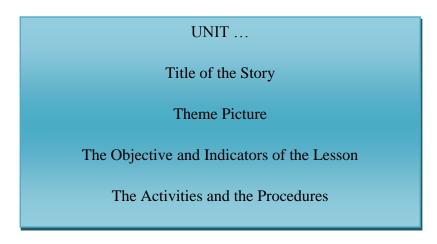


Figure 1.4: The Format of the Teacher's Guide Book

b. The Outlines of the Storybook with Sticky Pictures and the Teacher's Guide Book

Table 14: The Outline of the Storybook with Sticky Pictures

Theme	Activities	Materials
Unit 1	Activity 1 Let's Match	The sticky pictures of vocabulary
"The	and Stick	related to the story.
Thomas		
Family"	Activity 2 Listen and	The sticky pictures of family
	Stick	members and the story of "The
		Thomas Family".
	Activity 3 Listen, Stick,	The sticky pictures of the family
	and Retell	members, the characteristics, and
		other pictures related to the story.
	Activity 4 The Value of	The sticky notes and a pen.
	The Story	

(continued)

(continued)

Theme	Activities	Materials
Unit 2	Activity 1 Let's Match	The sticky pictures of vocabulary
"Mr.	and Stick	related to the story.
Page's		
Pet	Activity 2 Listen and	The sticky pictures of animals and
Shop"	Stick	their part of body and the story of "Mr. Page's Pet Shop".
	Activity 3 Listen, Stick,	The sticky pictures of animals,
	and Retell	part of their body, animals'
		sounds, and other pictures related
		to the story.
	Activity 4 The Value of The Story	The sticky notes and a pen.
Unit 3	Activity 1 Let's Match	The sticky pictures of vocabulary
"Why	and Stick	related to the story.
Anansi		
Has	Activity 2 Listen and	The sticky pictures of fruit and
Thin	Stick	vegetables.
Legs"	Activity 3 Listen, Stick,	The sticky pictures of fruit,
	and Retell	vegetables, animals, and other
		pictures related to the story.
	Activity 4 The Value of	The sticky notes and a pen.
	The Story	

Table 15: The Outline of the Teacher's Guide Book

Theme	Activities	Materials		
Unit 1	Activity 1 Brain Storming	The puppet sticks of family		
"The		members		
Thomas	Activity 2 and 3 were activity	1 and 2 in the storybook with		
Family"	sticky p	pictures		
	Activity 4 Discussion	-		
	Activity 5 and 6 was activity 3 and 4 in the storybook with			
	sticky p	pictures		
	Activity 7 Survey Game "The	Clue cards of family member		
	Seven Families"	who should be found		
	Activity 8 Tell Your Friend's	Paper and a pen		
	Family Tree			

(continued)

(continued)

Theme	Activities	Materials		
Unit 2	Activity 1 Brain Storming	Flashcards of animals and		
"Mr.		their part of the body		
Page's	Activity 2 Sing "Old	Recording		
Pet	MacDonald had a Farm"			
Shop"	Activity 3 and 4 were activity	1 and 2 in the storybook with		
	sticky j	pictures		
	Activity 5 Discussion	-		
	Activity 6 and 7 was activity	3 and 4 in the storybook with		
	sticky į	pictures		
	Activity 8 Guessing Game	Flashcards of animals and		
	"Animal Noises"	double tape		
Unit 3	Activity 1 Brain Storming	Power point of fruit and		
"Why		vegetables' pictures		
Anansi	Activity 2 Sing "Let's Go to	Recording		
Has Thin	Market"			
Legs"	Activity 3 and 4 were activity 1 and 2 in the storybook with			
	sticky j	pictures		
	Activity 5 Discussion	-		
	Activity 6 and 7 was activity	3 and 4 in the storybook with		
	sticky j	pictures		
	Activity 8 Word Game	Grid and clue cards		
	"Crossword Chains"			
	Activity 9 Role Play	Shopping list and market's		
	"Shopping Around"	name and fruit-vegetables		
		stock		

c. The Descriptions of the Storybook with Sticky Pictures and the Teacher's Guide Book

1) Unit 1 "The Thomas Family"

There were eight activities in the first unit, included the activities from the storybook with sticky pictures. The first activity was introducing the family members to the students using the puppet sticks. The next activity was asking and giving the examples of how to describe the characteristics of each member. Those activities were included in the pre-teaching activity. The aim of those activities was to introduce and brainstorm the students' knowledge related to the theme.

In the while-teaching activity, the students were divided into some groups that consist of five until six students in each group. Each group will get one storybook with sticky pictures. The first activity in the storybook with sticky pictures was "Match and Stick". The students were asked to match the pictures and the words related to the story of "The Thomas Family" and then stick them on the next page. This activity was aimed to know the students' prior knowledge. The second activity was "Listen and Stick". In this activity the students should listen to the story that the teacher told or read and stick the family members on the "family tree". In this activity, each group should send two or three representatives to present their answer. The aim of this activity was making the students know more about the characters of the story, gather the students' attention to listen something carefully, and getting them ready to speak up.

The third activity was "Listen, Stick, and Retell". In this activity the students should listen to the story once again and then stick the pictures on the "mind mapping" based on the sequence of events in the story. After that, each group should send two or three representatives to retell the story using the "mind mapping" in front of the class. This activity was aimed to get the students speak up after they listen and check their understanding of the story. The fourth activity was "The Value of the Story". The students should discuss with their group members about the value of the story and write it in the sticky note on storybook with sticky pictures. After that the teacher and the students discussed it together. The aim of the activity was to make the students understand the value of "The

Thomas Family" story because it was one of the character educations that the students should reach in the teaching learning process.

The fifth activity was playing a game "The Seven Family". In this activity, the students should find their family members by asking some questions to other students. The last activity in the while-teaching was making and telling the students' family. The students should make their own family tree. After that, they should tell it to other students. After that, they should retell it. In the post-teaching, the teacher and the students summarize the material together.

2) Unit 2 "Mr. Page's Pet Shop"

There were eight activities in Unit 2 "Mr. Page's Pet Shop". The first activity was introducing different kinds of animals and their part of the body using flashcards. Then, the students were asked about the animals' sounds before the teacher playing the recording of animals' sounds. The last activity in the preteaching was singing a song of "Old MacDonald Had a Farm". The aim of those activities was to introduce and brainstorm the students' knowledge related to the theme.

In the while-teaching activity, the students were divided into some groups that consist of five until six students in each group. Each group got one storybook with sticky pictures. The first activity in the storybook with sticky pictures was "Match and Stick". The students were asked to match the pictures and the words related to the story of "Mr. Page's Pet Shop" and then stick them on the next page. This activity was aimed to know the students' prior knowledge. Then, the second activity was "Listen and Stick". In this activity the students should listen to the

story that the teacher told or read and stick the animals and their body parts based on the place they lived on the "animals' vocabulary network". In this activity, each group should send two or three representatives to present their answer. The aim of this activity was making the students able to identify and classify the animals with their part of body and the places they lived as well as getting them ready to speak up.

The third activity was "Listen, Stick, and Retell". In this activity the students should listen to the story once again and stick the pictures on the "mind mapping" based on the sequence of events in the story. After that, each group should send two or three representatives to retell the story using the "mind mapping" in front of the class. This activity was aimed to get the students speak up after they listen and check their understanding of the story. The fourth activity was "The Value of the Story". The students should discuss with their group members about the value of the story and write it in the sticky note on storybook with sticky pictures. After that, the teacher and the students discussed it together. The aim of the activity was to make the students understand the value of "Mr. Page's Pet Shop" story because it was one of the character educations that the students should reach in the teaching learning process.

The fifth activity was playing a game "Animal Noises". In this activity the students should find the animal's name that stick on their back by asking some questions to their group members. In the post-teaching, the teacher and the students summarize the material together.

3) Unit 3 "Why Anansi Has Thin Legs"

There were some activities in Unit 3 "Why Anansi Has Thin Legs". The first activity was introducing various fruit and vegetables using power point. Then, the students were asked and showed the examples of how to ask and express about fruit and vegetables that someone like or dislike. The last activity in the pre-teaching was singing a song of "Let's Go to Market". The aim of those activities was to introduce and brainstorm the students' knowledge related to the theme.

Then, in the while-teaching activity, the students were divided into some groups that consist of five until six students in each group. Each group got one storybook with sticky pictures. The first activity in the storybook with sticky pictures was "Match and Stick". The students were asked to match the pictures and the words related to the story of "Why Anansi Has Thin Legs" and then stick them on the next page. This activity was aimed to know the students' prior knowledge. Then, the second activity was "Listen and Stick". In this activity the students should listen to the story that the teacher told or read and stick the fruit and vegetables that the animals ate based on the sequence of the story in "spider's web". In this activity, each group should send two or three representatives to present their answer. The aim of this activity was making the students able to identify the fruit and vegetables that the animals ate as well as getting them ready to speak up.

The third activity was "Listen, Stick, and Retell". In this activity the students should listen to the story once again and stick the pictures on the "mind

mapping" based on the sequence of events in the story. After that, each group should send two or three representatives to retell the story using the "mind mapping" in front of the class. This activity was aim to get the students speak up after they listen and check their understanding of the story. The fourth activity was "The Value of the Story". The students should discuss with their group members about the value of the story and write it in the sticky note on storybook with sticky pictures. After that, the teacher and the students discussed it together. The aim of the activity was to make the students understand the value of "Why Anansi Has Thin Legs" story because it was one of the character educations that the students should reach in the teaching learning process.

The fifth activity was playing a game "Crossword Chains". In this activity, the students should find the name of the fruit or vegetables based on the clues that their friend gave. Then, they should write it on the grid provided by the teacher. The last activity was playing a role "Shopping around". In this activity, each student acted like someone else based on the role they got from the teacher. Some students act as the seller and others act as the buyer. They should do the conversation to buy or sell the fruit and vegetables. In the post-teaching, the teacher and the students summarize the material together.

4. Evaluation and Revision of the First Draft of the Storybook with Sticky Pictures

The storybook with sticky pictures was included three stories as the main input for the teaching of listening and speaking. The stories were "The Thomas

Family" for family's theme, "Mr. Page's Pet Shop" for animal's theme and "Why Anansi Has Thin Legs" for fruit and vegetable's theme. In order to know whether the storybook with sticky pictures was appropriate for the students of grade V or not, the first draft of the storybook with sticky pictures was evaluated and revised. Below is the results of the evaluation and revision of the first draft of the storybook with sticky pictures.

a. The Evaluation

The evaluation was done by discussing the storybook with sticky pictures with the English Education Department lecturers and the English teachers. The results of the evaluation are presented below.

1) Respondents' Comments and Suggestions

Based on the discussion, there were some comments and suggestions about the storybook with sticky pictures. The comments and suggestions are presented below.

a) Unit 1

- 1. In the unit 1, the title of the story was too complicated. The word "Crawford" was difficult to say for the students on level grade V. It should be changed into another family's name which easy to say.
- 2. The learning objective of the lesson was too general. It should be revised.
- 3. In Activity 3, Listen and Stick, the used of the word "mum and dad" was in informal form. The students should know the formal form. So, the informal words should be changed into the formal words, but the students still should know about the informal words.

- 4. In Activity 6, Survey Game "The Seven Families", the procedure of playing the game should write in a good methodological. It needed to revise.
- 5. In Activity 7, Tell Your Friend's Family Tree, the procedure of playing the game should write in a good methodological. It should be revised to make it clear.

b) Unit 2

1. The learning objective of the lesson was too general. It should be revised.

c) Unit 3

- 1. The title of the story was on the interrogative sentence. The question mark should be eliminated. It should be revised.
- 2. The learning objective of the lesson was too general. It should be revised.
- 3. In Activity 1, Brain Storming, the names of the fruit and vegetables in the expressions of asking likes and dislikes were not consistent. Some of them used singular form and others used plural form. It should be changed into a consistent form.

In conclusion, there should be Bahasa Indonesia version of the teacher guidance book to complete the *Suitability for Nonnative Speaking Teacher*'s aspect. The value of the story in each unit had not written yet. The instructions in the teacher guidance book also should be clear to avoid the confusedness.

b. The Revision

Based on the evaluation from the experts above, the revisions of the storybook with sticky pictures were made. The revision can be seen in the table below.

Table 16: The Revision of the First Draft of the Storybook with Sticky
Pictures

Unit	Comments and Suggestions	Revision
Unit 1 "The	The tittle of the story The family's name should be	The tittle of the story The word "Crawford" had
Thomas Family"	changed into another family's name which easy to say.	been changed into "Thomas".
	Learning objective The learning objective of the lesson was too general.	Learning objective The learning objective had been changed. The word "understand" had been eliminated, because it was already inside of "identify".
	Activity 3 The informal words should change into formal words.	Activity 3 The words "mum" and "dad" had been changed into "mother' and "father".
	Activity 6 The procedure of the game should be in the good methodological.	Activity 6 The procedure of playing the game had been revised and the methodological was clear.
	Activity 7 The procedure of the game should be in the good methodological.	Activity 7 The procedure of playing the game had been revised and the methodological was clear.
Unit 2 "Mr. Page's Pet Shop"	Learning objective The learning objective of the lesson was too general.	Learning objective The learning objective had been changed. The word "understand" had been eliminated, because it was already inside of "identify".

(continued)

(continued)

Unit	Comments and Suggestions	Revision
Unit 3	The tittle of the story	The tittle of the story
"Why	The question mark should be	The question mark on the tittle
Anansi	eliminated.	of the story had been
Has		eliminated
Thin		
Legs"	Learning objective	Learning objective
	The learning objective of the	The learning objective had
	lesson was too general.	been changed. The word
		"understand" had been
		eliminated, because it was
		already inside of "identify".
	Activity 1	Activity 1
	The names of the fruit and	The names of the fruit and
	vegetables in the expressions	vegetables in the expressions
	of asking likes and dislikes	of asking likes and dislikes had
	should be in a consistent	been changed into a plural
	form.	form.
General	The teacher's guide book	The teacher's guide book had
General	should be made in Bahasa	been made into Bahasa
	Indonesia version.	Indonesia version, too.
	indonesia version.	indonesia version, too.
	The value of the story should	The value of the story had been
	be written in the activity in	written in the teacher guidance
	the teacher guidance book.	book as activity.
	The instructions in the	The instructions had been
	teacher guidance book should	completed and became clear.
	be clear.	_

- 5. Implementation, Evaluation, and Revision of the Second Draft of the Storybook with Sticky Pictures
 - a. Implementation of the Second Draft of the Storybook with Sticky
 Pictures

The second draft of the storybook with sticky pictures was made after evaluating and revising the first draft. The storybook with sticky pictures was implemented to the students of grade V Ibnu Tufail SD Muhammadiyah Demangan on 8 November 2014. In the implementation process, the researcher conducted the teaching and learning process as the teacher helped by a teaching assistant. The storybook with sticky pictures was only implemented once because the kind of the activity and the procedure of using the media were same.

On the implementation day, all the students of grade V Ibnu Tufail came to the class. All of the students seemed happy when the researcher came to the class. They enjoyed in joining the learning process. The theme being implemented was family. At the first time the students were asked about the family members and they could mention it well. Some of them were mentioned in Bahasa Indonesia. Then, when the researcher asked them to mention in English, they can do it well.

After that, the students were asked to make a group and got one package of the storybook with sticky pictures for each group. They were enthusiastic with the learning media. The researcher needed a big effort to get their attention back because most of them were very enthusiastic to open and operate the learning media as soon as they got it.

The first activity was the students were asked to match the pictures and the words then stick them on the next page. There were twenty vocabularies presented on the first activity. Actually, sticking pictures was a simple activity, but it was truly sensational for the children. It can increase the students' motivation in learning English. It can be seen from their face and attitude. They were smile and enthusiastic when sticking the pictures. The students listened to the instruction carefully and stay focused on the activity. The students in each group took part in sticking the pictures. Almost all the students in the class already mastered the vocabularies related to the story about family. They can match the sticky pictures and the words and 90% of the answers were true.



Figure 1.5: Activity 1 Let's Match and Stick

The second activity was listen and stick. The students were asked to listen to the story and stick the pictures. The puppet sticks were used to tell the story in a fun way. The students were interested in the puppet sticks and want to operate it, too. In this activity, the students got some difficulties in recognizing the concept of family tree, but it can be handled when the researcher gave a few explanations. The students were listening to the story carefully and sticking the pictures on the

storybook with sticky pictures, but they cannot finish sticking the pictures when the story ended. Thus, the researcher gave an extra time and walked around the class to help the students. After that, a family tree was drawn on the blackboard by the researcher. Then, the students presented their answers by sticking the pictures on the blackboard. When the pictures on the blackboard completed, the teacher and the students discussed it together.



Figure 1.6: Activity 2 Listen and Stick

The next activity was listen, stick, and retell. The students were asked to listen to the story once again and stick the pictures on mind mapping. The mind mapping was used to help the student to retell the story using their own words. In the implementation day, this activity should be skipped because of the limitation of the time.



Figure 1.7: Activity 3 Listen, Stick, and Retell

The last activity of the storybook with sticky pictures was the value of the story. The students were asked to discuss the value they got from the story with their own group. After that, the researcher and the students discussed it together. This activity also should be skipped because of the limitation of the time, but overall the English teaching and learning process using the storybook with sticky pictures was successful.



Figure 1.8: Activity 4 The Value of the Story

b. Evaluation of the Second Draft of the Storybook with Sticky Pictures

1. Comment and Feedback from the Children

After the implementation, the evaluation questionnaire distributed to the children. Some of them were also interviewed. The evaluation questionnaire was aimed at finding the children's opinion about the designed learning media and will be used to revise it. The results of the children's evaluation questionnaire are presented below.

Table 17: The Mean Scores of the Children's Evaluation on the Second

Draft of the Storybook with Sticky Pictures

No.	Criteria	Statement Numbers	Mean
1	Learning Objective	1, 2	1.85
2	Instructions	3, 4	1.80
3	Activities	5, 6, 7, 8	1.75
4	Setting	9, 10, 11	1.70
5	Input	12, 13, 14	1.83
6	Media	15, 16, 17, 18, 19, 20	1.82

The table above showed the mean scores of the children's evaluation on the second draft of the storybook with sticky pictures. The table consists of six components. The mean scores ranged from 1.70 to 1.85. It means that the learning media was suitable for the students and no need to revise.

Moreover, the students also gave a complete explanation about their opinion of the storybook with sticky pictures in the evaluation interview. The results of the evaluation interview are presented below.

1) Input

Based on the interview with the children, they stated that they liked the story in the implementation. They also stated that they were curious about the

other stories in the storybook with sticky pictures because they thought the pictures in the learning media were great, interesting, and colorful. The students stated that they liked the designing of the learning media, too. The students were very enthusiastic with the storybook with sticky pictures. They involved to the activities during the implementation and showed a positive attitude toward English.

In the interview, the students also stated that they got many vocabularies that helped them to understand the story. When they were asked about the vocabularies used in the story, they could mention all well. In the implementation day, almost all the students could match the pictures and the vocabularies related to the story very well. They also showed their happiness when they discussed it with the teacher. The students in every group were snatched away to present their result. It means that the students achieved the performative competence successfully.

The researcher also stated that in the next story the students will get two songs. The titles of the songs were mentioned and some of the students knew the songs, but they forgot about the notation. The students were asked whether they liked to sing songs or not, they stated that they liked and wanted to sing the songs as soon as possible. The students were showed their enthusiastic to the English songs. The interview results can be seen as follows.

R	: Kemarin kalian suka atau tidak dengan
	ceritanya? (Do you like the story which was told
S1,2,3,4,5	yesterday?)
	: Suka Miss. (Yes, Miss. I like the story.)
	(Appendix H/ Interview 3)

R	: Dapat banyak kosakata baru tidak kemarin?
	(Did you get any new vocabularies yesterday?)
S1,2,3,4	: <i>Iya</i> . (Yes.)
R	: Kemarin bisa mengerjakan semua kosakatanya
	ya? (Yesterday, you could do the all vocabularies,
	right?)
S1,2,3,4,5	: Bisa Miss. (Yes, we could do that Miss.)
	(Appendix H/ Interview 3)

R	: Sebenarnya, besok di unit selanjutnya ada lagu,
	kalian suka tidak dengan lagu-lagu? (Actually, for
	the next two units, you will get songs, do you like
	songs?)
S 1	: Lagu apa Miss? Suka. (What kind of songs Miss?
	I love songs.)
R	: Lagunya ada 2, Old MacDonald Had a Farm
	sama Let's Go to Market. (There are two songs,
	Old MacDonald Had a Farm and Let's Go to
	Market.)
S3,4	: Oh aku tau, tapi lupa nadanya. (Oh, I know that,
	but I forgot the notation.)
S 1	: Aku ga tau. Jadi penasaran. (I do not know. It
	makes me so curious about it.)
	(Appendix H/ Interview 3)

R	: Terus, suka atau tidak sama gambar-gambar
	yang kemarin ada di buku? (And then, do you like
	the sticky pictures on the storybook?)
S1,2,3,4,5	: Suka, bagus. (I like it, it was great.)
	(Appendix H/ Interview 3)

R	: Kalian suka atau tidak dengan buku media
	seperti itu? (Do you like the learning media like
S1,2,4	that?)
	: Suka banget Miss. (I like it very much, Miss.)
	(Appendix H/ Interview 3)

2) Activities

In the interview, the students were asked some questions related to the activities. They stated that they liked the activities in the implementation. They also liked the activities done using the storybook with sticky pictures. They took a

part in each activity using the storybook with sticky pictures. The class situation became a little bit chaos because the students wanted to do all the activities in the storybook with sticky pictures.

In the next question, the students stated that the learning media helped them a lot in understanding the story and the activities improved their listening and speaking skills. The students needed an extra concentration when they listen to the story and stick the pictures in the same time. The students were able to keep their attention and still listen to the story carefully. At the previous time, the students mentioned the vocabularies in Bahasa Indonesia, but after listening to the story the students were able to mention the vocabularies in English and once in a while they could express some utterances in English.

The students also stated that in the implementation they felt a little bit confused about the instructions, but they could understand the instructions when the researcher explained it slowly. The interview results can be seen as follows.

R	: Kalau dengan kegiatan yang di buku cerita?
	Suka atau tidak? (What about the activities in the
	storybook? Do you like it or not?)
S1,2,3,4,5	: Iya, suka banget. (Yes, we like it so much.)
	(Appendix H/ Interview 3)

R	: Kegiatan yang kemarin itu membantu kalian
	memahami cerita atau tidak? (Did the activities
	help you in understanding the story or not?)
S1,3,4,5	: Membantu kok. (It helped so much.)
	(Appendix H/ Interview 3)

R	: Paham atau tidak dengan perintahnya? (Do you
	understand the instructions?)
S1,2,3	: Sedikit-sedikit paham. (A little bit understand.)
	(Appendix H/ Interview 3)

3) Layout

Based on the interview, the students stated that they liked the pictures in the storybook with sticky pictures because the pictures were clear enough to be seen, colored, and interesting. They also stated that the whole design of the storybook with the sticky pictures was colorful and attractive. The students showed their enthusiasm and amazement to the storybook with sticky pictures. They opened the storybook from the first page until the last page. They took the sticky pictures and observed it carefully. The students also talked about the background pictures in the storybook enthusiastically. It can be concluded that the students liked the learning media. The interview results can be seen as follows.

R	: Gambarnya terlihat jelas atau kurang jelas? (Do
	the pictures look clear or not?)
S1,4	: Jelas, tapi agak bingung bedain tokohnya. (It is
	clear, but a little bit confused about the characters.)
	(Appendix H/ Interview 3)

R	: Warna dari sampul, background, dan
	gambarnya menarik tidak? (Are the color of
	cover, background, and picture interesting?)
S1,2,3,4,5	: Menarik dan jelas. (Interesting and clear.)
	(Appendix H/ Interview 3)

2. The Result of the Questionnaire for the Respondents

a. The Respondents' Opinion

The last questionnaire was distributed to some respondents in order to evaluate the second draft of the storybook with sticky pictures. The respondents were elementary school teachers and students of English Education Department. The results are presented in the table below.

Table 18: The Mean Scores of the Respondents' Responses on the Second Draft of the Storybook with Sticky Pictures

No.	Criteria	Statement Numbers	Mean
1	Materials	1, 2, 3, 4, 5	3.18
2	Learning Objective	6, 7, 8, 9, 10, 11, 12	3.53
3	Input	25, 26, 27, 28, 29, 30	3.38
4	Activities	13, 14, 15, 16, 17, 18, 19,	3.33
		20, 21, 22, 23, 24	
5	Layout and Design	31, 32, 33, 34, 35	3.64
6	Instructions	36, 37, 38, 39, 40	3.24

The table above shows the mean scores of the respondents' response based on the six components of the designed storybook with sticky pictures. The mean scores ranged from 3.18 to 3.64. The categorizations of the mean scores were 1.00 -1.75 for poor, 1.76 - 2.50 for fair, 2.51 - 3.25 for good, and 3.26 - 4.00 for very good. The criterion which had the mean score ranged from 1.00 - 2.50 should be revised. The explanation of the table above is presented as follows.

1) Materials

There were five statements used in this criterion to indicate the materials. The mean score of this criterion was 3.18 and categorized as good. It means that the materials in the storybook with sticky pictures were suitable enough with the curriculum and course grid. There was no revision needed.

2) Learning Objective

There were seven statements related to the learning objective which categorize as very good. The mean score was 3.53 and it meant that the storybook with sticky pictures was relevant with the learning objective. So, it needed no revision.

3) Input

The inputs used in the storybook with sticky pictures were stories, songs, games, puppet sticks, flashcards, and power point. There were six statements and the mean score was 3.38. So, it was included to the category of very good. The score was shown that the inputs were appropriate and helped the students to learn English in a fun way. There was no revision needed.

4) Activities

In this criterion, there were 12 statements related to activities in the storybook with sticky pictures. The statements were about the quality and the variety of the activities. The mean score was 3.33 and it was categorized as very good. This means that the activities in the storybook with sticky pictures were suitable with the students' need. There was no revision needed for this criterion.

5) Layout and Design

The aspect of the layout and design in the storybook with sticky pictures were included the quality of the pictures and the illustration on the teacher guidance book. The mean score of this criterion was 3.64 and categorized as very good. From the six criteria, the layout and design got the highest mean score. It means that the layout and design of the storybook with sticky pictures was no needed to revise.

6) Instruction

The instructions of the storybook with sticky pictures should meet the teachers' need and contain suitable methodology guidance. It was also should suit the nonnative speaking teachers. The mean score of this criterion was 3.24 and

categorized as good. Although, it was categorized as good but, it needed some revision to make it clearer.

b. Respondents' Comments and Suggestions

In the suggestions, the respondents stated that the storybook with sticky pictures was interesting and colorful. It was a creative and innovative learning media that can be used to attract the students' attention and motivate them to learn English in a fun way. They also stated that the storybook with sticky pictures was suitable with the children's age, grade, and ability. The pictures of the storybook with sticky pictures were good and complete. The respondents also stated that the learning media were designed based on the students' needs in learning English.

On the other hand, the respondents also gave comments on the designed of storybook with sticky pictures. They stated that the sticky pictures were not strong enough. They suggested to use another glue which stronger than the previous glue. They also stated that there was no place to write the value of the story in the storybook with sticky pictures. They suggested using sticky notes or paper notes so that the teacher can change it with the new one if it was used up. The respondents also stated that they confused with the instructions in the teacher guidance book. They suggested giving the page numbers of the activities in storybook with sticky pictures on the teacher guidance book to make it clearer.

3. The Revision

Based on the evaluation done with the children and respondents about the second draft of storybook with sticky pictures, they considered that the learning

media was appropriate for them to learn English in a fun way. The stories and activities in the storybook with sticky pictures were not revised, but the instructions in the teachers guidance book was needed some revision in order to make it clearer for the teachers. The results of the second draft's revision are presented as follows.

Table 19: The Revision of the Second Draft of Storybook with Sticky
Pictures

No.	Criteria	Feedback	Revision
1	Materials	The materials of the storybook	No revision needed.
		with sticky pictures were	
		suited with the curriculum and	
		course grid.	
2	Learning	The storybook with sticky	No revision needed.
	Objective	pictures has relevant with the	
		learning objective.	
3	Input	The songs, games, puppet	No revision needed.
		sticks, flashcards, and power	
		point were helped the students	
		to learn English in a fun way.	
4	Activities	The quality and variety of	No revision needed.
		activities were fitted with the	
		students needs in learning	
		English.	
5	Layout and	The layout and design of the	No revision needed.
	Design	storybook with sticky pictures	
		were interesting and colorful.	
6	Instructions	The page numbers of the	Put the page
		activities in storybook with	numbers of the
		sticky pictures on the teacher	activities in
		guidance book should be	storybook with
		added in the instructions.	sticky pictures on
			the teacher
			guidance book to
			make it clearer.

B. Discussion

The research finding's discussion above answers the question in the formulation of the problem. The question is about the use of storybook with sticky pictures to provide the English teaching and learning process and improves students' listening and speaking ability.

1. Materials

Materials in the storybook with sticky pictures were made based on the curriculum and the course grid. The chosen theme of the story was based on the students' level. The themes were closely related to the students' daily life. They were family, animal, and fruit and vegetable.

The function of the language and expression used in the storybook with sticky pictures were related to the students' daily life. The expression used such as likes and dislikes. It was useful for the students because they can know how to use and what for the expression used in the daily life. The structured of the language was also based on the students' literacy. It was not too hard and not too easy. The language and expression in the storybook with sticky pictures were expected to be useful in the teaching and learning process and also in the students' daily life communication.

2. Learning Objectives

The storybook with sticky pictures was made based on the 2004 curriculum for elementary school (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*). The objective of the English teaching and learning process for elementary school students was already stated in the curriculum. The objective is

developing the students' communication competence in using English and preparing children to take a part in daily communication life.

The learning objectives of the English teaching and learning process using in the storybook with sticky pictures were to identify family members, animals, and fruit and vegetables. It was closely related to the listening and speaking skills. At the end of the lesson, the students were expected to be able to identify then retell the story using their own words.

3. Input

The inputs used in the storybook with sticky pictures were stories, songs, games, puppet sticks, flashcards, and power point. Stories became the main input for the designed learning media because it was believed to improve the students' literacy. The stories were chosen based on the students' interest of the story. The stories also have the value of the story. It was used to build the students character education.

In the aspect of linguistics, the language was accessible and appropriate for the students. It was based on the students' level of literacy. The stories were also full of repetition which was used to help the students in understanding the whole stories and expressions used in the story. Meanwhile, the songs and games used in the activities supported the students understanding and maximize their language ability. The songs had good rhymes and the games were varied and attractive.

The puppet sticks, flashcards, and power point were basically in the form of pictures. The aim of the difference of the types of pictures was to prevent the

students' boredom. The inputs could develop the students' attitude toward English, increase the students' curiosity, and gather the students' attention.

4. Activities

The activities developed in the storybook with sticky pictures were based on the stories and PPP (Presentation-Practice-Production) as the approach in the teaching process. Each unit had eight until nine activities. The activities were divided into three parts of teaching and three stages of PPP. They were preteaching, while-teaching, and post-teaching. The presentation stage was on the pre-teaching and the practice and production stages were on the while-teaching.

The activities were organized based on the level of difficulties, starting from the easy level until the difficult level, in order to accommodate and help the students in understanding the whole teaching and learning process. The activities also designed for group work, pair work, and individual activity in order to provide opportunities for students to work together, share opinion, tolerance other opinions, share emotion, and develop their self esteem.

The use of interesting and colorful learning media and teaching aids in the activities were aimed at facilitating the students to learn English in a fun way and anticipating the students' boredom in learning English.

5. Layout and Design

The storybook with sticky pictures was designed as attractive as possible. It has colorful background and interesting sticky pictures. The sticky pictures were clear enough and complete. The layout and design was also suitable with the story in each unit. The sticky pictures were useful for the students to introduce the

vocabulary and related it to the story. The students also can imagine the characters of the story through the sticky pictures.

Moreover, the layout and design of the teacher's guide book was good enough. The illustration of the teaching media can be seen clearly. The typesetting of the book was also appropriate. The cover of the book was representing the teaching media and the teaching and learning process. The selection of the book's color was also appropriate and interesting.

6. Instructions

The instructions of the storybook with sticky pictures were on the above of each activity. Meanwhile, the complete instructions of the teaching and learning process were on the teacher's guide book. The book provided the instructions for all the activities, the procedures for telling the story, and the procedures of playing the game. It was useful to guide the teacher in conducting the teaching and learning process using the storybook with sticky pictures.

The instructions in the teacher's guide book were contained clear guidance and meaningful methodological for each activity. The instructions in the teacher guidance book are also suitable for nonnative English teachers since it was written in English and Bahasa Indonesia.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents three main parts. They are conclusions, implications, and recommendations. Those parts are presented as follows.

A. CONCLUSIONS

The designing of storybook with sticky pictures were aimed at providing the English teaching and learning process and improving the students' listening and speaking skills at grade V. As stated in the previous chapter, the designed storybook with sticky pictures was implemented to the students at grade V. The objectives of the research were achieved in the implementation. The complete explanations are presented below.

The first objective was providing the English teaching and learning process at grade V. The students of grade V were happy to use the storybook with sticky pictures as the teaching media. They showed their enthusiasm in joining the English teaching and learning process. The storybook with sticky pictures was successful to attract the students' attention. The students became pay more attention to the lesson and curious about what they will do next. They also liked the color of the storybook and the sticky pictures. They looked happy when taking the pictures and sticking them on the next page. Their expression shows that they enjoyed in learning English.

The use of teaching aids also had a big contribution in providing fun activities in learning English. The students were happy to use different kinds of teaching aids in learning English. The designed storybook with sticky pictures was completed with different kinds of teaching aids. The teaching aids helped the students in understanding the materials such as vocabularies and helped them to identify the whole stories such as the characters of the stories and their characteristics and the plot of the stories. The teaching aids also used in various activities, such as games, to support the teaching and learning process.

Activities used in the designed storybook with sticky pictures were varied. These various activities really helped the students to improve their ability. The students were involved in the teaching and learning process because of the fun activities. They also got materials related to the theme of the lessons. The students were successful to achieve the performative competence. They were able to use the symbols in the storybook with sticky pictures to communicate in the certain context.

The second objective was improving the students' listening and speaking skills at grade V. The activities in the storybook with sticky pictures succeeded in improving the students' listening and speaking skills. The students were listened carefully to the story when the teacher told it. As a result, they were able to identify the whole stories in detail. The students also became accustomed to listen to the English utterances.

Moreover, through the activities, the students can retell the stories and talk with their friends and the teacher in English. They were able to mention something related to the materials or things around them in English. The students also became braver to express their opinion in English.

Based on the explanation above, it can be concluded that the storybook with sticky pictures was successful in providing fun and interesting situations in the English teaching and learning process and improving the students' listening and speaking skills at grade V.

B. IMPLICATIONS

Based on the conclusion above, there are two implications about the use of storybook with sticky pictures. The first implication is the storybook with sticky pictures can be used not only for grade V, but also for grade VI. The students' literacy of grade VI is not significantly different from the students' literacy of grade V. The English materials of grade V and VI were also almost same. Thus, the students of grade VI are expected able to use the storybook with sticky pictures in their English teaching and learning process.

The second implication is the storybook with sticky pictures can be used not only at school, but also at home. The children can use it to learn English at home with their parents. The parents could know their children's ability and also help them in learning English. The instructions and the answer key in the teacher's guide book will help the parents in using the learning media. Although the parents were not good at English or never learn English in a specific purpose, they still can use it since the book was provided in Bahasa Indonesia version.

C. RECOMMENDATIONS

Based on the finding of the research, there are some recommendations for some parties. The recommendations are presented below.

1. Recommendation to the English Teachers

The English teachers of elementary schools who teach English as a compulsory or extracurricular subject could use the storybook with sticky pictures in the English teaching and learning process. The storybook with sticky pictures can be used to teach listening and speaking skills. The use of storybook with sticky pictures could attract the students' attention and increase their motivation in learning English. The color of sticky pictures and the background of the book were became the center of students' attention. The various activities provided in the teacher guidance book also could use to attract the students' attention in learning English.

In using the storybook with sticky pictures, the teacher should know the students' needs and characteristics in order to achieve the objective of the lesson. The teachers also should read the procedures and methodological in the teacher guidance book before using the storybook with sticky pictures. The children could get involve to the teaching and learning process when the teacher provides the lessons with the interesting activities and attractive learning media.

2. Recommendation to the Material Developers for Children

The material developers for children are expected to create interesting story based media for the English teaching and learning process for elementary schools' students. Storybook with sticky pictures could be one of the interesting

story based media for the children. It consists of interesting stories, colored sticky pictures, and various activities that could help the students to improve their literacy as well as improve their listening and speaking skills.

The material developers for children should innovate all the time to create the newest learning media based on the story. The learning media should be easy to use by the children. Different kinds of story based media could attract the students' attention. The students could feel the fresh atmosphere in every lesson because of the interesting story based media.

3. Recommendation to the English Course Book Writers

The English course book writers are expected to write an English course book with a good quality. The book should base on the curriculum, meet the students' needs and had a good methodological. The teacher guidance book of storybook with sticky pictures was made based on the elementary school's curriculum and met the students' needs of grade V. The procedures and instructions were also clear and easy to be understood by the teachers or parents. The teacher guidance book are also completed with various and interesting activities. Various activities used in the teacher guidance book could attract the students to learn English. The teacher guidance book completed with the course grid, answer key, and CD. The CD consists of the appendices, recording, and songs. It used to help and support the teachers or parents in conducting the English teaching and learning process using the storybook with sticky pictures.

4. Recommendation to the Students of English Education Department

The students of English Education Department are expected to become more creative in conducting the English teaching and learning process. The interesting activities will motivate the students in learning English. The activities in the storybook with sticky pictures were successful in motivating the students of grade V to learn English. They were happy and fun in the teaching and learning process and show their positive attitude toward English. The various activities were also gave the experience and knowledge about English materials to the students.

The creative learning media and activities also should involve the students' movement. It was useful to improve the students' physical motoric and competence. The use of storybook with sticky pictures was good to help the students to improve their physical motoric and reach the performative competence.

5. Recommendation to the Other Researchers

The other researchers are expected to conduct the research and development. The developed activities and the designed teaching media would be very useful for the teachers and the students. The product should provide the students' needs. The product also should be easy to use by the teachers and the students. The designing of storybook with sticky pictures is one of the research and development. It used a story as the main learning resource and sticky pictures as the supported teaching aids. The combination of stories and sticky pictures

became an interesting as well as attractive learning media for elementary school's students.

The research and development will also give positive effects for the researcher. It will give good experience in developing or designing something that will be useful for the English teachers and the students. It also will make the researcher accustom to organize the English teaching and learning lessons.

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Appendices

A.Research Instruments

Children's Interview Guideline

(Needs Analysis)

- 1. Apakah kamu suka pelajaran Bahasa Inggris di sekolah?
- 2. Kegiatan apa yang kamu suka saat pelajaran Bahasa Inggris?
- 3. Pernah atau tidak dibacakan cerita berbahasa Inggris oleh guru? Cerita tentang apa?
- 4. Pernah atau tidak dibacakan cerita oleh orangtua ketika dirumah? Cerita tentang apa?
- 5. Kamu suka cerita tentang apa?
- 6. Suka atau tidak kalau ceritanya sambil diperagakan atau menggunakan gambar?
- 7. Kalau sedang pelajaran Bahasa Inggris di sekolah kalian melakukan apa saja?

Questionnaire for Children (Needs Analysis)

Assalamu'alaikum warohmatullahi wabarokatuh adik-adik.

Kakak minta bantuan adik-adik untuk mengisi angket ini. Angket ini bertujuan untuk mengetahui kebutuhan yang kalian perlukan dalam belajar Bahasa Inggris.

Berdasarkan hasil angket ini, kakak akan membantu proses belajar kalian. Oleh karena itu, kakak mengharapkan jawaban yang sesuai dengan kondisi kebutuhan adik-adik.

Sebelum mengisi angket ini, bacalah petunjuk pengisian terlebih dahulu. Bila ada yang tidak kalian mengerti, silahkan bertanya pada kakak.

Atas bantuan kalian, kakak ucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

©Selamat mengerjakan©

Tulislah nama adik pada tempat yang tersedia dibawah ini.



Petunjuk Pengisian

Berilah tanda $(\sqrt{\ })$ pada kotak yang sesuai dengan pendapatmu. Perhatikan contoh pengisian dibawah ini.

SS: Sangat Setuju TS: Tidak Setuju

S: Setuju STS: Sangat Tidak Setuju

Contoh:

No	Pertanyaan	SS	S	TS	STS
1	Aku senang belajar Bahasa Inggris.		1		

No	Pertanyaan	SS	S	TS	STS
1	Aku senang dengan pelajaran Bahasa				
	Inggris.				
2	Aku suka mendengarkan percakapan				
	dalam Bahasa Inggris.				
3	Aku suka mengucapkan kata-kata dalam				
	Bahasa Inggris.				
4	Aku suka mendengarkan cerita dalam				
	Bahasa Inggris.				
5	Aku suka mendengarkan perintah Pak				
	Guru dalam Bahasa Inggris.				
6	Aku suka menirukan kata-kata yang				
	diucapkan Pak Guru dalam Bahasa				
	Inggris.				
7	Aku berbicara dengan teman				
	menggunakan Bahasa Inggris saat				
	pelajaran Bahasa Inggris.				

8	Aku lebih suka belajar Bahasa Inggris di	
	kelas secara individu (sendiri).	
9	Aku suka belajar Bahasa Inggris di kelas	
	secara berkelompok.	
10	Aku sering mengerjakan soal-soal di LKS.	
11	Pak Guru selalu memberikan contoh	
	mengucapkan kata-kata Bahasa Inggris	
	dengan benar.	
12	Pak Guru memberi kesempatan padaku	
	untuk membaca bacaan berbahasa Inggris.	
13	Pak Guru sering mengajak bermain game	
	ketika pelajaran Bahasa Inggris.	
14	Aku suka mendengarkan cerita berbahasa	
	Inggris.	
15		
15		
15	Aku senang melakukanberbagai kegiatan	
15	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris.	
	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng.	
16	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng.	
16	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng. Aku suka mendengarkan cerita fable/ hewan.	
16 17	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng. Aku suka mendengarkan cerita fable/ hewan. Aku suka mendengarkan cerita legenda.	
16 17 18	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng. Aku suka mendengarkan cerita fable/ hewan. Aku suka mendengarkan cerita legenda.	
16 17 18	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng. Aku suka mendengarkan cerita fable/ hewan. Aku suka mendengarkan cerita legenda. Aku suka belajar Bahasa Inggris dengan menggunakan gambar-gambar.	
16 17 18 19	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng. Aku suka mendengarkan cerita fable/ hewan. Aku suka mendengarkan cerita legenda. Aku suka belajar Bahasa Inggris dengan menggunakan gambar-gambar.	
16 17 18 19	Aku senang melakukanberbagai kegiatan yang menarik setelah mendengarkan cerita berbahasa Inggris. Aku suka mendengarkan cerita dongeng. Aku suka mendengarkan cerita fable/ hewan. Aku suka mendengarkan cerita legenda. Aku suka belajar Bahasa Inggris dengan menggunakan gambar-gambar. Aku senang belajar Bahasa Inggris dengan	

Open-ended Questionnaire

for the English Teacher of SD Muhammadiyah Demangan

Angket ini dibuat untuk mendapatkan informasi yang terkait dengan proses belajar mengajar di kelas V SD Muhammadiyah Demangan. Apabila terdapat pertanyaan yang kurang jelas dapat ditanyakan kepada pemberi angket. Terimakasih atas kesediaan Bapak untuk mengisi angket ini.

Tulislah jawaban pada tempat yang telah disediakan.

1.	Cerita apa saja yang biasanya Bapak bacakan untuk siswa pada saat proses
	belajar mengajar?
2.	Apa saja aktivitas yang Bapak lakukan sebelum membacakan cerita?
3.	Apa saja aktivitas yang Bapak lakukan saat membacakan cerita?
4.	Apa saja aktivitas yang Bapak lakukan setelah membacakan cerita?

5.	Ap	a saja aktivitas yang dilakukan oleh siswa sebelum dibacakan cerita?
6.	Ap	a saja aktivitas yang dilakukan oleh siswa saat dibacakan cerita?
	•••	
7.	Ap	a saja aktivitas yang dilakukan oleh siswa setelah dibacakan cerita?
8.	Ba	gaimana respon dari siswa saat Bapak membacakan cerita?
9.	Me	enurut Bapak, jenis cerita apa yang disukai siswa?
	a.	Cerita tentang binatang (fable).
	b.	Dongeng.
	c.	Cerita legenda.
	d.	Cerita nabi-nabi.
10.	Me	edia apa yang biasanya Bapak gunakan saat membacakan cerita?
	a.	Boneka tangan.
	b.	Gambar.
	c.	Media audio.

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Questionnaire for Parents

Kepada Bapak/ Ibu Wali Murid

Di tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Saat ini saya sedang melaksanakan penelitian dengan judul "Designing an English Storybook with Sticky Pictures for the Teaching of Listening and Speaking for Grade V of Elementary Schools". Penelitian ini bertujuan untuk merancang pembelajaran Bahasa Inggris untuk SD.

Oleh karena itu, saya mengharap kesediaan Bapak/ Ibu untuk menjawab beberapa pertanyaan yang berkaitan dengan kebiasaan yang dilakukan siswa dan orang tua dirumah. Dengan mengisi angket ini, Bapak/ Ibu telah membantu saya dalam menganalisa kebutuhan siswa yang perlu saya ketahui sebelum merancang materi yang sesuai dengan kebutuhan siswa.

Petunjuk pengisian sesuai dengan contoh terlampir. Jawaban yang Anda berikan dalam angket ini tidak akan mempengaruhi nilai Bahasa Inggris anak disekolah. Atas kesediaannya mengisi angket ini, saya mengucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Peneliti

Nita Listiyaningtyas

Nama orang tua	·
Nama anak	

Berikan tanda ($\sqrt{\ }$) pada jawaban yang sesuai dengan kebiasaan Anda dan anak Anda.

Sebagai contoh, pernyataan dibawah digunakan untuk mengetahui tentang kebiasaan Bapak/ Ibu memeriksa apa saja yang sudah dipelajari anak di sekolah. Apabila Anda melakukan kegiatan tersebut berilah tanda ($\sqrt{}$) pada kolom **Ya**. Apabila Anda tidak pernah melakukannya berilah tanda ($\sqrt{}$) pada kolom **Tidak**.

Contoh:

No	Pernyataan	Ya	Tidak
1	Bapak/ Ibu memeriksa kembali apa yang anak pelajari	$\sqrt{}$	
	disekolah.		

Terimakasih atas kesediaan Bapak/ Ibu untuk mengisi angket ini.

Isilah jawaban Anda pada kolom dibawah ini dengan memberikan tanda ($\sqrt{}$) sesuai dengan pilihan Anda.

No	Pernyataan	Ya	Tidak
1	Bapak/ Ibu memeriksa kembali apa yang anak pelajari		
	dalam pelajaran Bahasa Inggris.		
2	Bapak/ Ibu membantu anak dalam menguasai materi		
	Bahasa Inggris yang diajarkan disekolah.		
3	Bapak/ Ibu merasa cerita efektif untuk perkembangan		
	bahasa anak.		
4	Bapak/ Ibu merasa cerita efektif untuk mengajarkan		
	moral dan nilai kehidupan kepada anak.		
5	Bapak/ Ibu merasa perlu membaca cerita berulang-		
	ulang.		

6	Bapak/ Ibu membacakan cerita kepada anak setiap					
	sebelum tidur.					
7	Bapak/ Ibu membacakan cerita kepada anak saat					
	mereka ingin mendengarkan saja.					
8	Bapak/ Ibu memilih cerita untuk anak.					
9	Bapak/ Ibu membiarkan anak yang memilih cerita yang					
	akan dibacakan.					
10	Bapak/ Ibu memeriksa kembali pemahaman anak					
	tentang cerita yang Anda bacakan.					
11	Bapak/ Ibu memilih menggunakan buku cerita					
	bergambar.					
12	Bapak/ Ibu menggunakan suara yang berbeda-beda					
	untuk setiap tokoh dalam cerita.					
13	Bapak/ Ibu merasa anak tertarik dengan cerita ketika					
	dibacakan dengan suara yang berbeda-beda.					
14	Bapak/ Ibu membantu anak dalam mengucapkan kata-					
	kata dalam Bahasa Inggris.					
15	Bapak/ Ibu mengetahui bahwa anak telah mengenali					
	banyak kosa kata dalam Bahasa Inggris.					
16	Bapak/ Ibu membacakan cerita kepada anak.					
17	Bapak/ Ibu menggunakan cerita karangan sendiri.					
18	Bapak/ Ibu merasa anak tertarik saat dibacakan cerita					
	dongeng.					
19	Bapak/ Ibu merasa anak tertarik saat dibacakan cerita					
	fable/ hewan.					
20	Bapak/ Ibu merasa anak tertarik saat dibacakan cerita					
	legenda.					

Children's Interview Guideline

(Evaluation)

- 1. Apakah kamu suka cerita yang kemarin dibacakan?
- 2. Apakah kamu mendapatkan banyak kosa kata baru dari cerita kemarin?
- 3. Apakah kamu suka lagu yang ada didalam cerita?
- 4. Apakah kamu suka gambar-gambar yang digunakan dalam cerita kemarin?
- 5. Apakah kamu suka media buku cerita tersebut?
- 6. Apakah kamu suka kegiatan yang dilakukan dengan menggunakan buku cerita tersebut?
- 7. Apakah kegiatan kemarin membantumu untuk memahami isi cerita?
- 8. Apakah kamu paham dengan setiap perintah yang ada di buku cerita tersebut?
- 9. Apakah gambarnya terlihat jelas dan menarik bagimu?
- 10. Apakah warnanya menarik bagimu?

Evaluation Questionnaire for the Students of Grade V

Assalamu'alaikum warohmatullahi wabarokatuh adik-adik.

Kakak minta bantuan adik-adik untuk mengisi angket ini. Angket ini bertujuan untuk mengevaluasi media dan aktivitas yang kakak kembangkan. Oleh karena itu, kakak mengharapkan jawaban yang sesuai dengan apa yang adik-adik rasakan.

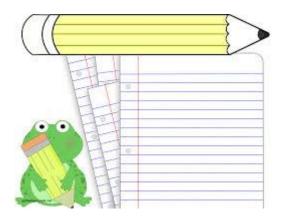
Sebelum mengisi angket ini, bacalah petunjuk pengisian terlebih dahulu. Bila ada yang tidak kalian mengerti, silahkan bertanya pada kakak.

Atas bantuan kalian, kakak ucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

©Selamat mengerjakan©

Tulislah nama adik pada tempat yang tersedia dibawah ini.



Petunjuk Pengisian

Berilah tanda $(\sqrt{\ })$ pada kotak yang sesuai dengan pendapatmu. Perhatikan contoh pengisian dibawah ini.

Contoh:

No	Pernyataan			Ya	Tidak	
1	Materi Bahasa In	nggris ini	membantuku	dalam	V	
	penguasaan suku ka	ata.				

No	Pernyataan	Ya	Tidak
1	Materi Bahasa Inggris ini membantuku dalam		
	penguasaan suku kata.		
2	Materi Bahasa Inggris ini sesuai dengan		
	kemampuanku.		
3	Perintah yang diberikan oleh guru untuk		
	mengerjakan materi jelas.		
4	Perintah yang digunakan oleh guru mudah		
	dipahami.		
5	Aku suka media pembelajaran dan aktivitas yang		
	ada dalam materi Bahasa Inggris ini.		
6	Kegiatan yang dilakukan memotivasiku untuk		
	berbicara dan memahami perintah dalam Bahasa		
	Inggris.		
7	Kegiatan yang dilakukan membuatku menyukai		
	Bahasa Inggris.		
8	Kegiatan yang dilakukan membantuku berlatih		
	mendengar dan berbicara serta memahami perintah		
	dalam Bahasa Inggris.		

9	Aku berlatih mengerjakan perintah guru secara
	individu.
10	Aku dapat belajar secara berkelompok dengan
	teman.
11	Waktu yang diberikan cukup untuk menyelesaikan
	aktivitas yang diberikan.
12	Input yang diberikan sebelum memulai kegiatan
	menarik dan mudah dimengerti.
13	Input ini membantuku meningkatkan kosa kata
	baru.
14	Input ini membantuku mempelajari pengucapan
	kata dalam Bahasa Inggris.
15	Buku cerita yang digunakan dapat membantuku
	dalam berlatih menceritakan kembali.
16	Buku cerita yang digunakan menarik.
17	Buku cerita yang digunakan warnanya bervariasi.
18	Ukuran buku cerita cukup.
19	Buku cerita yang digunakan sesuai topik.
20	Cara menggunakan buku cerita sangat mudah.

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Evaluation Questionnaire for Experts and English Teachers

Kepada Yth. Responden

Di tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Saat ini saya sedang melaksanakan penelitian dengan judul "Designing an English Storybook with Sticky Pictures for the Teaching of Listening and Speaking for Grade V Elementary Schools". Penelitian ini bertujuan untuk merancang pembelajaran Bahasa Inggris untuk SD.

Oleh karena itu, saya mengharap kesediaan Bapak/ Ibu/ Saudara untuk menjawab beberapa pertanyaan yang berkaitan dengan media dan aktivitas yang telah saya kembangkan. Dengan mengisi angket ini, Bapak/ Ibu/ Saudara telah membantu saya dalam mengevaluasi media dan aktivitas yang saya kembangkan untuk selanjutnya saya gunakan untuk merevisi media tersebut.

Petunjuk pengisian sesuai dengan contoh terlampir. Atas kesediaannya mengisi angket ini, saya mengucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Peneliti

Nita Listiyaningtyas

Lembar Evaluasi untuk Experts dan English Teachers

Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi tentang kelayakan materi yang disusun untuk meningkatkan kualitas aktivitas pembelajaran bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan memberikan masukan terhadap materi yang telah disusun.

A.	Data Responden	
	Nama	:
	Usia	:
	Jenis kelamin	:
	Pendidikan (*)	: () Mahasiswa D3
		() Lulusan D3
		() Mahasiswa S1
		() Lulusan S1
		() Mahasiswa S2
		() Lulusan S2
	Institusi	:
	Lama mengajar ^(*)	: () 0 - 5 tahun
		() 5 – 10 tahun
		() > 10 tahun
	^(*) Berikan tanda ($$) p	ada pilihan Anda.

B. Evaluasi Materi

Sebelum Bapak/ Ibu/ Saudara memberikan tanggapan dan evaluasi terhadap materi yang telah peneliti kembangkan, mohon Bapak/ Ibu/ Saudara untuk membaca pernyataan-pernyataan dalam table dengan teliti setelah itu beri tanda ($\sqrt{}$) pada kolom.

No	Tanda	Keterangan
1	SS	Jika Bapak/ Ibu/ Saudara sangat setuju dengan pernyataan
		yang ada.
2	S	Jika Bapak/ Ibu/ Saudara setuju dengan pernyataan yang
		ada.
3	TS	Jika Bapak/ Ibu/ Saudara tidak setuju dengan pernyataan
		yang ada.
4	STS	Jika Bapak/ Ibu/ Saudara sangat tidak setuju dengan
		pernyataan yang ada.

Contoh:

No	Pertanyaan	SS	S	TS	STS
1	Materi yang dikembangkan sudah				
	memenuhi kisi-kisi dalam KTSP.				

No	Pertanyaan	SS	S	TS	STS
1	Materi yang dikembangkan sudah				
	memenuhi kisi-kisi dalam KTSP.				
2	Materi yang dikembangkan sudah				
	berdasarkan course grid yang telah				
	disusun.				
3	Topik disetiap cerita sesuai dengan				
	lingkup pembelajaran siswa kelas V.				

4	Fungsi bahasa dan ungkapan-ungkapan	
	yang ada berhubungan dengan kegiatan	
	anak sehari-hari.	
5	Struktur bahasa yang digunakan sesuai	
	dengan kemampuan berbahasa anak.	
6	Cerita yang dipakai memiliki pesan	
	moral yang baik untuk anak.	
7	Input dalam materi yang dikembangkan	
	sesuai dengan tujuan pembelajaran.	
8	Materi yang dikembangkan membantu	
	siswa dalam penguasaan kosa kata.	
9	Materi yang dikembangkan membantu	
	siswa dalam berlatih mendengarkan	
	kata-kata dalam Bahasa Inggris.	
10	Materi yang dikembangkan membantu	
	siswa dalam berlatih berbicara dalam	
	Bahasa Inggris.	
11	Materi yang dikembangkan memotivasi	
	siswa untuk belajar Bahasa Inggris.	
12	Materi yang dikembangkan sesuai	
	dengan tingkat kemampuan siswa	
	dalam berbahasa Inggris.	
13	Aktivitas yang dipilih sesuai dengan	
	kemampuan berbahasa anak.	
14	Aktivitas yang dipilih sesuai dengan	
	kemampuan kognitif anak.	
15	Aktivitas yang dipilih sesuai dengan	
	kemampuan fisik/ motorik anak.	
16	Aktivitas yang dipilih sesuai dengan	
	kemampuan seni anak.	

17	Aktivitas yang dipilih bervariasi.
18	Aktivitas yang dipilih sesuai dengan
	topik.
19	Aktivitas yang dipilih disusun dari level
	yang mudah ke yang lebih sulit.
20	Aktivitas yang dipilih mencakup
	kegiatan individu.
21	Aktivitas yang dipilih mencakup
	kegiatan berpasangan.
22	Aktivitas yang dipilih mencakup
	kegiatan berkelompok.
23	Aktivitas yang dipilih mencakup 4
	skills (Listening, Speaking, Reading,
	and Writing).
24	Aktivitas yang dipilih dalam materi
	yang dikembangkan dapat
	meningkatkan fluency dan accuracy
	siswa dalam berbahasa Inggris.
25	Lagu yang digunakan sesuai dengan
	cerita.
26	Game yang digunakan bervariasi.
27	Flashcards yang digunakan mudah
	digunakan dan menarik.
28	Puppet stick yang tersedia mudah
	digunakan dan menarik.
29	Flashcards yang digunakan sesuai
	dengan kebutuhan dalam bercerita.
30	Power point yang tersedia sesuai
	dengan topik.

31	Design dalam media yang		
	dikembangkan menarik dan jelas bagi		
	siswa dan guru.		
32	Gambar yang terdapat pada buku cerita		
	sangat menarik.		
33	Gambar yang terdapat pada buku cerita		
	sesuai dengan topik.		
34	Gambar yang terdapat pada buku cerita		
	terlihat jelas.		
35	Gambar yang terdapat dalam buku		
	panduan guru jelas.		
36	Instruksi yang digunakan peneliti jelas		
	dan mudah dipahami siswa.		
37	Instruksi yang terdapat dalam panduan		
	guru mudah dipahami.		
38	Instruksi yang terdapat dalam panduan		
	guru mudah dilakukan.		
39	Instruksi yang terdapat dalam panduan		
	guru sesuai dengan kebutuhan guru.		
40	Tulisan dalam panduan guru mudah		
	untuk dipahami.		
L			

Jawablah pertanyaan-pertanyaan berikut ini.

41.	Bagaimana	pendapat	Bapak/	Ibu/	Saudara	tentang	media	yang	saya
kem	bangkan?								
42.	Menurut Ba	apak/ Ibu/	Saudara	a apa	kekuran	gan dari	media	yang	saya
kem	bangkan?								
	• • • • • • • • • • • • • • • • • • • •			•••••					• • • • • •
				• • • • • • •					
43.	Apa saran	Bapak/ Ib	u/ Sauda	ara u	ntuk mer	nperbaiki	media	yang	saya
kem	bangkan?								

Lembar Observasi Kelas untuk Guru Bahasa Inggris

Nama observer	·
Tanggal	:
Kelas	:
Jumlah siswa	:
Unit/ Topik	1

A. Isilah table dibawah ini sesuai dengan keadaan siswa pasa saat implementasi.

Sebelum Bapak/ Ibu/ Saudara memberikan tanggapan terhadap keadaan siswa, mohon Bapak/ Ibu/ Saudara membaca pernyataan-pernyataan dalam table dengan teliti. Setelah itu isilah jumlah siswa pada kolom "Frekuensi jumlah siswa" dari pernyataan yang ada. Kemudian tuliskan kondisi siswa pada kolom "Uraian" berdasarkan ketentuan sebagai berikut:

No	Frekuensi	Keterangan			
1	Ya	Jumlah siswa yang melakukan kegiatan sesuai			
		pernyataan pada saat implementasi berlangsung.			
2	Tidak	Jumlah siswa yang tidak melakukan kegiatan sesuai pernyataan pada saat implementasi berlangsung.			

Contoh:

No	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1	Siswa menyimak	12	5	Sebagian siswa
	materi yang			dibelakang berbicara
	disampaikan			dengan teman
	dengan sungguh-			sebangkunya karena guru
	sungguh.			tidak memperhatikan
				siswa yang duduk
				dibelakang.

A. Isilah sesuai dengan keadaan pada saat implementasi.

No	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1	Siswa menyimak			
	materi yang			
	disampaikan dengan			
	sungguh-sungguh.			
2	Siswa terlihat			
	percaya diri pada			
	saat melakukan			
	kegiatan dalam			
	materi ini.			
3	Siswa merasa			
	terbantu untuk			
	memahami kosa			
	kata baru dengan			
	bantuan storybook			
	with sticky pictures.			

4	Siswa terlihat bosan	
	saat melakukan	
	kegiatan dalam	
	materi yang	
	dikembangkan.	
5	Siswa melakukan	
	aktivitas dalam	
	materi yang	
	dikembangkan	
	sesuai dengan	
	petunjuk guru.	
6	Siswa dapat	
	melakukan kegiatan	
	sesuai dengan waktu	
	yang ditentukan.	
7	Input dan aktivitas	
	yang diberikan	
	sesuai dengan topik	
	pembelajaran.	
8	Siswa memahami	
	perintah yang	
	diberikan dalam	
	setiap kegiatan.	
9	Materi yang	
	dikembangkan	
	membantu mereka	
	dalam merespon	
	perintah yang	
	diberikan guru/	
	teman.	

10	Pada sesi presentasi,		
	siswa mendapatkan		
	latihan yang cukup		
	untuk menuju ke		
	tahap kegiatan		
	individu/ pairs/		
	kelompok.		
11	Siswa yang diajak		
11			
	berbicara mengerti		
	informasi yang		
	diberikan oleh siswa		
	yang mengajak		
	berbicara.		
12	Setiap siswa		
	melakukan		
	perannya masing-		
	masing pada saat		
	melakukan kegiatan		
	dalam aktivitas yang		
	dilakukan.		
13	Siswa berusaha		
	menggunakan		
	bahasa Inggris		
	dalam setiap		
	aktivitas yang		
	dilakukan.		
14	Materi yang		
	dikembangkan		
	sudah cukup melatih		
	kemampuan siswa		
	1	1	i e e e e e e e e e e e e e e e e e e e

	dalam kegiatan		
	listening.		
15	Materi yang		
	dikembangkan		
	sudah cukup melatih		
	kemampuan siswa		
	dalam kegiatan		
	speaking.		
16	Guru terlalu banyak		
	memberikan saran		
	sehingga		
	membingungkan		
	siswa.		
17	Guru memberikan		
	feedback dengan		
	jelas.		
18	Guru memberikan		
	perintah dengan		
	jelas.		

Α.	Berilah	komentar	Anda	mengenai	kondisi	didalam	kelas	selama
	penerap	an materi do	engan n	nenjawab p	ertanyaar	ı berikut i	ni.	
1.	Bagaima	na pendapat	Bapak	/ Ibu/ Saud	lara tentar	ng penerap	an mate	eri yang
	sudah dil	aksanakan?	Apakah	dapat berla	ngsung dei	ngan baik?		
				•••••			•••••	
2.	Menurut	Bapak/ Ibu	/ Sauda	ıra, apa saja	a kekuran	gan yang	terdapat	selama
	impleme	ntasi materi <u>y</u>	yang dik	kembangkan	ini?			

B. Data of the Children and Respondents

Data of the Children of Grade V Ibnu Tufail

SD Muhammdiyah Demangan

No	Nama Siswa					
1	Abyan Azra Dynnusa					
2	Adelia Nasywa Karenina					
3	Adnan Fahrul Setiyawan					
4	'Afwa Naela Fauziya					
5	Akmal Yusam Deva El-H					
6	Anggraeni Nimas Wijayanti					
7	Arya Firgi Syuhada					
8	Daksadana Rahadyantama					
9	Eka Septi Nurjannah					
10	Eka Tiya Fadhilah					
11	Faried Rahmansyah					
12	Jundi Nur Faiz					
13	Maulana Nadrata Na'im					
14	14 Meysyahirah Khairiyah					
15	5 M. Daffa'an Reydika					
16	M. Rafi Nur Yazid					
17	Muhammad Zydan Izzulhaq					
18	Naswa Amalia Putri					
19	Naufal Muh Daffa					
20	Nauval Dzaky Aryasatya					
21	Nibras Ghonimuzahi					
22	Nisrina Afifah Fadhillah					
23	Novita Renandha Ramadhani					
24	Putra Daffa Fadullah					
25	R.A Kooswinarning Definta Indraswari					
26	Rayhan Cahya Adelio					
27	Safira Indriasmara					
28	Shegita Kharisma Ariputri					
29	Siti Annisa					
30	Winahyu Asmoro Sukino					

Data of the Respondents on the Evaluation of the Second Draft of the Storybook with Sticky Pictures

No.	Name	Education
1	Isnaini, S.Pd	S1 degree of Sarjanawiyata Tamansiswa
		University, English teacher in SD
		Muhammadiyah Demangan.
2	Desi Yuwanti, S.Pd	S1 degree of Ahmad Dahlan University,
		English teacher in SD Muhammadiyah
		Demangan.
3	Emie Fajarani, S.Pd	S1 degree of Ahmad Dahlan University,
		English teacher in SD Muhammadiyah
		Demangan.
4	R.R. Ika Sartika, S.Pd	S1 degree of Sarjanawiyata Tamansiswa
		University, English teacher in SD
		Muhammadiyah Demangan.
5	Saras Dhona Septia, S.Pd	Fresh graduate of English Education
		Department.
6	Meta Swasti Naraswari	Student of English Education
		Department.
7	Dita Arintia	Student of English Education
		Department.
8	Muh. Yusuf Arif Nur	Student of English Education
	Rahmat	Department.
9	Sita Arista Wulan Sari	Student of English Education
		Department.
10	Ristiani Primaningsih,	Fresh graduate of English Education
	S.Pd	Department.

C. The Course Grid

THE COURSE GRID

DESIGNING AN ENGLISH STORYBOOK WITH STICKY PICTURES FOR THE TEACHING OF LISTENING AND SPEAKING FOR GRADE V OF ELEMENTARY SCHOOLS

Unit 1

Theme	Learning	Indicators		Learning	ing Materials		Teaching and Activit	•	Sticky	Teaching
	Objective		Language Function	Expression	Vocabulary	Grammar	Teacher	Students	Pictures	Aids
Sub theme: The Thomas Family	Children are able to identify family members.	 Children can say family members. Children can tell about their family members. Children can say the value of the story. 	Describing family members.	 I have a mother and father. I have two bothers. I have one brother and one sister. I have blonde hair and blue eyes. My dad works in a zoo. He is ten years old. 	Mother, Father, mum, dad, brother, sister, uncle, aunt, cousin, grand- father, grand- mother, blonde hair, brown eyes, tall.	S + have/ has + O Singular and plural form.	Pre-teaching: 1. Greeting the students. 2. Saying a prayer. 3. Introducing the theme to the students. Presentation: 4. Asking and showing about family members using the puppet sticks. 5. Asking and showing the example of how to describe family members and their characteristics. While teaching: Practice: 6. Telling the students that you will tell/read a story. 7. Giving one	Pre-teaching: 1. Saying a prayer. 2. Identifying the puppet sticks of the family members. 3. Describing the family members and the characteristics in a simple sentence. While teaching: 4. Doing the first part of the storybook with sticky pictures. 5. Discussing it with the teacher. 6. Listening to the story and	Sticky pictures of family members: Mother Me	Puppet sticks, flash-cards, cards of "The Seven Families" and a double tape.

 	 		<u> </u>
	storybook with	sticking the	Father,
	sticky pictures for	pictures on the	brother,
	one group that	second part.	uncles,
	consists of 5	7. Presenting it in	aunts,
	people.	front of the	cousins,
	8. Asking the students	class with	grand-
	to do the first part	other groups.	father,
	of the storybook	8. Discussing the	grand-
	with sticky pictures	story with the	mother,
	"Match and Stick".	teacher and	dragonfly,
	9. Discussing the first	other friends.	seashell,
	part with the	9. Doing the	zoo, red
	students.	third part of	car,
	10. Asking the students	the storybook	football,
	to do the second	with sticky	school,
	parts of the	pictures.	teacher,
	storybook with	10. Retelling the	chips,
	sticky pictures	story in front	dinosaurs,
	"Listen and Stick"	of the class	rubber
	while the teacher	11. Identifying the	ball,
	telling/ reading the	• •	banana,
	story.	value of the	watermelo
	11. Asking some	story.	n, goldfish,
	students from each	12. Playing a	blue eyes,
	group to present	game "The	brown
	their answer	Seven	eyes,
	together in front of	Families"	blonde
	the class.	13. Retelling the	hair, dark
	12. Checking the	family tree of	brown
	students	other friends.	hair,
	understanding by		brown
	asking some	Post-teaching:	hair,
	questions orally.	14. Summarizing	number 1,
	13. Asking the students	the materials	number 7,

		1 1 1 1 1	*.1 .1	1 1
		to do the third parts	with the	and
		of the storybook	teacher and	number
		with sticky pictures	other friends.	10.
		"Listen, Stick and	15. Saying a	
		Retell" while the	prayer.	
		teacher telling/		Sticky
		reading the story		pictures of
		once again. In this		the words.
		part, the teacher		
		should tell/ read the		Mother
		story little bit		
		slowly.		
		14. Asking some		
		students from each		
		group to retell it in		
		front of the class.		
		15. Asking the value of		
		the story to the		
		students.		
		Production:		
		16. Asking and guiding		
		the students to play		
		a game "The Seven		
		Families".		
		17. Asking and guiding		
		the students to		
		retell their friend's		
		family tree.		
		Post-teaching:		
		18. Summarizing the		
		materials with the		
		students.		
		19. Saying a prayer.		

Unit 2

Theme	Learning	Indicators		Learning	Materials		Teaching and Activit		Sticky	Teaching
	Objective		Language Function	Expression	Vocabulary	Grammar	Teacher	Students	Pictures	Aids
Sub theme: Mr. Page's Pet Shop	Children are able to identify different kinds of animals.	1. Children can say different kinds of animals. 2. Children can tell the animals' characteristics orally. 3. Children can say the value of the story.	Describing the animals' characteristics.	 This is my rabbit, Bento. Bento has two long ears. Bento can jump high. Am I big? Do I have tail? Does it have two ears? 	Cats, pigs, cows, dogs, horses, snakes, turtle, frogs, fish, ducks, parrots, sparrows, crows, pigeon, swing, jump, run, swim, fly, wings, tail, foot, miaow, oink, moo, woof, neigh, hiss, crunch, croak, bubble, quack, hello, chirp, caw, coo.	Action verb. Interrogat ive sentence: Am + I + adjective? Do + I have + noun? Does + it have + noun?	 Pre-teaching: Greeting the students. Saying a prayer. Introducing the theme to the students. Presentation: Asking and showing about different kinds of animals and the part of their body using flashcards. Asking and showing the animals' sounds using the recording. Asking the students to sing "Old MacDonald had a Farm" together with you. While teaching: Telling the students that you will tell/read a story. Giving one 	Pre-teaching: 1. Saying a prayer. 2. Identifying the pictures of the animals and the parts of their body. 3. Identifying the sounds of the animals. 4. Singing a song "Old MacDonald had a Farm" While teaching: 5. Doing the first part of the storybook with sticky pictures. 6. Discussing it with the teacher. 7. Listening to the story and sticking the pictures on the second part. 8. Presenting it in	Sticky pictures of animals and part of the body: Cat Turtle Parrot Wing Pigs, dogs, snakes,	Flash-cards, double tape, and recording.

storybook with sticky pictures for one group that consists of 5 people. 9. Asking the students to do the first part of the storybook with sticky pictures "March and Stick". 10. Discussing the first part with the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students to group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 14. Asking the students to do the scond parts of the storybook with sticky pictures "Animal Noises" 15. Saying a prayer. 16. Cat fore, sparrows, crows,							
one group that consists of 5 people. 9. Asking the students to do the first part of the storybook with sticky pictures "Match and Stick". 10. Discussing the first part with the students. 11. Asking the students to do the second parts of the storybook with sticky pictures. 11. Asking the students to do the second parts of the storybook with sticky pictures. "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each groups. "Listen and Stick" with sticky pictures. "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each groups to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally.				T	-		
consists of 5 people. 9. Asking the students to do the first part of the storybook with sticky pictures "Match and Stick". 10. Discussing the storybook with sticky pictures. 11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling reading the story. 12. Asking some students form each group to present their answer together in front of the class. 13. Checking the students to do the second parts of the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students to do the story high the story high the story. 15. Saying a prayer. 9. Discussing the story with the story being cacher and other friends. Sticky pictures of the story being an immals' sound: 14. Summarizing the story being the story book with sticky pictures of the materials with the teacher and other friends. 15. Saying a prayer.					• -		ducks,
people. 9. Asking the students to do the first part of the storybook with sticky pictures "Match and Stick". 10. Discussing the first part with the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some squents to depth or their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 15. Saying a prayer.							sparrows,
9. Asking the students to do the first part of the storybook with sticky pictures "Match and Stick". 10. Discussing the first part with the students to do the second parts of the storybook with sticky pictures. 11. Asking the students to do the second parts of the storybook with sticky pictures. "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 9. Asking the students to the hestorybook with sticky pictures. 11. Retelling the story in front of the story. 12. Asking some at teacher and other friends. 13. It is an and the story in front of the class. 14. Summarizing the materials with the story in front of the class. 15. Saying a prayer.					consists of 5	9. Discussing the	crows,
to do the first part of the storybook with sticky pictures "Match and Stick". 10. Discussing the first part with the students. 11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling' reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 14. Saying a prayer. 15. Saying a prayer.					* *		pigeon,
of the storybook with sticky pictures "Match and Stick" 10. Discussing the first part with the students. 11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally.					9. Asking the students	teacher and	whisker,
with sticky pictures "Match and Stick". 10. Discussing the first part with the students. 11. Asking the students to do the second parts of the story/book with sticky pictures. 12. Identifying the value of the story. 13. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. with the first the students from each group to present understanding by asking some questions orally.					to do the first part	other friends.	shell, fur,
"Match and Stick". 10. Discussing the first part with the students. 11. Asking the students to do the second parts of the storybook with sticky pictures. 11. Asking the students to do the second parts of the storybook with sticky pictures. 11. Retelling the story in front of the class. 12. Identifying the value of the value of the story. 13. Playing a guessing game "Animal Noises" 14. Summarizing the students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 14. Summarizing the story in front of the class some students from each group to present the materials with the teacher and other friends. 15. Saying a prayer.					of the storybook	10. Doing the	snout, tail,
10. Discussing the first part with the students. 11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 13. Checking the students from each group to present their answer together in front of the class. 14. Summarizing the materials with the teacher and other friends. 15. Saying a prayer.					with sticky pictures	third part of	fork
part with the students. 11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students to do the students understanding by asking some questions orally. Distribute the students from the students from each group to present their answer together in front of the students understanding by asking some questions orally. Distribute the class of the story in front of the class story in front of the class story. It leads to the story in front of the class story. It leads to the class or the story in front of the class story. It leads to the class or the class sound: Distribute the class of the class story in front of the class story. It leads to the class or the class sound: Distribute the class or the class story in front of the class story. It leads to the class or the class story. It leads to the class or the class or the class or the class or the class story. It leads to the class or the cl					"Match and Stick".	the storybook	tongue,
students. 11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick' while the teacher telling/ reading the students from each group to present their answer together in front of the class. 12. Identifying the value of the story. 13. Playing a guessing game "Animal Noises" 14. Summarizing the materials with the materials together in front of the class. 13. Checking the story. 14. Summarizing the materials with the teacher and other friends. 15. Saying a prayer. 16. Saying a prayer.					10. Discussing the first	with sticky	web foot,
11. Asking the students to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the story in front of the class story in front of the class story. 14. Issummarizing the materials with the teacher telling/ reading the story. 15. Saying a prayer. 16. Sticky pictures of the value of the va					part with the	pictures.	fins, beak,
to do the second parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling' reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. Ito do the second parts of the story. 12. Identifying the value of the story. 13. Playing a guessing game "Animal Noises" Vicky pictures of the story. 14. Summarizing the materials with the teacher and other friends. Sticky pictures of the story. 13. Playing a guessing game "Animal Noises" Volume of the value					students.	11. Retelling the	head, and
parts of the storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 12. Identifying the value of the story. 13. Playing a guessing game "Animal Noises" Co Post-teaching: 14. Summarizing the value of the story. 15. Saying a prayer. Cat Sticky pictures of the story. 16. Asking some and other friends. Sticky pictures of the story. Story pictures of					11. Asking the students	story in front	claw.
storybook with sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. Value of the story. 13. Playing a guessing game "Animal Noises" Co Sticky pictures of the animals' sound: 14. Summarizing the materials with the teacher and other friends. Cat					to do the second	of the class	
sticky pictures "Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. sticky pictures "Listen and Stick" while the teacher and guessing game "Animal Noises" Co Sticky pictures "Animal Noises" Listen and Stick" animals' sound: Sticky pictures of the animals' sound: The animals' sound: Listen and Stick" animals' sound: Sticky pictures of the words. Cat					parts of the	12. Identifying the	Sticky
"Listen and Stick" while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Playing a guessing game "Animal Noises" Post-teaching: 14. Summarizing the materials with the teacher and other friends. 13. Checking the students understanding by asking some questions orally.					storybook with	value of the	pictures of
while the teacher telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. while the teacher telling/ reading the "Animal Noises" Co Post-teaching: 14. Summarizing the materials with the teacher and other friends. Cat Cat					sticky pictures	story.	the
telling/ reading the story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 14. Summarizing the materials with the teacher and other friends. Cat Co Sticky pictures of the words. Cat Cat					"Listen and Stick"	13. Playing a	animals'
story. 12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. Noises" Co Sticky pictures of the materials with the teacher and other friends. Cat Cat					while the teacher	guessing game	sound:
12. Asking some students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 14. Summarizing the materials with the teacher and other friends. Cat Cat Cat					telling/ reading the	"Animal	
students from each group to present their answer together in front of the class. 13. Checking the students understanding by asking some questions orally. 14. Summarizing the materials with the teacher and other friends. Cat Cat Cat					story.	Noises"	
group to present their answer the materials together in front of the class. 13. Checking the students understanding by asking some questions orally. Sticky pictures of the materials with the the words. Cat Cat Sticky pictures of the words. The words the materials with the the words. The words the words the words. The words the words the words. The words the words the words the words. The words the words the words the words. The words the words the words the words the words. The words the w					12. Asking some		Co
their answer together in front of together in front of the class. 13. Checking the students understanding by asking some questions orally. the materials with the the words. 15. Saying a prayer. pictures of the words. Cat Cat					students from each	Post-teaching:	
together in front of the class. 13. Checking the students understanding by asking some questions orally. together in front of the words. 14. Checking the students other friends. 15. Saying a prayer. questions orally.					group to present	14. Summarizing	Sticky
the class. 13. Checking the students understanding by asking some questions orally. Cat Cat Cat					their answer	the materials	pictures of
13. Checking the students understanding by asking some questions orally. Cat Cat Cat Cat Cat					together in front of	with the	the words.
students understanding by asking some questions orally.					the class.	teacher and	
students understanding by asking some prayer. questions orally.					13. Checking the	other friends.	Cat
asking some prayer. questions orally.					students		
asking some prayer. questions orally.					understanding by	15. Saying a	
questions orally.					.		
					14. Asking the students		

T T	
	to do the third parts
	of the storybook
	with sticky pictures
	"Listen, Stick and
	Retell" while the
	teacher telling/
	reading the story
	once again. In this
	part, the teacher
	should tell/ read the
	story little bit
	slowly.
	15. Asking some
	students from each
	group to retell it in
	front of the class.
	16. Asking the value of
	the story to the
	students.
	Production:
	17. Asking and guiding
	the students to play
	a guessing game
	"Animal Noises"
	Post-teaching:
	18. Summarizing the
	materials with the
	students.
	19. Saying a prayer.

Unit 3

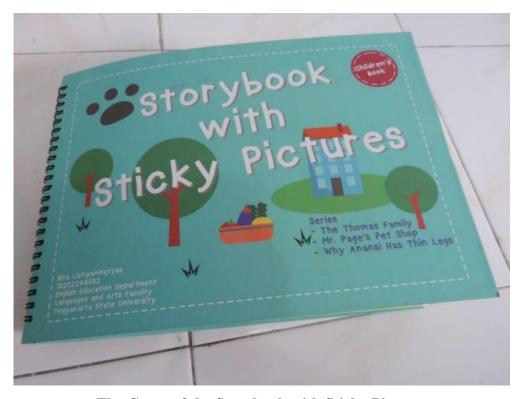
Theme	Learning	Indicators		Learning	g Materials		Teaching and Learning Activities		Sticky	Teaching
	Objective		Language Function	Expression	Vocabulary	Grammar	Teacher	Students	Pictures	Aids
Fruit and vegetable. Sub theme: Why Anansi has Thin Legs	Children are able to identify different kinds of fruit and vegetables.	 Children can say various fruit and vegetables. Children can express fruit and vegetable s that they like and dislike. Children can say the moral value of the story. 	Asking for and expressing like and dislike.	 It's tasted sweet. Fruit/ vegetable that start/ end with M. Do you have 3 carrots? Can I have 4 avocados and a cucumber, please? I want 2 lemons, please. I like oranges very much. I don't like a carrot. 	Mango, coconut, peach, strawberry, apple, papaya, banana, grape, orange, pineapple, cherry, blackberry, lemon, watermelon , lime, pear, avocado, carrot, cucumber, tomato, lettuce, broccoli, onion, corn, sweet, sour, and bitter.	Interrogative sentence: Do you like + O? Yes, I do/ No, I don't. Do you have + O? Can I have + O? I + like + O She + likes + O S + don't like + O	Pre-teaching: 1. Greeting the students. 2. Saying a prayer. 3. Introducing the theme to the students. Presentation: 4. Asking and showing about fruit and vegetables using power point. 5. Asking and showing the example of how to ask and express about fruit/ vegetables that someone like or dislike. 6. Asking the students to sing "Let's Go to Market" together with you. While teaching: Practice: 7. Telling the students that you will tell/ read a story.	Pre-teaching: 1. Saying a prayer. 2. Identifying the pictures of fruit and vegetables. 3. Identifying how to ask and express about fruit/vegetables that someone like or dislike. 4. Singing a song "Let's Go to Market'. While teaching: 5. Doing the first part of the storybook with sticky pictures. 6. Discussing it with the teacher.	Sticky pictures of fruit and vegetables: Papaya Carrot Strawberry , water-melon, avocado, cucumber, tomato, lettuce, leg, web, fall over, river, eating, thin,	Flash-cards, power point, grid, shopping list, market's name and stock, and colorful marker.

	T	1	T I	1	9 C:-:	7 1:-4:	1 0
					8. Giving one	7. Listening to	number 8,
					storybook with	the story and	mouse
					sticky pictures for	sticking the	deer, bear,
					one group that	pictures on	pull, tied,
					consists of 5 people.	the second	and sheep.
					9. Asking the students	part.	
					to do the first part of	8. Presenting it	Sticky
					the storybook with	in front of the	pictures of
					sticky pictures	class with	the words.
					"Match and Stick".	other groups.	Carrot
					10. Discussing the first	9. Discussing	Carrot
					part with the	the story with	
					students.	the teacher	
					11. Asking the students	and other	
					to do the second	friends.	
					parts of the	10. Doing the	
					storybook with	third part of	
					sticky pictures	the storybook	
					"Listen and Stick"	with sticky	
					while the teacher	pictures.	
					telling/ reading the	11. Retelling the	
					story.	story in front	
					12. Asking some	of the class	
					students from each	12. Identifying	
					group to present	the value of	
					their answer together	the story.	
					in front of the class.	13. Playing a	
					13. Checking the	game	
					students	"Crossword	
					understanding by	Chains".	
					asking some	14. Playing a role	
					questions orally.	in "Shopping	
					14. Asking the students	Around".	
					to do the third parts		

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				of the storybook	Post-teaching:	
				with sticky pictures	15. Summarizing	
				"Listen, Stick and	the materials	
				Retell" while the	with the	
				teacher telling/	teacher and	
				reading the story	other friends.	
				once again. In this	16. Saying a	
				part, the teacher	prayer.	
				should tell/ read the	1 7	
				story little bit		
				slowly.		
				15. Asking some		
				students from each		
				group to retell it in		
				front of the class.		
				16. Asking the value of		
				the story to the		
				students.		
				Production:		
				17. Asking and guiding		
				the students to play a		
				word and team game		
				"Crossword		
				Chains".		
				18. Asking and guiding		
				the students to play a		
				role in "Shopping		
				Around".		
				Post tanahina		
				Post-teaching: 19. Summarizing the		
				materials with the		
				students.		
				20. Saying a prayer.		

D. The Storybook with Sticky Pictures

The Storybook with Sticky Pictures



The Cover of the Storybook with Sticky Pictures



The Table of Contents of the Storybook with Sticky Pictures



The Title page of of Unit 1 "The Thomas Family"



Unit 1 Activity 1 "Let's Match and Stick"



Unit 1 Activity 2 "Listen and Stick" Family Tree



Unit 1 Activity 3 "Listen, Stick and Retell"

Mind Mapping #1

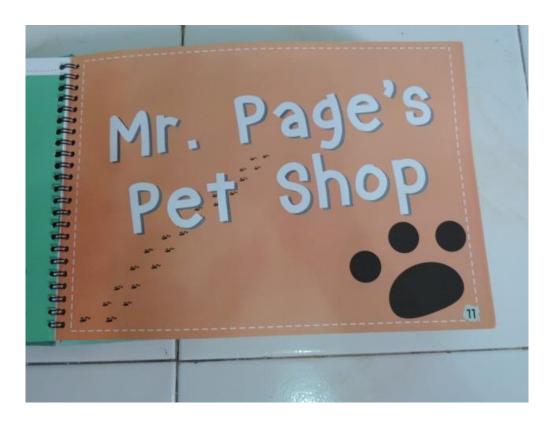


Unit 1 Activity 3 "Listen, Stick and Retell"

Mind Mapping #2



Unit 1 Activity 4 "The Value of the Story"



The Title page of Unit 2 "Mr. Page's Pet Shop"



Unit 2 Activity 1 "Let's Match and Stick"



Unit 2 Activity 2 "Listen and Stick"
Animals' Vocabulary Network

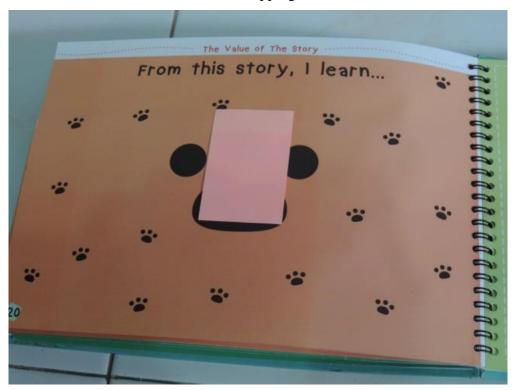


Unit 2 Activity 3 "Listen, Stick and Retell" Mind Mapping #1

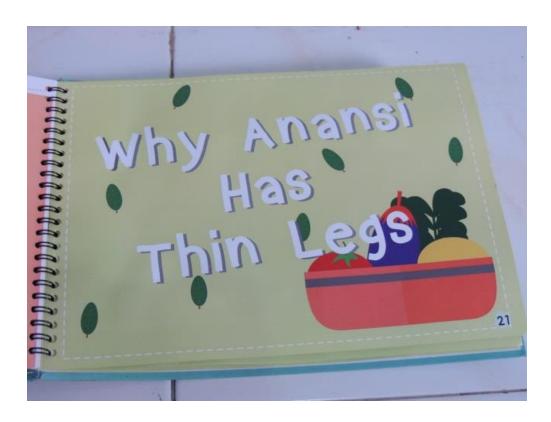


Unit 2 Activity 3 "Listen, Stick and Retell"

Mind Mapping #2



Unit 2 Activity 4 "The Value of the Story"



The Title page of Unit 3 "Why Anansi Has Thin Legs"



Unit 3 Activity 1 "Let's Match and Stick"



Unit 3 Activity 2 "Listen and Stick"

Spider's Web



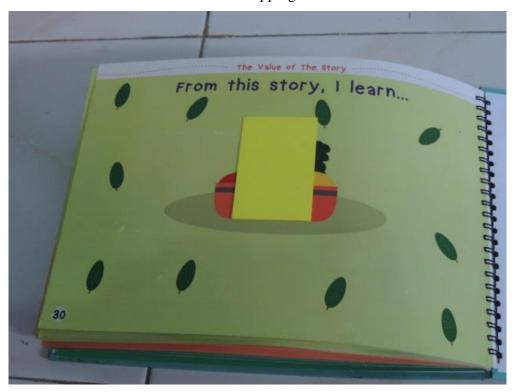
Unit 3 Activity 3 "Listen, Stick and Retell"

Mind Mapping #1



Unit 3 Activity 3 "Listen, Stick and Retell"

Mind Mapping #2



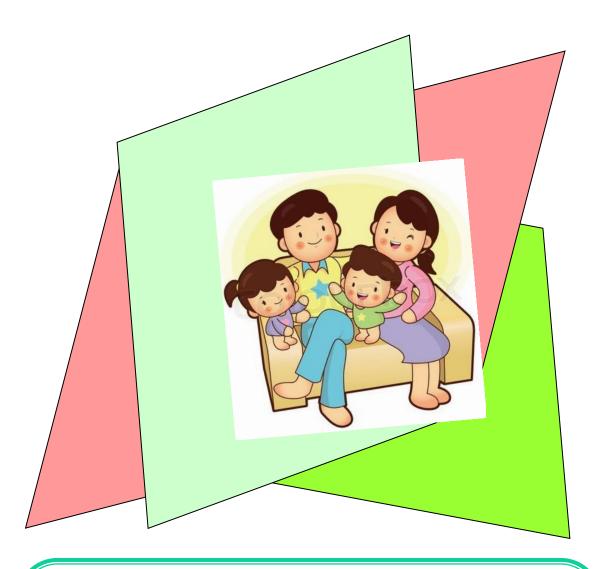
Unit 3 Activity 4 "The Value of the Story"



The Back Cover of the Storybook with Sticky Pictures

E. The First Draft of the Storybook with Sticky Pictures

UNIT 1 THE CRAWFORD FAMILY



Learning Objective: Children are able to understand and identify family members.

Indicators : 1. Children can say family members.

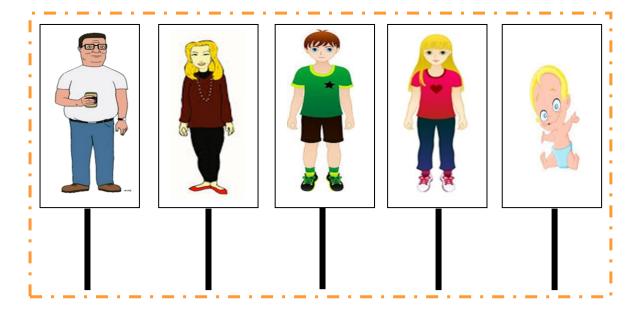
2. Children can tell about their family members.

3. Children can say the moral value of the story.

Teaching Activities



- 1. Introduce the theme "Family".
- 2. Ask the students about family members using the puppet sticks.



*The complete pictures are in the appendix.

3. Ask the students about the characteristics of each member of the family.

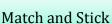
How does he/she looks like?

She has black eyes.

He has white hair.

He is 10 years old.





- 1. Divide the students into a group of 5. Each group will get one storybook.
- 2. Tell the students that you are going to tell a story about family.
- 3. Tell the students what they will do on the first part of the storybook with sticky pictures.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns.

I know these words ☺	New words for me ☺

Activity 3

Listen and Stick



15 minutes

1. Tell the students what they will do on the second part of the storybook with sticky pictures.

The Crawford Family

Story

My name is Fiona Crawford. I am a girl and I am seven years old. I have a mum and dad, a big brother and a little brother.

a little brother. I like dragonflies and I collect seashells. I have blonde hair and blue eyes, like my mum.

My father's name is Andrew Crawford.
He works in a zoo. He takes care of all the animals and makes sure they are healthy. My father wears glasses and has dark brown hair and brown eyes. He likes to drive in his new red car and loves to watch football games.

My mother's name is Ina Crawford. She works at my school. She helps my teacher, Mrs. Bella. Sometimes she reads stories to us. My mother is a good cook and makes the best chocolate chip biscuits in the world. Instructions

Indicate the classroom. Give out the puppet stick of Fiona's characteristics.

Give out the puppet stick of Father characteristics.

Give out the puppet stick of Mother's characteristics.

My big brother's name is Alex Crawford. He is ten years old and has brown hair and brown eyes like my father. He likes dinosaurs and science. Alex also collects stamps. He has a lot of them. Alex plays football and sometimes I go to the park to watch him. He can kick the ball high into the air.

Give out the puppet stick of Alex's characteristics.

Ethan Crawford, my baby brother, is almost one year old. He doesn't have much hair, but I can tell it will be blond, like mine. His eyes are brown too. He has a rubber ball and can throw it far, just like Alex. Ethan doesn't like to eat carrots. He likes bananas, watermelon, and peanut butter sandwiches.

Give out the puppet stick of Ethan's characteristics.

We have three pets in our house. Boni is the family dog. He is fluffy and white and his tail wags when he is happy. Our cat is called Catty.

I love Catty. She is fluffy too, but her fur is short and the color is grey. Alex has a pet goldfish.

Its name is Bubble. Sometimes it blows tiny bubbles and they go to the top of the fish bowl and pop.

Bubble is bright orange and has a big tail that waves back and forth in the water. Mother has to remind Alex to clean the fish bowl. It gets dirty sometimes.

Give out the puppet stick of dog's, cat's and fish's characteristics.

I have two grandmas and two grandpas.
Grandma and Grandpa Walter live far away and
I don't get to see them very often, but I speak to them
on the phone and send them emails.
Grandma and Grandpa Crawford live on the other side
of town. We see them a lot. I love my grandmas and
grandpas. I also have three uncles and four aunts.
Auntie Ella isn't married and she works all the time.
I have ten cousins too.

Adapted from http://www.electricscotland.com/kids/stories/crawford1.htm

3. Ask two people from each group to present and stick the right answer on the family tree in the whiteboard.



1. Discuss the story together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.

Activity 5

Listen, Stick, and Retell



15 minutes

- 1. Tell the students what they will do on the last part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story once again and stick the pictures and the words on the mind mapping.
- 3. Ask three students from each group to retell the story in front of the class using the mind mapping on the storybook with sticky pictures.

Activity 6

Survey Game "The Seven Families"



10 minutes

- 1. Tell the students that they will play a game.
- 2. Tell the students about the rules of the game.
- 3. Tell the students about the language they will use.
- 4. Tell the students that they cannot ask the name directly.

The Seven Families

Type of activity: whole class, matching and combining.

Function practiced : talking about families.

Exponent : What is your wife's/husband's/daughter's/son's name?

Where do you live?

How old are you/your children? How old is your husband/wife?

How many children/brothers and sisters have you got?

Lexical areas : family relationships.

Essential vocabulary: mother, father, sister, brother, children, wife, husband, parents,

numbers.

Time : 10 minutes.

Procedure

- (1) Divide the class into two groups.
- (2) There are seven families described on the cards:
 - 1. Suharto, Dewi, Dimas, and Tania (Bandung).
 - 2. Suharto, Dewi, Dimas, and Tania (Bogor).
 - 3. Teguh and Indah (aged 23).
 - 4. Teguh and Indah (aged 25).
 - 5. Teguh, Maria, Rendy, Hanum, and Rizal (Yogyakarta).
 - 6. Teguh, Maria, Rendy, Hanum, and Rizal (Jakarta).
 - 7. Suharto, Maria, and Sandy.
- (3) Copy one card for every student in the class, but make sure that the total adds up to a number of complete families.
- (4) Give out the cards to the students and allow a little time for them to familiarize themselves with the details on the cards.
- (5) The object of the game is for everyone to find the other members of their family. To do this they must move around the room, asking questions to identify the other members of the family.
- (6) Emphasize that students should try to find out all the information about the people they think may belong to their family.

Adapted from Elementary Communication Games.

5. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

*The cards are in the appendix.

Tell Your Friend's Family Tree



10 minutes

- 1. Tell the students what they will do during the last activity.
- 2. Ask the students to make their own family tree.
- 3. Ask the students to tell their family tree to their friends.
- 4. Each student should listen carefully to their friends and draw a family tree of their friends based on the description.
- 5. Ask some students to tell their friend's family trees in front of the class.

UNIT 2
MR. PAGE'S PET SHOP



Learning Objective: Children are able to understand and identify different kinds of animals.

Indicators : 1. Children can say different kinds of animals.

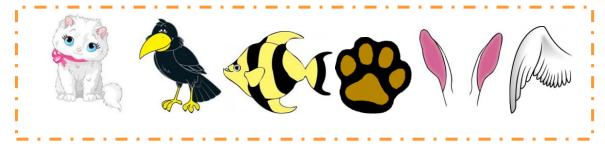
2. Children can tell the animals' characteristics orally.

3. Children can say the moral value of the story.

Teaching Activities



- 1. Introduce the theme "Animal".
- 2. Ask the students about kinds of animals around them using flashcards of animals and part of their body.



*The complete pictures are in the appendix.

3. Ask the students about animals' sound. You may show the word of the sounds after the students say it.

How's the cat's/dog's/frog's/parrot's sound? Miaow/Woof/Croack/Hello.

Sing "Old MacDonald had a Farm"



Old MacDonald had a Farm

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had some ducks, E-I-E-I-O With a quack quack here, and a quack quack there Here quack, there quack, everywhere quack quack Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some pigs, E-I-E-I-O With an oink oink here, and an oink oink there Here oink, there oink, everywhere oink oink Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had some cows, E-I-E-I-O With a moo moo here, and a moo moo there Here moo, there moo, everywhere moo moo Old MacDonald had a farm, E-I-E-I-O

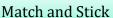
Old MacDonald had a farm, E-I-E-I-O And on this farm he had some dogs, E-I-E-I-O With a woof here, and a woof there, Here woof, there woof, everywhere woof woof Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on this farm he had some cats, E-I-E-I-O With a miaow miaow here, and a miaow miaow there, Here miaow, there miaow, everywhere miaow miaow Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some horses, E-I-E-I-O With a neigh neigh here, and a neigh neigh there Here neigh, there neigh, everywhere neigh neigh Old MacDonald had a farm, E-I-E-I-O

Taken from http://www.youtube.com/watch?v=M7-t5-c 9v4





- 1. Divide the students into a group of 5. Each group will get one storybook.
- 2. Tell the student that you are going to tell a story about animal.
- 3. Tell the students what they will do on the first part of the storybook with sticky pictures.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns.

I know these words ☺	New words for me 😊

Activity 4

Listen and Stick



15 minutes

- 1. Tell the students what they will do on the second part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story carefully and stick the pictures on the animal's network vocabulary.

Mr. Page's Pet Shop Story	Instructions
This is Mr. Page's pet shop. What's in the pet shop? Oh, there are some cats in the pet shop. Where are the cats? What does a cat say? It says, 'Miaow! Miaow!'	Indicate the classroom. Give out the picture of cats.
What's in the pet shop? Oh, there are some frogs in the pet shop. Where are the frogs? What does the frog say? It says, 'Croak! Croak!'	Give out the picture of frogs.
What's in the pet shop? Oh, there are some parrots in the pet shop. Where are the parrots? What does the parrot say? It says, 'Hello! Hello!'	Give out the picture of parrots. Use the loudly card to raise the noise.

What's in the pet shop?

Oh, there are some dogs in the pet shop. Where are the dogs?

What does the dog say? It says, 'Woof! Woof!'

What's in the pet shop?

Oh, there are some pigs in the pet shop.

Where are the pigs?

What does the pig say? It says, 'Oink! Oink!'

What's in the pet shop?

Oh, there are some sparrows in the pet shop.

Where are the sparrows?

What does the sparrow say? It says, 'Chirp! Chirp!'

What's in the pet shop?

Oh, there are some fish in the pet shop.

Where are the fish?

What does the fish say? It says, 'Bubble!'

What's in the pet shop?

Oh, there are some snakes in the pet shop.

Where are the snakes?

What does the snake say? It says, 'Hiss! Hiss!'

What's in the pet shop?

Oh, there are some turtles in the pet shop.

Where are the turtles?

What does the turtle say? It says, 'Crunch!'

What's in the pet shop?

Oh, there are some crows in the pet shop.

Where are the crows?

What does the crow say? It says, Caw! Caw!'

What's in the pet shop?

Oh, there are some pigeons in the pet shop.

Where are the pigeons?

What does the pigeon say? It says, 'Coo! Coo!'

What's in the pet shop?

Oh, there are some ducks in the pet shop.

Where are the ducks?

What does the duck say? It says, "Quack! Quack!"

Now, all the animals and the birds

and the fish are talking.

What a noise! Quiet please! Quiet please!

Give out the picture of dogs.

Give out the picture of pigs.

Give out the picture of.

sparrows.

Use the loudly card to raise the noise.

Give out the picture of fish.

Give out the picture of

snakes.

Give out the picture of

turtles.

Use the loudly card to raise the noise.

Give out the picture of crows.

Give out the picture of

pigeons.

Give out the picture of ducks.

Use the make your noise

card.

Use the softly card to diminish the voice.

Adapted from Storytelling With Children

3. Ask two people from each group to present and stick the right answer on the animal's network vocabulary in the whiteboard.



1. Discuss the story together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.



- 1. Tell the students what they will do on the last part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story once again and stick the pictures and the words on the mind mapping.
- 3. Ask three students from each group to retell the story in front of the class using the mind mapping on the storybook with sticky pictures.



- 1. Tell the students that they will play a game.
- 2. Tell the students about the rules of the game.
- 3. Tell the students about the language they will use.

Animal Noises

Game type : Role-play and guessing game.

Language

• Am I big/small?

• Do I have 2 legs/long ears/short feet?

Yes, you are/No, you are not.

Animal's English sounds.

Group size : 6 students
Time : 10 minutes

Materials: The pictures of animal with double tape.

Preparation: Prepare the pictures of animal with double tape. The students should

already know many animals, their part of the body, and their English

sounds.

Procedure

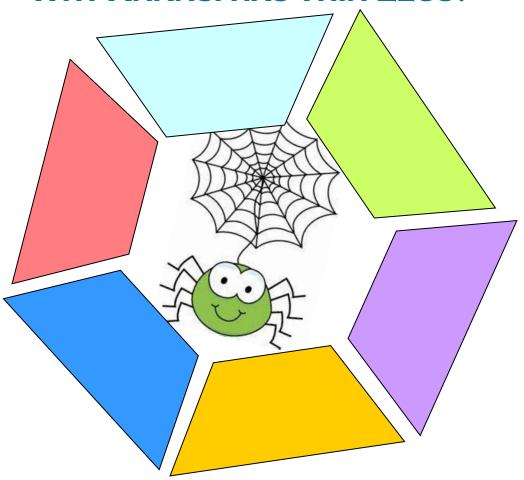
(1) The students stand in a line, side by side. Go along the back of the line, sticking one animal's picture on the back of each student.

- (2) Bring the first student to the front and he/she should ask some questions to find out what animal which stick on his/her back. The other students can imitate the sound and give some clues of animal's characteristics, but remember they cannot say the animal's name.
- (3) The student being asked checks the back of the other child and answer "Yes, you are! Or No, you are not.
- (4) As soon as students have found out their animal, they run to you and say "I'm a (horse)! This time using the word for their animal. Check the student's backs. If they are right, they take the picture off their back, stick it on their front and then go to help other friends who still playing. If they are wrong, the game simply continues.
- (5) When the first student success in guessing the name, he/she back to the group and the second student take the part and start to guess his/her animal. The game finishes when the times up.
- (6) Calculate the animals that have been found from each group. The group who found the most animals became the winner.

Adapted from Games For Children

4. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

Unit 3 Why Anansi has Thin Legs?



Learning Objective: Children are able to understand and identify different

kinds of fruit and vegetables.

Indicators : 1. Children can say various fruit and vegetables.

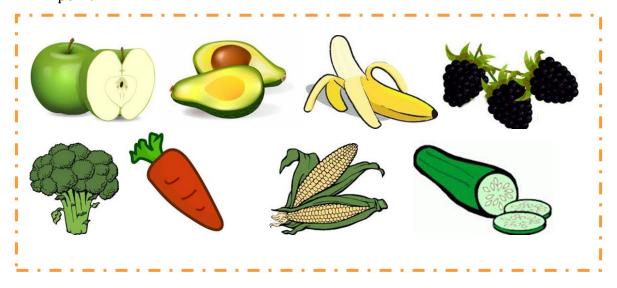
2. Children can tell the good and bad things of their favorite fruit and vegetables.

3. Children can say the moral value of the story.

Teaching Activities



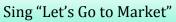
- 1. Introduce the theme "Fruit and Vegetable".
- 2. Ask the students about various fruit and vegetables using pictures in power point.



*The complete pictures are in the appendix.

3. Ask the students about fruit and vegetables that the students like or dislike.

Do you like apple? Yes, I do/ No, I don't. She likes blackberries and strawberries. I don't like mangos.





Let's Go To Market

(Students)

Come on let's go, come on let's go,

come on let's go to market.

We're going to buy, we're going to buy,

we're going to buy some fruit.

(Teacher)

I hear the vendors calling

mangos (Students) mangos
coconuts
peaches peaches
strawberries strawberries

apples apples papayas pananas bananas bananas and grapes and grapes

(Students)

Come on let's go, come on let's go,

come on let's go to market.

We're going to buy, we're going to buy,

we're going to buy some fruit.

(Teacher)

and pears

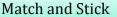
I hear the vendors calling

oranges (Students) oranges
pineapples pineapples
cherries cherries
blackberries blackberries
lemons lemons
watermelon
limes limes

Adapted from http://www.youtube.com/watch?v=maHkfrPrG60

and pears

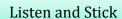




- 1. Divide the students into a group of 5. Each group will get one storybook.
- 2. Tell the students that you are going to tell a story about fruit and vegetables.
- 3. Tell the students what they will do on the first part of the storybook with sticky pictures.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns.

I know these words ☺	New words for me ☺

Activity 4





13 minutes

- 1. Tell the students what they will do on the second part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story carefully and stick the pictures on spider's web.

Why Anansi has Thin Legs?		
Story	Instructions	
This is Anansi the spider. He's got eight legs, a big head and a very fat body. Anansi loves eating.	Indicate the classroom. Give out the flashcard of spider and show the spider's legs, head, and body.	
Rabbit is Anansi's friend. He is cooking something with watermelon. "Mmmm! I can smell watermelon!" "They are not ready yet. Why don't you stay and wait?" "No, I can't stay, but I've got an idea. Pull the web when the watermelon are ready and I'll come running!" "Okay, Anansi!"	Give out the blank animal card and spider card. Make it likes they are talking.	

Give out the blank animal Bear is Anansi's friend, too. card and spider card. He is cooking something with papaya and avocado. "Mmmm! I can smell papaya and avocado!" Make it likes they are talking. "Come and eat our papaya and avocado with us. They are almost ready." "No, I can't, but I've got an idea!" "Pull the web when the papayas and avocado are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" Give out the blank animal Sheep is Anansi's friend, too. He is cooking something with strawberry. card and spider card. "Mmmm! I can smell sweet strawberry. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the sweet strawberries are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" Give out the blank animal Mouse deer is Anansi's friend, too. He is cooking something with carrot. card and spider card. "Mmmm! I can smell carrot. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No. I can't, but I've got an idea!" "Pull the web when the carrots are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" Give out the blank animal Monkey is Anansi's friend, too. He is cooking something with cucumber and tomato. card and spider card. "Mmmm! I can smell cucumber and tomato. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the cucumbers and tomatoes are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" Cat is Anansi's friend, too. Give out the blank animal He is cooking something with lettuce. card and spider card. "Mmmm! I can smell lettuce. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the lettuces are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" When Anansi arrives at the river, *Give out the card of river.* all his eight legs are tied with webs. All the food is ready and the animals pull the webs. Act like you pull something. Anansi falls over and his legs get thinner and thinner. "Maybe that wasn't a good idea after all! Give out the card of spider and Look at my thin legs. Show your sad face. Oh well, maybe there's some food at home."

Adapted from http://learnenglishkids.britishcouncil.org/en/short-stories/why-anansi-has-thin-legs

3. Ask two people from each group to present and stick the right answer on spider's web in the whiteboard.



1. Discuss the story together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.



- 1. Tell the students what they will do on the last part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story once again and stick the pictures and the words on the mind mapping.
- 3. Ask three students from each group to retell the story in front of the class using the mind mapping on the storybook with sticky pictures.



- 1. Tell the students that they will play a game.
- 2. Tell the students about the rules of the game.
- 3. Tell the students about the language they will use.

Crossword Chains

Game Type Language

: Word and team game.

- 3/4/5/6/7/8 letter words.
- Number 2 across/ Number 2 down.
- Fruit/vegetable that the (animal's name) like.

Group size Time

: 4 students

: 10-15 minutes

Materials

: Photocopies of empty 10x10 crossword grids, clue cards, pencils, rubbers, a scoreboard.

Procedure

- (1) Divide the students into a group of 4. The object of the game is to create crosswords of fruit's and vegetables' name based on the clues.
- (2) Give each team a photocopy of an empty 10x10 grid.
- (3) The first student will stand up and get a card from the teacher. He/she should tell the clues to their friends in order to find out the fruit's and vegetables' name, and then write it on the crossword.
- (4) When the group success or not in guessing the name, the first student back to the group and the second student take the second card and tell it.
 - Do it until the times up or you get one group who finish the crossword
- (5) Each answer will get 10 points. If a team spells a word incorrectly, write it correctly on the whiteboard for them to copy and give a score 5 points, regardless of its length.
- (6) The group who get the highest score becomes the winner.

Adapted from Games For Children.

*The grids and clue cards are in the appendix.

4. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

Activity 8

Role Play "Shopping Around"



10 minutes

- 1. Tell the students that they will play a role.
- 2. Tell the students about the rules.
- 3. Tell the students about the language they will use.

Shopping Around

Type of activity : small group, information gap.

Function practiced : asking and saying fruit and vegetables stock.

Exponent : Do you have 3 mangos?

I want a carrot, please.

Can I have 4 avocados and a cucumber, please?

Lexical areas : fruit, vegetables, numbers

Essential vocabulary : apples, mangos, avocados, strawberries, blackberries, peaches,

lemons, limes, oranges, coconuts, bananas, grapes, papayas, pineapple, broccoli, carrots, lettuce, onion, cucumber, tomatoes,

cherries, corn, pears, watermelon, numbers.

Time : 10 minutes.

Procedure :

(7) Divide the class into 2 big groups. The first group is the seller and the second group is the buyer.

(8) Copy one set of shopping list for the buyer and one set of market's name and fruit and vegetables stock for the seller.

The object of the game is for students to decide where to buy each item on their

(9) The role will end when the times up.

(10) Some students should report what they bought or what they sold to the teacher.

Adapted from Elementary Communication Games.

*The shopping list and market's name and fruit -vegetables stock are in the appendix.

4. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

F. The Second Draft of the Storybook with Sticky Pictures

UNIT 1 THE THOMAS FAMILY



Learning Objective: Children are able to identify family members.

Indicators : 1. Children can say family members.

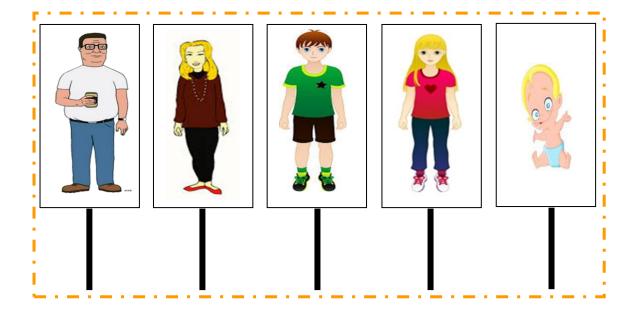
2. Children can tell about their family members.

3. Children can say the value of the story.

Teaching and Learning Activities



- 1. Introduce the theme "Family".
- 2. Ask the students about family members using the puppet sticks.



*The complete pictures are in the CD.

3. Ask the students about the characteristics of each member of the family.

How does he/she looks like?

She has black eyes.

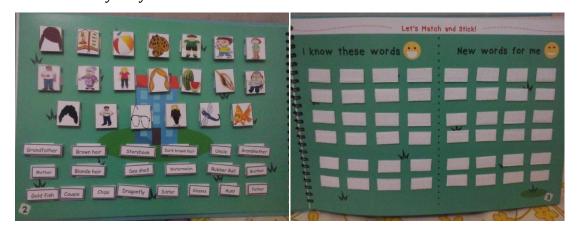
He has white hair.

He is 10 years old.

Activity 2 Match and Stick



- 1. Divide the students into a group of five (5). Each group will get one storybook.
- 2. Tell the students that you are going to tell a story about family.
- 3. Tell the students what they will do on the first part of the storybook with sticky pictures.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns. The column of "I know these words" is for the vocabulary they already know and the column of "New words for me" is for vocabulary they do not know before.



Activity 3 Listen and Stick



15 minutes

- 1. Tell the students what they will do on the second part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story carefully and stick the pictures on the family tree. The order of grandmas, grandpas, uncles, aunts, and cousins are free.



The Story

The Thomas Family

Story

My name is Fiona Thomas. I am a girl and I am seven years old. There are five people in my family, father, mother, a big brother, me, and a little brother. I like dragonflies and I collect seashells. I have blonde hair and blue eyes, like my mother.

My father's name is Andrew Thomas.
He works in a zoo. He takes care of all the animals and makes sure they are healthy. My father wears glasses and has dark brown hair and brown eyes. He likes to drive in his new red car and loves to watch football games.

My mother's name is Ina Thomas. She works at my school. She helps my teacher, Mrs. Bella. Sometimes she reads stories to us. My mother is a good cook and makes the best chocolate chip biscuits in the world.

My big brother's name is Alex Thomas. He is ten years old and has brown hair and brown eyes like my father. He likes dinosaurs and science. Alex also collects stamps. He has a lot of them. Alex plays football and sometimes I go to the park to watch him. He can kick the ball high into the air.

Ethan Thomas, my baby brother, is almost one year old. He doesn't have much hair, but I can tell it will be blond, like mine. His eyes are brown too. He has a rubber ball and can throw it far, just like Alex. Ethan doesn't like to eat carrots. He likes bananas, watermelon, and peanut butter sandwiches.

Instructions
Indicate the classroom.
Give out the puppet stick of
Fiona's characteristics.

Give out the puppet stick of Father's characteristics.

Give out the puppet stick of Mother's characteristics.

Give out the puppet stick of Alex's characteristics.

Give out the puppet stick of Ethan's characteristics.

We have three pets in our house. Boni is the family dog. He is fluffy and white and his tail wags when he is happy. Our cat is called Catty.

I love Catty. She is fluffy too, but her fur is short and the color is grey. Alex has a pet goldfish.

Its name is Bubble. Sometimes it blows tiny bubbles and they go to the top of the fish bowl and pop.

Bubble is bright orange and has a big tail that waves back and forth in the water. Mother has to remind Alex to clean the fish bowl. It gets dirty sometimes.

Give out the puppet stick of dog's, cat's and fish's characteristics.

I have two grandmas and two grandpas.
Grandma and Grandpa Walter live far away and
I don't get to see them very often, but I speak to them
on the phone and send them emails. Grandma and
Grandpa Thomas lives on the other side of town. We see
them a lot. I love my grandmas and grandpas. I also have
three uncles and four aunts. Auntie Ella isn't married and
she works all the time. I have ten cousins too.

Adapted from http://www.electricscotland.com/kids/stories/crawford1.htm

*The pictures for the story are in the CD. You can show all of the pictures or only some of them.

3. Ask two people from each group to present and stick the right answer on the family tree in the whiteboard. You can draw a family tree on the whiteboard by yourself.



1. Discuss the story together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.

Activity 5 Listen, Stick, and Retell



15 minutes

- 1. Tell the students what they will do on the last part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story once again and stick the pictures and the words on the mind mapping. In this part, you should tell/read the story little bit slowly and without showing any pictures.
- 3. Ask three students from each group to retell the story in front of the class using the mind mapping on the storybook with sticky pictures.



Activity 6

The Value of the Story



2 ninutes

- 1. Ask the students what values they get from the story.
- 2. Discuss it together with the students.

Survey Game "The Seven Families"



10 minutes

- 1. Tell the students that they will play a game.
- 2. Tell the students about the rules of the game.
- 3. Tell and explain to the students about the language they will use.

4. Tell the students that they cannot ask the name directly.

The Seven Families

Type of activity: whole class, matching and combining.

Function practiced : talking about families.

Exponent : What is your wife's/husband's/daughter's/son's name?

Where do you live?

How old are you/your children? How old is your husband/wife?

How many children/brothers and sisters have you got?

Lexical areas : family relationships.

Essential vocabulary: mother, father, sister, brother, children, wife, husband, parents,

numbers.

Time : 10 minutes.

Procedure

(1) Divide the class into two groups.

(2) There are seven families described on the cards:

- 1. Suharto, Dewi, Dimas, and Tania (Bandung).
- 2. Suharto, Dewi, Dimas, and Tania (Bogor).
- 3. Teguh and Indah (aged 23).
- 4. Teguh and Indah (aged 25).
- 5. Teguh, Maria, Rendy, Hanum, and Rizal (Yogyakarta).
- 6. Teguh, Maria, Rendy, Hanum, and Rizal (Jakarta).
- 7. Suharto, Maria, and Sandy.
- (3) Copy one card for every student in the class, but make sure that the total adds up to a number of complete families.
- (4) Give out the cards to the students and allow a little time for them to familiarize themselves with the details on the cards.
- (5) The object of the game is for everyone to find the other members of their family. To do this they must move around the room, asking questions to identify the other members of the family.
- (6) Emphasize that the students should try to find out all the information about the people they think may belong to their family.

Adapted from Elementary Communication Games.

5. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

*The cards are in the appendix.

Tell Your Friend's Family Tree



10 minutes

- 1. Tell the students what they will do during the last activity.
- 2. Ask the students to make their own family tree.
- 3. Ask the students to tell their family tree to their friends (at least 2 people).
- 4. Each student should listen carefully to their friends and draw a family tree of their friends based on the description.
- 5. Ask some students to retell their friend's family trees in front of the class.

UNIT 2
MR. PAGE'S PET SHOP



Learning Objective: Children are able to identify different kinds of animals.

Indicators : 1. Children can say different kinds of animals.

2. Children can tell the animals' characteristics orally.

3. Children can say the value of the story.

Teaching and Learning Activities



- 1. Introduce the theme "Animal".
- 2. Ask the students about kinds of animals around them and part of their body using flashcards of the animals.



*The complete pictures are in the CD.

3. Ask the students about animals' sound. You may play the recording of the animal's sound and show the word of the sounds after the students say it.

How's the cat's/dog's/frog's/parrot's sound? Miaow/Woof/Croak/Hello.

*The cards of the animals' sound are in the CD.

Sing "Old MacDonald had a Farm"





Old MacDonald had a Farm

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had some ducks, E-I-E-I-O With a quack quack here, and a quack quack there Here quack, there quack, everywhere quack quack Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some pigs, E-I-E-I-O With an oink oink here, and an oink oink there Here oink, there oink, everywhere oink oink Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had some cows, E-I-E-I-O With a moo moo here, and a moo moo there Here moo, there moo, everywhere moo moo Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on this farm he had some dogs, E-I-E-I-O With a woof here, and a woof there, Here woof, there woof, everywhere woof woof Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on this farm he had some cats, E-I-E-I-O With a miaow miaow here, and a miaow miaow there, Here miaow, there miaow, everywhere miaow miaow Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some horses, E-I-E-I-O With a neigh neigh here, and a neigh neigh there Here neigh, there neigh, everywhere neigh neigh Old MacDonald had a farm, E-I-E-I-O

Taken from http://www.youtube.com/watch?v=M7-t5-c 9v4

Activity 3 Match and Stick



- 1. Divide the students into a group of five (5). Each group will get one storybook.
- 2. Tell the student that you are going to tell a story about animal.
- 3. Tell the students what they will do on the first part of the storybook with sticky pictures.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns. The column of "I know these words" is for the vocabulary they already know and the column of "New words for me" is for vocabulary they do not know before.

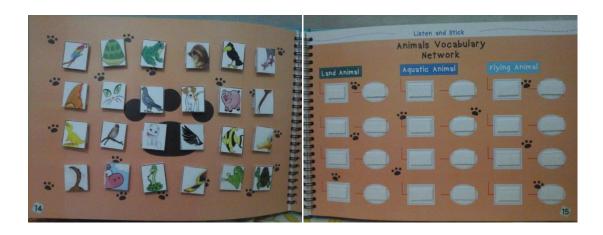


Activity 4 Listen and Stick



15 minutes

- 1. Tell the students what they will do on the second part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story carefully and stick the pictures on the animal's vocabulary network.
- 3. Tell the students that they should say the sound of the animal mentioned by the teacher when the teacher comes to their group. The other groups cannot say the sound if the teacher did not come to their group.



The Story

Story

Instructions

Mr. Page's Pet Shop

This is Mr. Page's pet shop.
What's in the pet shop?
Oh, there are some cats in the pet shop.
They have six whiskers.
Where are the cats?

What does a cat say? It says, 'Miaow! Miaow!'

What's in the pet shop?
Oh, there are some frogs in the pet shop.
They have web feet.
Where are the frogs?

What does the frog say? It says, 'Croak! Croak!'

What's in the pet shop?
Oh, there are some parrots in the pet shop.
They have colorful fur.
Where are the parrots?

What does the parrot say? It says, 'Hello!' What's in the pet shop?

Oh, there are some dogs in the pet shop.
They have a cute tail.
Where are the dogs?
What does the dog say? It says, 'Woof! Woof!'

What's in the pet shop?
Oh, there are some pigs in the pet shop.
They have snout nose.
Where are the pigs?
What does the pig say? It says, 'Oink! Oink!'

Indicate the classroom.
Act out like a cat and come to the first group.

Act out like a frog and come to the next group.

Act out like a parrot and come to the next group.

Use the loudly card to raise the noise.

Act out like a dog and come to the next group. Use the make your noise card.

Act out like a pig and come to the next group

What's in the pet shop?

Oh, there are some sparrows in the pet shop.

They have a small head. Where are the sparrows?

What does the sparrow say? It says, 'Chirp! Chirp!'

What's in the pet shop?

Oh, there are some fish in the pet shop.

They have fins in their body.

Where are the fish?

What does the fish say? It says, 'Bubble! Bubble!'

What's in the pet shop?

Oh, there are some snakes in the pet shop.

They have a fork tongue. Where are the snakes?

What does the snake say? It says, 'Hiss! Hiss!'

What's in the pet shop?

Oh, there are some turtles in the pet shop.

They have a hard shell. Where are the turtles?

What does the turtle say? It says, 'Crunch!' Crunch!'

What's in the pet shop?

Oh, there are some crows in the pet shop.

They have black wings. Where are the crows?

What does the crow say? It says, Caw! Caw!'

What's in the pet shop?

Oh, there are some pigeons in the pet shop.

They have small claw. Where are the pigeons?

What does the pigeon say? It says, 'Coo! Coo!'

What's in the pet shop?

Oh, there are some ducks in the pet shop.

They have a long beak. Where are the ducks?

What does the duck say? It says, "Quack! Quack!"

Now, all the animals and the birds and the fish are talking.

What a noise! Quiet please! Quiet please!

Act out like a sparrow and come to the next group.

Use the loudly card to raise the noise.

Act out like a fish and come to

the next group.

Use the make your noise card.

Act out like a snake and come

to the next group.

Act out like a turtle and come

to the next group.

Use the loudly card to raise the noise.

Act out like a crow and come

to the next group.

Use the make your noise card.

Act out like a pigeon and come

to the next group.

Act out like a duck and come

to the last group.

Use the make your noise card. Use the softly card to diminish

the voice.

Adapted from Storytelling with Children

4. Ask two people from each group to present and stick the right answer on the animal's vocabulary network in the whiteboard. You can draw the animal's vocabulary network on the whiteboard by yourself.



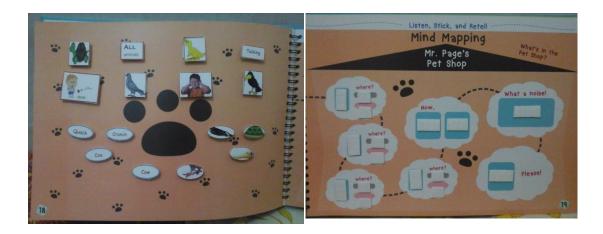
1. Discuss the story together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.



- 1. Tell the students what they will do on the last part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story once again and stick the pictures and the words on the mind mapping. In this part, you should tell/read the story little bit slowly and without showing any pictures.
- 3. Ask three students from each group to retell the story in front of the class using the mind mapping on the storybook with sticky pictures.





Activity 7

The Value of the Story



2 ninutes

- 1. Ask the students what values they get from the story.
- 2. Discuss it together with the students.

Activity 8

Guessing Game "Animal Noises"



10 minutes

- 1. Tell the students that they will play a game.
- 2. Tell the students about the rules of the game.
- 3. Tell and explain to the students about the language they will use.

Animal Noises

Game type Language : Role-play and guessing game.

• Am I big/small?

Do I have 2 legs/long ears/short feet?

• Yes, you are/ No, you are not.

Animal's English sounds.

Group size : 6 students Time : 10 minutes

Materials : The pictures of animal with double tape.

Preparation: Prepare the pictures of animal with double tape. The students should

already know many animals, their part of the body, and their English

sounds.

Procedure

(1) The students stand in a line, side by side. Go along the back of the line, sticking one animal's picture on the back of each student.

- (2) Bring the first student to the front and he/she should ask some questions to find out what animal which stick on his/her back. He/she can imitate the sound and give some clues of animal's characteristics, but remember they cannot say the animal's name.
- (3) The students being asked checks the back of their friend and answer "Yes, you are!" or "No, you are not".
- (4) As soon as students have found out their animal, they run to you and say "I'm a (horse)!" This time using the word for their animal. Check the student's backs. If they are right, they take the picture off their back, stick it on their front and then go to help other friends who still playing. If they are wrong, the game simply continues.
- (5) When the first student has succeed in guessing the name, he/she goes back to the group and the second student takes the part and starts to guess his/her animal. The game finishes when the time's up.
- (6) Calculate the animals that have been found from each group. The group who found the most animals became the winner.

Adapted from Games for Children

4. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

*The complete flashcards are in the CD.

Unit 3
Why Anansi Has Thin Legs



Learning Objective: Children are able to identify different kinds of fruit and vegetables.

Indicators : 1. Children can say various fruit and vegetables.

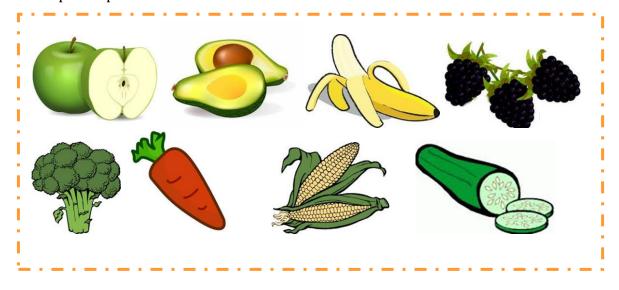
2. Children can express fruit and vegetables that they like and dislike.

3. Children can say the value of the story.

Teaching and Learning Activities



- 1. Introduce the theme "Fruit and Vegetable".
- 2. Ask the students about various fruit and vegetables using pictures in the power point.



*The complete pictures are in the CD.

3. Ask the students about fruit and vegetables that they like or dislike.

Do you like apples? Yes, I do/ No, I don't. She likes blackberries and strawberries. I don't like mangos.

Activity 2

Sing "Let's Go to Market"



Let's Go To Market

(Students)

Come on let's go, come on let's go,

come on let's go to market.

We're going to buy, we're going to buy,

we're going to buy some fruit.

(Teacher)

I hear the vendors calling

mangos (Students) mangos coconuts coconuts peaches peaches strawberries strawberries apples apples papayas papayas bananas bananas and grapes and grapes

(Students)

Come on let's go, come on let's go,

come on let's go to market.

We're going to buy, we're going to buy,

we're going to buy some fruit.

(Teacher)

I hear the vendors calling

(Students) oranges oranges pineapples pineapples cherries cherries blackberries blackberries lemons lemons watermelon watermelon limes limes and pears and pears

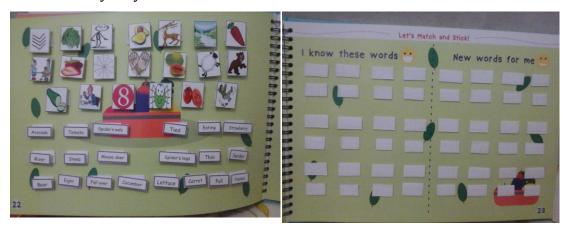
Adapted from http://www.youtube.com/watch?v=maHkfrPrG60

Activity 3
Match and Stick





- 1. Divide the students into a group of five (5). Each group will get one storybook.
- 2. Tell the students that you are going to tell a story about fruit and vegetables.
- 3. Tell the students what they will do on the first part of the storybook with sticky pictures.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns. The column of "I know these words" is for the vocabulary they already know and the column of "New words for me" is for vocabulary they do not know before.



Activity 4 Listen and Stick



13 minutes

- 1. Tell the students what they will do on the second part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story carefully and stick the pictures on the spider's web.



The Story

Why Anansi Has Thin Legs

Story

This is Anansi the spider. He's got eight legs, a big head and a very fat body.

Rabbit is Anansi's friend.

Anansi loves eating.

He is cooking something with watermelon.

"Mmmm! I can smell watermelon!"

"They are not ready yet. Why don't you stay and wait?"

"No, I can't stay, but I've got an idea. Pull the web when the watermelon are ready and I'll come running!" "Okay, Anansi!"

Bear is Anansi's friend, too.

He is cooking something with papaya and avocado.

"Mmmm! I can smell papaya and avocado!"

"Come and eat our papaya and avocado with us.

They are almost ready."

"No, I can't, but I've got an idea!"

"Pull the web when the papayas and avocado are ready and I'll come running!"

"Okay Anansi!"

Sheep is Anansi's friend, too.

He is cooking something with strawberry.

"Mmmm! I can smell sweet strawberry.

"Yes that's right. Come and eat my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the sweet strawberries are ready and I'll come running!"

"Okay Anansi!"

Instructions

Indicate the classroom. Give out the flashcard of spider and show the spider's legs, head, and body.

Give out the blank animal card and spider card.
Make it likes they are talking.

Give out the blank animal card and spider card.

Make it likes they are talking.

Invite the student to say this utterance together with you.

Give out the blank animal card and spider card.

Make it likes they are talking.

Invite the student to say this utterance together with you.

Mouse deer is Anansi's friend, too. Give out the blank animal He is cooking something with carrot. card and spider card. "Mmmm! I can smell carrot. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the carrots are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!". Monkey is Anansi's friend, too. Give out the blank animal He is cooking something with cucumber and tomato. card and spider card. "Mmmm! I can smell cucumber and tomato. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the cucumbers and tomatoes are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" Cat is Anansi's friend, too. Give out the blank animal He is cooking something with lettuce. card and spider card. "Mmmm! I can smell lettuce. Make it likes they are talking. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the lettuces are ready *Invite the student to say this* and I'll come running!" utterance together with you. "Okay Anansi!" When Anansi arrives at the river, Give out the card of river. all his eight legs are tied with webs. All the food is ready and the animals pull the webs. Act like you pull something. Anansi falls over and his legs get thinner and thinner. "Maybe that wasn't a good idea after all! Give out the card of spider and Look at my thin legs. Show your sad face. Oh well, maybe there's some food at home."

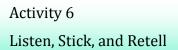
*The pictures for the story are in the CD.

3. Ask two people from each group to present and stick the right answer on the spider's web in the whiteboard. You can draw the spider's web on the whiteboard by yourself.



1. Discuss the story together with the students to check their understanding of the story.

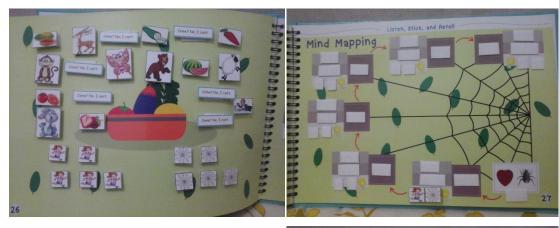
You may ask some questions to the students related to the story.



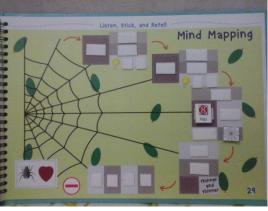


14 minutes

- 1. Tell the students what they will do on the last part of the storybook with sticky pictures.
- 2. Ask the students to listen to the story once again and stick the pictures and the words on the mind mapping. In this part, you should tell/read the story little bit slowly and without showing any pictures.
- 3. Ask three students from each group to retell the story in front of the class using the mind mapping on the storybook with sticky pictures.







Activity 7

The Value of the Story



- 1. Ask the students what values they get from the story.
- 2. Discuss it together with the students.

Activity 8

Word Game "Crossword Chains"



10 minutes

- 1. Tell the students that they will play a game.
- 2. Tell the students about the rules of the game.
- 3. Tell and explain to the students about the language they will use.

Crossword Chains

Game Type

Language

: Word and team game.

- 3/4/5/6/7/8 letter words.
- Number 2 across/ Number 2 down.
- (Animal's name) likes this fruit/vegetable.
- Big/small /sweet/sour fruit/vegetable.

Group size

: 4 students Time

: 10-15 minutes

Materials

: Photocopies of empty 10x10 crossword grids, clue cards, pencils, rubbers, a scoreboard.

Procedure

- (1) Divide the students into a group of 4. The object of the game is to create crosswords of fruit's and vegetables' name based on the clues.
- (2) Give each team a photocopy of an empty 10x10 grid.
- (3) The first student will stand up and get a card from the teacher. He/she should tell the clues to their friends in order to find out the fruit's and vegetables' name, and then write it on the crossword.
- (4) Whenever the group has succeeded or not in guessing the name, the first student goes back to the group and the second student takes the second card and tells it.
 - Do it until the time's up or you get one group who has finished the crossword
- (5) Each answer will get 10 points. If a team spells a word incorrectly, write it correctly on the whiteboard for them to copy and give a score 5 points, regardless of its length.
- (6) The group who gets the highest score becomes the winner.

Adapted from Games for Children

^{*}The grids and clue cards are in the appendix.

4. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

Activity 8

Role Play "Shopping Around"



10 minutes

- 1. Tell the students that they will play a role.
- 2. Tell the students about the rules.
- 3. Tell and explain to the students about the language they will use.

Shopping Around

Type of activity : small group, information gap.

Function practiced : asking and saying fruit and vegetables stock.

Exponent : *Do you have 3 mangos?*

I want a carrot, please.

Lexical areas : fruit, vegetables, numbers

Essential vocabulary : apples, mangos, avocados, strawberries, blackberries, peaches,

lemons, limes, oranges, coconuts, bananas, grapes, papayas, pineapple, broccoli, carrots, lettuce, onion, cucumber, tomatoes,

cherries, corn, pears, watermelon, numbers.

Time : 10 minutes.

Procedure :

(7) Divide the class into 2 big groups. The first group is the seller and the second group is the buyer.

(8) Copy one set of shopping list for the buyer and one set of market's name and fruit and vegetables stock for the seller.

The object of the game is for students to decide where to buy each item on their

- (9) The role will end when the time's up.
- (10) Some students should report what they have bought or what they have sold to the teacher.

Adapted from Elementary Communication Games

*The shopping list and market's name and fruit-vegetables stock are in the appendix.

4. You may help the students to say the expressions. Pay attention on the language use, correct the missed pronunciation.

UNIT 1 THE THOMAS FAMILY



Tujuan Pembelajaran: Siswa mampu mengidentifikasi anggota keluarga.

Indikator

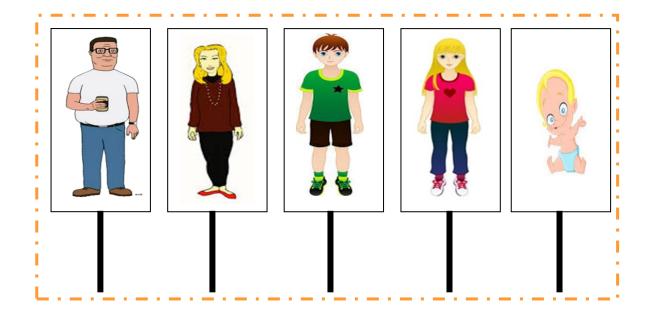
- : 1. Siswa mampu menyebutkan anggota keluarga.
 - 2. Siswa mampu menceritakan anggota keluarga mereka.
 - 3. Siswa mampu menyebutkan nilai moral yang terdapat pada cerita.

Kegiatan Belajar Mengajar

Activity 1
Brain Storming

8
menit

- 1. Perkenalkan tema "Family" kepada siswa.
- 2. Tanyakan pertanyaan seputar anggota keluarga dengan menggunakan *puppet sticks*.



*Gambar yang lengkap terdapat di CD.

3. Tanyakan pertanyaan tentang karakteristik dari setiap anggota keluarga kepada siswa.

How does he/she looks like?

She has black eyes.

He has white hair.

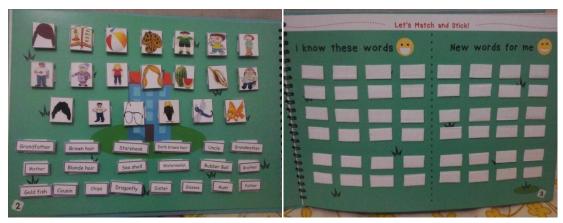
He is 10 years old.

Activity 2

Match and Stick



- 1. Bagilah siswa menjadi beberapa grup yang terdiri dari lima siswa. Setiap grup akan mendapatkan satu buah *storybook*.
- 2. Beritahu siswa bahwa Anda akan menceritakan sebuah cerita tentang keluarga.
- 3. Beritahu siswa apa yang akan mereka lakukan di aktivitas pertama pada *storybook with sticky pictures.*
- 4. Mintalah siswa untuk mencocokkan gambar dan tulisan yang ada di aktivitas pertama lalu tempelkan pada dua kolom berbeda sesuai dengan yang mereka ketahui. Kolom "I know these words" ditujukan untuk vocabulary yang telah mereka ketahui maknanya dan kolom "New words for me" ditujukan untuk vocabulary yang belum mereka ketahui sebelumnya.



Activity 3
Listen and Stick



15 menit

- 1. Beritahu siswa apa yang akan mereka lakukan di aktivitas kedua pada *storybook with sticky pictures.*
- 2. Mintalah siswa untuk mendengarkan cerita secara seksama dan menempelkan gambar anggota keluarga pada "family tree". Urutan nenek, kakek, paman, bibi, dan sepupu bebas.



The story

The Thomas Family

Story

My name is Fiona Thomas. I am a girl and I am seven years old. There are five people in my family, father, mother, a big brother, me, and a little brother. I like dragonflies and I collect seashells. I have blonde hair and blue eyes, like my mother.

My father's name is Andrew Thomas.
He works in a zoo. He takes care of all the animals and makes sure they are healthy. My father wears glasses and has dark brown hair and brown eyes. He likes to drive in his new red car and loves to watch football games.

My mother's name is Ina Thomas. She works at my school. She helps my teacher, Mrs. Bella. Sometimes she reads stories to us. My mother is a good cook and makes the best chocolate chip biscuits in the world.

My big brother's name is Alex Thomas. He is ten years old and has brown hair and brown eyes like my father. He likes dinosaurs and science. Alex also collects stamps. He has a lot of them. Alex plays football and sometimes I go to the park to watch him. He can kick the ball high into the air.

Instructions Persiapkan kondisi kelas. Keluarkan puppet stick dari karakteristik Fiona.

Keluarkan puppet stick dari karakteristik Ayah.

Keluarkan puppet stick dari karakteristik Ibu.

Keluarkan puppet stick dari karakteristik Alex. Ethan Thomas, my baby brother, is almost one year old. He doesn't have much hair, but I can tell it will be blond, like mine. His eyes are brown too. He has a rubber ball and can throw it far, just like Alex. Ethan doesn't like to eat carrots. He likes bananas, watermelon, and peanut butter sandwiches.

Keluarkan puppet stick dari karakteristik Ethan.

We have three pets in our house. Boni is the family dog. He is fluffy and white and his tail wags when he is happy. Our cat is called Catty.

I love Catty. She is fluffy too, but her fur is short and the color is grey. Alex has a pet goldfish.

Its name is Bubble. Sometimes it blows tiny bubbles and they go to the top of the fish bowl and pop.

Bubble is bright orange and has a big tail that waves back and forth in the water. Mother has to remind Alex to clean the fish bowl. It gets dirty sometimes.

Keluarkan puppet stick dari karakteristik anjing, kucing, dan ikan.

I have two grandmas and two grandpas.
Grandma and Grandpa Walter live far away and
I don't get to see them very often, but I speak to them
on the phone and send them emails. Grandma and
Grandpa Thomas lives on the other side of town. We see
them a lot. I love my grandmas and grandpas. I also have
three uncles and four aunts. Auntie Ella isn't married and
she works all the time. I have ten cousins too.

Adapted from http://www.electricscotland.com/kids/stories/crawford1.htm

*Gambar untuk bercerita terdapat di CD. Guru dapat memperlihatkan semua gambar atau hanya beberapa gambar saja.

3. Mintalah dua siswa dari setiap grup untuk mempresentasikan dan menempelkan gambar anggota keluarga yang benar pada "family tree" yang terdapat di papan tulis. Guru menggambar "family tree" sendiri dengan garisgaris yang biasa digunakan untuk menggambar silsilah keluarga.



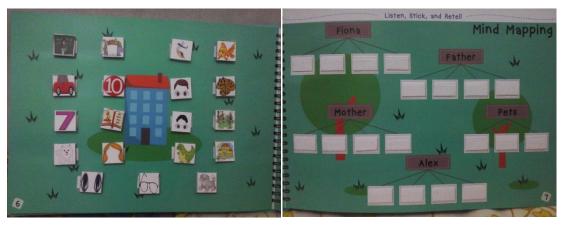
 Diskusikan cerita "The Thomas Family" dengan siswa untuk mengetahui pemahaman siswa terhadap cerita.
 Guru dapat menanyakan beberapa pertanyaan yang berhubungan dengan cerita.

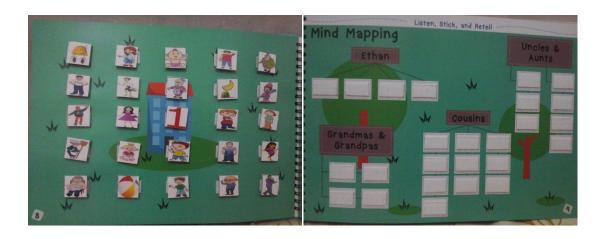
Activity 5 Listen, Stick, and Retell



15 menit

- 1. Beritahu siswa apa yang akan mereka lakukan di aktivitas terakhir pada *storybook with sticky pictures.*
- 2. Mintalah siswa untuk mendengarkan cerita sekali lagi sambil menempelkan gambar dan tulisan pada "mind mapping". Pada bagian ini, guru harus menceritakan atau membacakan cerita dengan tempo yang pelan dan tanpa menunjukkan gambar apapun.
- 3. Mintalah tiga siswa dari setiap grup untuk menceritakan kembali cerita "The Thomas Family" di depan kelas dengan menggunakan mind mapping yang telah mereka kerjakan pada storybook with sticky pictures.





Activity 6

The Value of the Story



2 menit

- 1. Tanyakanlah nilai moral yang mereka dapatkan dari cerita *"The Thomas Family"*.
- 2. Diskusikanlah bersama-sama dengan siswa.

Activity 7

Survey Game "The Seven Families"



10 menit

- 1. Beritahu siswa bahwa mereka akan bermain *game*.
- 2. Beritahu siswa aturan-aturan dalam bermain *game* tersebut.
- 3. Beritahu dan jelaskan kepada siswa tentang bahasa yang akan mereka gunakan dalam bermain *game*.
- 4. Beritahu siswa bahwa mereka tidak boleh menanyakan nama secara langsung.

The Seven Families

Tipe kegiatan : whole class, matching and combining.
Fungsi praktik : membicarakan tentang keluarga.

Contoh ekspresi : What is your wife's/husband's/daughter's/son's name?

Where do you live?

How old are you/your children? How old is your husband/wife?

How many children/brothers and sisters have you got?

Area kebahasaan : hubungan kekeluargan.

Kosa kata penting : mother, father, sister, brother, children, wife, husband, parents,

numbers.

Waktu : 10 menit.

Prosedur

(1) Bagi siswa menjadi dua grup besar.

- (2) Terdapat tujuh keluarga yang dideskripsikan dalam kartu.
 - 1. Suharto, Dewi, Dimas, and Tania (Bandung).
 - 2. Suharto, Dewi, Dimas, and Tania (Bogor).
 - 3. Teguh and Indah (aged 23).
 - 4. Teguh and Indah (aged 25).
 - 5. Teguh, Maria, Rendy, Hanum, and Rizal (Yogyakarta).
 - 6. Teguh, Maria, Rendy, Hanum, and Rizal (Jakarta).
 - 7. Suharto, Maria, and Sandy.
- (3) Gandakan satu kartu untuk setiap siswa di kelas, tetapi pastikan bahwa jumlah total sebanding dengan jumlah keluarga lengkap.
- (4) Bagikan kartu kepada setiap siswa dan berikan sedikit waktu untuk mereka memahami peran mereka sendiri dengan detail-detail yang terdapat pada kartu.
- (5) Tujuan dari *game* ini adalah untuk menemukan anggota keluarga lainnya. Untuk melakukan permainan ini mereka harus berkeliling ke seluruh sudut dalam ruangan, menanyakan beberapa pertanyaan untuk mengidentifikasi anggota keluarga mereka.
- (6) Tekankan kepada siswa bahwa mereka harus berusaha untuk menemukan informasi-informasi terkait orang-orang yang mungkin bagian dari keluarga mereka.

Adapted from Elementary Communication Games.

5. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di *game.* Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.

*Card terdapat di apendik.

Activity 8

Tell Your Friend's Family Tree





- 1. Beritahu siswa apa yang akan mereka lakuan di aktivitas terakhir.
- 2. Mintalah siswa untuk membuat "family tree" dari keluarga mereka sendiri.
- 3. Mintalah siswa untuk menceritakan keluarga mereka pada teman lain (minimal kepada dua orang).
- 4. Setiap siswa harus mendengarkan cerita dari teman yang lain dengan seksama dan menggambar "family tree" berdasarkan cerita keluarga teman mereka tersebut.
- 5. Mintalah beberapa siswa untuk menceritakan kembali cerita keluarga teman mereka di depan kelas.

UNIT 2 MR. PAGE'S PET SHOP



Tujuan Pembelajaran: Siswa mampu mengidentifikasi berbagai macam jenis hewan.

Indikator

- : 1. Siswa mampu menyebutkan berbagai macam jenis hewan.
 - 2. Siswa mampu menceritakan karakteristik hewan.
 - 3. Siswa mampu menyebutkan nilai moral yang terdapat pada cerita.

Kegiatan Belajar Mengajar



- 1. Perkenalkan tema "Animal" kepada siswa.
- 2. Tanyakan pertanyaan seputar macam-macam hewan di sekitar mereka dan bagian-bagian tubuhnya dengan menggunakan *flashcard*.



* Gambar yang lengkap terdapat di CD.

3. Tanyakan pertanyaan tentang suara hewan-hewan tersebut kepada siswa. Guru bisa memutarkan rekaman suara hewan dan menunjukkan penulisan dari suara tersebut setelah siswa mencoba untuk menjawab.

How's the cat's/dog's/frog's/parrot's sound? Miaow/Woof/Croak/Hello.

Activity 2

Sing "Old MacDonald had a Farm"





Old MacDonald had a Farm

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had some ducks, E-I-E-I-O With a quack quack here, and a quack quack there Here quack, there quack, everywhere quack quack Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some pigs, E-I-E-I-O With an oink oink here, and an oink oink there Here oink, there oink, everywhere oink oink Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had some cows, E-I-E-I-O With a moo moo here, and a moo moo there Here moo, there moo, everywhere moo moo Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on this farm he had some dogs, E-I-E-I-O With a woof here, and a woof there, Here woof, there woof, everywhere woof woof Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on this farm he had some cats, E-I-E-I-O With a miaow miaow here, and a miaow miaow there, Here miaow, there miaow, everywhere miaow miaow Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some horses, E-I-E-I-O With a neigh neigh here, and a neigh neigh there Here neigh, there neigh, everywhere neigh neigh Old MacDonald had a farm, E-I-E-I-O

Taken from http://www.youtube.com/watch?v=M7-t5-c 9v4

Activity 3 Match and Stick





- 1. Bagilah siswa menjadi beberapa grup yang terdiri dari lima siswa. Setiap grup akan mendapatkan satu buah *storybook*.
- 2. Beritahu siswa bahwa Anda akan menceritakan sebuah cerita tentang hewan.
- 3. Beritahu siswa apa yang akan mereka lakukan di aktivitas pertama pada *storybook with sticky pictures.*
- 4. Mintalah siswa untuk mencocokkan gambar dan tulisan yang ada di aktivitas pertama lalu tempelkan pada dua kolom berbeda sesuai dengan yang mereka ketahui. Kolom "I know these words" ditujukan untuk vocabulary yang telah mereka ketahui maknanya dan kolom "New words for me" ditujukan untuk vocabulary yang belum mereka ketahui sebelumnya.



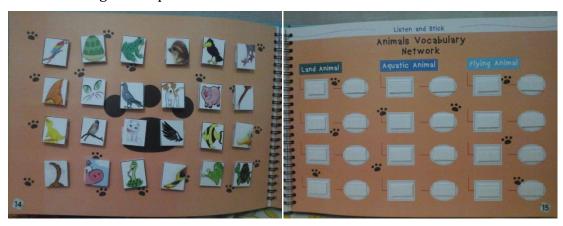
Activity 4
Listen and Stick



15 menit

- 1. Beritahu siswa apa yang akan mereka lakukan di aktivitas kedua pada *storybook with sticky pictures.*
- 2. Mintalah siswa untuk mendengarkan cerita secara seksama dan menempelkan gambar hewan dan bagian tubuhnya pada "animals vocabulary network".
- 3. Beritahu siswa bahwa mereka harus mengucapkan suara hewan yang disebutkan oleh guru ketika guru mendatangi kelompok mereka. Grup yang

lain tidak boleh mengucapkan suara hewan yang dimaksud jika guru tidak mendatangi kelompok mereka.



The story

Mr. Page's Pet Shop

Story

This is Mr. Page's pet shop.
What's in the pet shop?
Oh, there are some cats in the pet shop.
Where are the cats? Look! That's the cats.
They have six whiskers.
What does a cat say? It says, 'Miaow! Miaow!'

What's in the pet shop?
Oh, there are some frogs in the pet shop.
Where are the frogs? Look! That's the frogs.
They have web feet.

What does the frog say? It says, 'Croak! Croak!'

What's in the pet shop?
Oh, there are some parrots in the pet shop.
Where are the parrots? Look! That's the parrots.
They have colorful fur.
What does the parrot say? It says, 'Hello! Hello!'

What's in the pet shop?
Oh, there are some dogs in the pet shop.
Where are the dogs? Look! That's the dogs.
They have a cute tail.
What does the dog say? It says, 'Woof! Woof!'

Instructions

Persiapkan kondisi kelas. Berperan seperti kucing dan mendatangi kelompok pertama.

Berperan seperti katak dan mendatangi kelompok berikutnya.

Berperan seperti parrot dan mendatangi kelompok berikutnya. Gunakan loudly card untuk meninggikan suara hewan.

Berperan seperti anjing dan mendatangi kelompok berikutnya. Gunakan make your noise card. What's in the pet shop?

Oh, there are some pigs in the pet shop.

Where are the pigs? Look! That's the pigs.

They have snout nose.

What does the pig say? It says, 'Oink! Oink!'

What's in the pet shop?

Oh, there are some sparrows in the pet shop.

Where are the sparrows? Look! That's the sparrows.

They have a small head.

What does the sparrow say? It says, 'Chirp! Chirp!'

What's in the pet shop?

Oh, there are some fish in the pet shop.

Where are the fish? Look! That's the fish.

They have fins in their body.

What does the fish say? It says, 'Bubble! Bubble!'

What's in the pet shop?

Oh, there are some snakes in the pet shop.

Where are the snakes? Look! That's the snakes.

They have a fork tongue.

What does the snake say? It says, 'Hiss!'

What's in the pet shop?

Oh, there are some turtles in the pet shop.

Where are the turtles? Look! That's the turtles.

They have a hard shell.

What does the turtle say? It says, 'Crunch! Crunch!'

What's in the pet shop?

Oh, there are some crows in the pet shop.

Where are the crows? Look! That's the crows.

They have black wings.

What does the crow say? It says, Caw! Caw!'

What's in the pet shop?

Oh, there are some pigeons in the pet shop.

Where are the pigeons? Look! That's the pigeons.

They have small claw.

What does the pigeon say? It says, 'Coo! Coo!'

What's in the pet shop?

Oh, there are some ducks in the pet shop.

Where are the ducks? Look! That's the ducks.

They have a long beak.

What does the duck say? It says, "Quack! Quack!"

Berperan seperti babi dan mendatangi kelompok berikutnya.

Berperan seperti sparrow dan mendatangi kelompok berikutnya.

Gunakan loudly card untuk meninggikan suara hewan.

Berperan seperti ikan dan mendatangi kelompok berikutnya.

Gunakan make your noise card.

Berperan seperti ular dan mendatangi kelompok

berikutnya.

Berperan seperti kura-kura dan mendatangi kelompok berikutnya.

Gunakan loudly card untuk meninggikan suara hewan.

Berperan seperti crow dan mendatangi kelompok

berikutnya.

Gunakan make your noise card.

Berperan seperti pigeon dan mendatangi kelompok

berikutnya.

Berperan seperti bebek dan mendatangi kelompok

terakhir.

Now, all the animals and the birds and the fish are talking. What a noise! Quiet please! Quiet please!

Gunakan make your noise card. Gunakan softly card untuk menghilangkan suara hewan.

Adapted from Storytelling with Children

*Cards untuk bercerita terdapat di CD.

4. Mintalah dua siswa dari setiap grup untuk mempresentasikan dan menempelkan gambar hewan dan bagian tubuhnya yang benar pada "animals vocabulary network" yang terdapat di papan tulis. Guru menggambar garisgaris "animals vocabulary network" sendiri sesuai dengan format yang terdapat pada storybook.







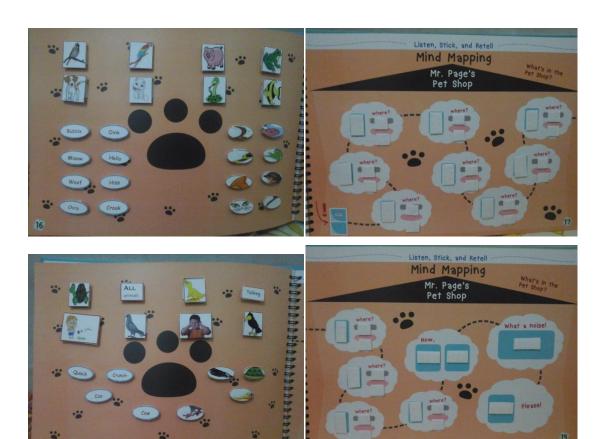
 Diskusikan cerita "Mr. Page's Pet Shop" dengan siswa untuk mengetahui pemahaman siswa terhadap cerita.
 Guru dapat menanyakan beberapa pertanyaan yang berhubungan dengan cerita.

Activity 6 Listen, Stick, and Retell



15 menit

- 1. Beritahu siswa apa yang akan mereka lakukan di aktivitas terakhir pada *storybook with sticky pictures.*
- 2. Mintalah siswa untuk mendengarkan cerita sekali lagi sambil menempelkan gambar dan tulisan pada "mind mapping". Pada bagian ini, guru harus menceritakan atau membacakan cerita dengan tempo yang pelan dan tanpa menunjukkan gambar apapun.
- 3. Mintalah tiga siswa dari setiap grup untuk menceritakan kembali cerita "Mr. Page's Pet Shop" di depan kelas dengan menggunakan mind mapping yang telah mereka kerjakan pada storybook with sticky pictures.



Activity 7 The Value of the Story



2 menit

- 1. Tanyakanlah nilai moral yang mereka dapatkan dari cerita "Mr. Page's Pet Shop".
- 2. Diskusikanlah bersama-sama dengan siswa.

Activity 8

Guessing Game "Animal Noises"



10 menit

- 1. Beritahu siswa bahwa mereka akan bermain *game*.
- 2. Beritahu siswa aturan-aturan dalam bermain *game* tersebut.
- 3. Beritahu dan jelaskan kepada siswa tentang bahasa yang akan mereka gunakan dalam bermain *game*.

Animal Noises

Tipe permainan Bahasa : Role-play dan guessing game.

• Am I big/small?

Do I have 2 legs/long ears/short feet?

• Yes, you are/ No, you are not.

Animal's English sounds.

Jumlah kelompok Waktu

elompok : 6 siswa : 10 menit

Perlengkapan

: Gambar hewan dan double tape.

Persiapan

: Persiapkan gambar berbagai jenis hewan dan double tape. Siswa harus sudah mengetahui berbagai jenis hewan, bagian

tubuh, dan suara mereka dalam bahasa Inggris.

Prosedur

- (1) Siswa-siswa berdiri berjajar. Di setiap punggung mereka ditempelkan gambar hewan.
- (2) Bawalah siswa pertama ke depan dan dia harus menanyakan beberapa pertanyaan untuk menebak hewan apa yang ditempelkan di punggung mereka. Dia boleh menirukan suara hewan dan menanyakan cirri-ciri, tetapi tidak boleh menyebutkan nama hewan secara langsung.
- (3) Siswa lain di kelompoknya memastikan gambar yang terdapat di punggung teman mereka dan menjawab "Yes, you are!" or "No, you are not".
- (4) Setelah siswa menemukan hewan yang dimaksud, dia berlari menuju guru dan berkata "I'm a (horse)!" pada waktu itu gunakan nama hewannya langsung. Lihatlah punggung siswa untuk memastikan. Jika dia benar, dia mengambil gambar dari punggungnya dan menempelkan di depan mereka dan kembali ke kelompoknya untuk membantu teman yang lain yang masih bermain. Jika mereka salah menebak, permainan berlanjut terus.
- (5) Ketika siswa pertama berhasil menebak, dia kembali ke kelompoknya dan siswa kedua mengambil bagiannya dan mulai menebak hewannya. Permainan ini selesai ketika waktu habis.
- (6) Hitung jumlah hewan yang mereka temukan dari setiap kelompok. Kelompok yang menemukan hewan paling banyak menjadi pemenang.

Adapted from Games for Children

4. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di *game.* Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.

*Flashcards yang lengkap terdapat di CD.

Unit 3
Why Anansi Has Thin Legs



Tujuan Pembelajaran : Siswa mampu mengidentifikasi berbagai jenis buah

dan sayur.

Indikator : 1. Siswa mampu menyebutkan berbagai macam

buah dan sayur.

2. Siswa mampu mengekspresikan buah dan sayur

yang mereka suka dan tidak suka.

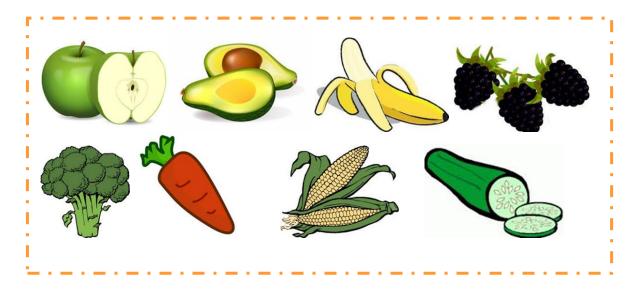
3. Siswa mampu menyebutkan nilai moral yang

terdapat pada cerita.

Kegiatan Belajar Mengajar



- 1. Perkenalkan tema "Fruit and Vegetable" kepada siswa.
- 2. Tanyakan pertanyaan seputar anggota berbagai macam buah dan sayur dengan menggunakan gambar di *power point.*

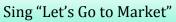


*Gambar yang lengkap terdapat di CD.

3. Tanyakan pertanyaan tentang buah dan sayur yang siswa suka dan tidak suka.

Do you like apples? Yes, I do/ No, I don't. She likes blackberries and strawberries. I don't like mangos.

Activity 2







Let's Go To Market

(Students)

Come on let's go, come on let's go,

come on let's go to market.

We're going to buy, we're going to buy,

we're going to buy some fruit.

(Teacher)

I hear the vendors calling

mangos (Students) mangos
coconuts
peaches peaches
strawberries strawberries

apples apples papayas papayas bananas bananas and grapes and grapes

(Students)

Come on let's go, come on let's go,

come on let's go to market.

We're going to buy, we're going to buy,

we're going to buy some fruit.

(Teacher)

I hear the vendors calling

oranges (Students) oranges
pineapples pineapples
cherries cherries
blackberries blackberries
lemons lemons
watermelon
limes limes

and pears and pears

Adapted from http://www.youtube.com/watch?v=maHkfrPrG60

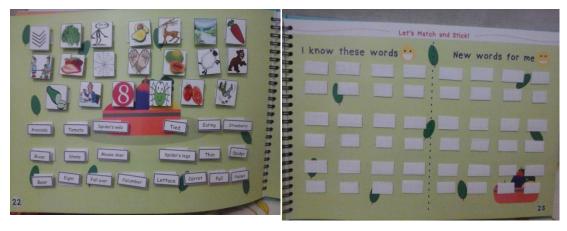
Activity 3

Match and Stick



5 menit

- 1. Bagilah siswa menjadi beberapa grup yang terdiri dari lima siswa. Setiap grup akan mendapatkan satu buah *storybook*.
- 2. Beritahu siswa bahwa Anda akan menceritakan sebuah cerita tentang buah dan sayur.
- 3. Beritahu siswa apa yang akan mereka lakukan di aktivitas pertama pada *storybook with sticky pictures.*
- 4. Mintalah siswa untuk mencocokkan gambar dan tulisan yang ada di aktivitas pertama lalu tempelkan pada dua kolom berbeda sesuai dengan yang mereka ketahui. Kolom "I know these words" ditujukan untuk vocabulary yang telah mereka ketahui maknanya dan kolom "New words for me" ditujukan untuk vocabulary yang belum mereka ketahui sebelumnya.



Activity 4
Listen and Stick



13 menit

- 1. Beritahu siswa apa yang akan mereka lakukan di aktivitas kedua pada *storybook with sticky pictures.*
- 2. Mintalah siswa untuk mendengarkan cerita secara seksama dan menempelkan gambar buah dan sayur pada "spider's web".



The story

Why Anansi Has Thin Legs

Story

This is Anansi the spider. He's got eight legs, a big head and a very fat body.

Rabbit is Anansi's friend.

Anansi loves eating.

He is cooking something with watermelon.

"Mmmm! I can smell watermelon!"

"They are not ready yet. Why don't you stay and wait?"

"No, I can't stay, but I've got an idea. Pull the web when the watermelon are ready and I'll come running!" "Okay, Anansi!"

Bear is Anansi's friend, too.

He is cooking something with papaya.

"Mmmm! I can smell papaya.

"Come and eat our papaya with us.

They are almost ready."

"No, I can't, but I've got an idea!"

"Pull the web when the papayas are ready and I'll come running!"

"Okay Anansi!"

Sheep is Anansi's friend, too.

He is cooking something with strawberry.

"Mmmm! I can smell sweet strawberry.

"Yes that's right. Come and eat my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the sweet strawberries are ready and I'll come running!"

"Okay Anansi!"

Instructions

Persiapkan kondisi kelas. Keluarkan flashcard spider dan tunjukkan kaki, kepala, dan badan spider.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Mouse deer is Anansi's friend, too.

He is cooking something with carrot.

"Mmmm! I can smell carrot.

"Yes that's right. Come and eat my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the carrots are ready

mengucapkan

and I'll come running!"

"Okay Anansi!"

Monkey is Anansi's friend, too.

He is cooking something with cucumber.

"Mmmm! I can smell cucumber.

"Yes that's right. Come and eat my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the cucumbers are ready and I'll come running!"

are ready and rin come run

"Okay Anansi!"

Butterfly is Anansi's friend, too.

He is cooking something with tomato.

"Mmmm! I can smell tomato.

"Yes that's right. Come and eat my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the tomatoes

are ready and I'll come running!"

"Okay Anansi!"

Rooster is Anansi's friend, too.

He is cooking something with avocado.

"Mmmm! I can smell avocado!"

"Come and eat our avocado with us.

They are almost ready."

"No, I can't, but I've got an idea!"

"Pull the web when the avocados are ready

and I'll come running!"

"Okay Anansi!"

Cat is Anansi's friend, too.

He is cooking something with lettuce.

"Mmmm! I can smell lettuce.

"Yes that's right. Come and eat my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the lettuces are ready

and I'll come running!"

"Okay Anansi!"

Keluarkan kartu hewan kosong

dan kartu spider.

Buatlah mereka seperti sedang

berbicara.

Ajak siswa untuk

kalimat ini bersama-sama.

Keluarkan kartu hewan kosong

dan kartu spider.

Buatlah mereka seperti sedang

berbicara.

Ajak siswa untuk

mengucapkan kalimat ini

bersama-sama.

Keluarkan kartu hewan kosong

dan kartu spider.

Buatlah mereka seperti sedang

berbicara.

Ajak siswa untuk

mengucapkan kalimat ini

bersama-sama.

Keluarkan kartu hewan kosong

dan kartu spider.

Buatlah mereka seperti sedang

berbicara.

Ajak siswa untuk

mengucapkan kalimat ini

bersama-sama.

Keluarkan kartu hewan kosong

dan kartu spider.

Buatlah mereka seperti sedang

berbicara.

Ajak siswa untuk

mengucapkan kalimat ini

bersama-sama.

When Anansi arrives at the river, all his eight legs are tied with webs.
All the food is ready and the animals pull the webs.
Anansi falls over and his legs get thinner and thinner.
"Maybe that wasn't a good idea after all!
Look at my thin legs.
Oh well, maybe there's some food at home."

Keluarkan kartu gambar sungai. Bersikaplah seolah-olah sedang menarik sesuatu. Keluarkan kartu spider dan tunjukan wajah sedih.

Adapted from http://learnenglishkids.britishcouncil.org/en/short-stories/why-anansi-has-thin-legs

*Gambar untuk bercerita terdapat di CD.

3. Mintalah dua siswa dari setiap grup untuk mempresentasikan dan menempelkan gambar buah dan sayur yang benar pada "spider's web" yang terdapat di papan tulis. Guru menggambar garis-garis "spider's web" sendiri sesuai dengan format yang terdapat pada storybook.





 Diskusikan cerita "Why Anansi Has Thin Legs" dengan siswa untuk mengetahui pemahaman siswa terhadap cerita.
 Guru dapat menanyakan beberapa pertanyaan yang berhubungan dengan cerita.

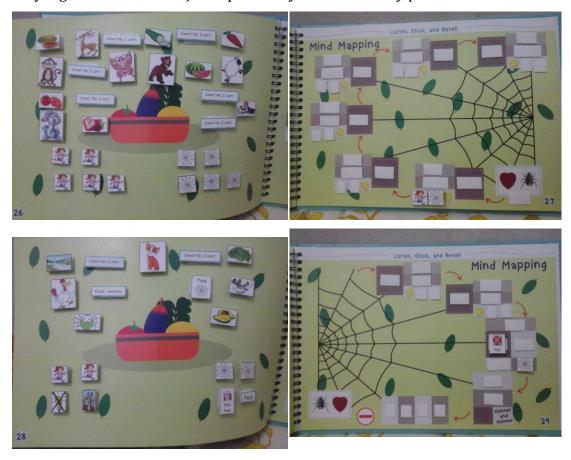
Activity 6 Listen, Stick, and Retell



14 menit

- 1. Beritahu siswa apa yang akan mereka lakukan di aktivitas terakhir pada *storybook with sticky pictures.*
- 2. Mintalah siswa untuk mendengarkan cerita sekali lagi sambil menempelkan gambar dan tulisan pada "mind mapping". Pada bagian ini, guru harus menceritakan atau membacakan cerita dengan tempo yang pelan dan tanpa menunjukkan gambar apapun.

3. Mintalah tiga siswa dari setiap grup untuk menceritakan kembali cerita "Why Anansi Has Thin Legs" di depan kelas dengan menggunakan mind mapping yang telah mereka kerjakan pada storybook with sticky pictures.



Activity 7 The Value of the Story





- 1. Tanyakanlah nilai moral yang mereka dapatkan dari cerita "Why Anansi Has Thin Legs".
- 2. Diskusikanlah bersama-sama dengan siswa.

Activity 8

Word Game "Crossword Chains"





- 1. Beritahu siswa bahwa mereka akan bermain *game*.
- 2. Beritahu siswa aturan-aturan dalam bermain *game* tersebut.
- 3. Beritahu dan jelaskan kepada siswa tentang bahasa yang akan mereka gunakan dalam bermain *game*.

Crossword Chains

Tipe permainan Bahasa : Word and team game.

.

- 3/4/5/6/7/8 letter words.
- Number 2 across/ Number 2 down.
- (Animal's name) likes this fruit/vegetable.
- Big/small /sweet/sour fruit/vegetable.

Jumlah kelompok

: 4 siswa.

Waktu

: 10-15 menit

Perlengkapan

: Photocopies of empty 10x10 crossword grids, clue cards, pencils, rubbers, a scoreboard.

pc

Prosedur

- (1) Bagilah siswa menjadi kelompok yang terdiri dari empat siswa. Tujuan dari permainan ini adalah menciptakan *crossword* dari nama-nama buah dan sayur berdasarkan petunjuk.
- (2) Berilah satu grid kosong (10x10) untuk setiap kelompok.
- (3) Siswa pertama kan berdiri dan mendapatkan satu kartu dari guru. Dia harus memberikan petunjuk kepada teman kelompoknya untuk menemukan nama buah dan sayur, kemudian menuliskannya di *crossword*.
- (4) Setiap kali kelompok berhasil menebak atau tidak, siswa pertama kembali ke kelompoknya dan dilanjutkan oleh siswa kedua.

 Lakukan hal ini sampai waktunya habis atau Anda menemukan kelompok yang sudah selesai mengisi *crossword*.
- (5) Setiap jawaban memiliki nilai 10. Jika terdapat kelompok yang salah dalam penulisan huruf, tulislah yang benar di papan tulis untuk mereka contoh dan beri nilai 5, berapapun panjang hurufnya.
- (6) Kelompok yang mendapatkan nilai tertinggi menjadi pemenang.

Adapted from Games For Children.

* Grids dan clue cards terdapat di apendik.

4. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di *game.* Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.

Activity 8

Role Play "Shopping Around"



10 menit

- 1. Beritahu siswa bahwa mereka akan melakukan role play.
- 2. Beritahu siswa aturan-aturan dalam bermain *game* tersebut.
- 3. Beritahu dan jelaskan kepada siswa tentang bahasa yang akan mereka gunakan dalam bermain *game*.

Shopping Around

Tipe kegiatan : small group, information gap.

Fungsi praktik : bertanya dan menyebutkan persediaan buah dan sayur.

Contoh ekspresi : Do you have 3 mangos?

I want a carrot, please.

Area kebahasaan : buah, sayur, nomor.

Kosa kata penting : apples, mangos, avocados, strawberries, blackberries, peaches,

lemons, limes, oranges, coconuts, bananas, grapes, papayas, pineapple, broccoli, carrots, lettuce, onion, cucumber, tomatoes,

cherries, corn, pears, watermelon, numbers.

Waktu : 10 menit.

Prosedur :

- (1) Bagilah siswa menjadi dua kelompok besar. Kelompok pertama sebagai penjual dan kelompok kedua sebagai pembeli.
- (2) Gandakan satu set shopping list untuk pembeli dan satu set market's name and fruit and vegetables stock untuk penjual.
 - Tujuan dari permainan ini adalah untuk membantu siswa memutuskan dimana dia akan membeli setiap item di list mereka.
- (3) Permainan akan selesai ketika waktunya habis.
- (4) Beberapa siswa harus melaporkan kepada guru apa yang mereka beli atau apa yang telah mereka jual.

Adapted from Elementary Communication Games.

*Shopping list dan market's name and fruit -vegetables stock terdapat di apendik.

4. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di *game.* Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.

G. The Final Draft of the Storybook with Sticky Pictures



Learning Objectives

Children are able to identify family members

Indicators

- 1. Children can mention family members
- 2. Children can tell about their family members
- 3. Children can tell about the value of the story

THE FIRST MEETING



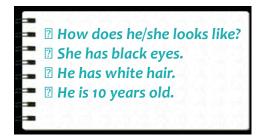
- 1. Introduce the theme "Family" to the students.
- 2. Ask the students about family members using the puppet sticks.



Figure 1.1: The example of the Puppet Sticks of the Family

*The complete pictures are available in the CD.

3. Ask the students about the characteristics of each member of the family.





- 1. Divide the students into a group of five (5). Each group will get one STORYBOOK. Tell the students that you are going to tell a story about family.
- 2. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 2 and 3, then explain about the first activity of the STORYBOOK WITH STICKY PICTURES to the students.

3. Ask the students to match the pictures and the words, and then stick them on the two different columns based on their knowledge.

The column of "I know these words" is for the vocabulary they already know and the column of "New words for me" is for vocabulary they do not know before.



Figure 1.2: Activity 1 Let's Match and Stick



- 1. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 4 and 5, then explain about the second activity of the STORYBOOK WITH STICKY PICTURES to the students.
- 2. Ask the students to listen to the story carefully and stick the pictures of family members on the family tree. The order/ the position of the pictures of grandmas, grandpas, uncles, aunts, and cousins are up to the students. While, the order/ the position of the pictures of father, mother, brothers, and Fiona based on the story.

*The story of "The Thomas Family" is on the next page.



Figure 1.3: Activity 2 Listen and Stick



The Thomas Family

STORY

My name is Fiona Thomas.
I am a girl and I am seven years old.
There are five people in my family:
father, mother, a big brother, me,
and a little brother.

I like dragonflies and I collect seashells. I have blonde hair and blue eyes, like my mother.

My father's name is Andrew Thomas.

He works in a zoo. He takes care of all the animals and makes sure they are healthy.

My father wears glasses and has dark brown hair and brown eyes. He likes to drive in his new red car and loves to watch football games.

My mother's name is Ina Thomas.

She works at my school.

She helps my teacher, Mrs. Bella.

Sometimes she reads stories to us.

My mother is a good cook and makes the best chocolate chip biscuitsin the world.

My big brother's name is Alex Thomas.
He is ten years old and has brown hair
and brown eyes like my father.
He likes dinosaurs and science.
Alex also collects stamps. He has a lot of them.
Alex plays football and sometimes
I go to the park to watch him. He can kick
the ball high into the air.

Ethan Thomas, my baby brother, is almost one year old. He doesn't have much hair,k but I can tell it will be blond, like mine. His eyes are brown too. He has a rubber ball and can throw it far, just like Alex. Ethan doesn't like to eat carrots. He likes bananas, watermelon, and peanut butter sandwiches.

INSTRUCTIONS

Indicate the classroom.
Give out the puppet stick of Fiona's characteristics.

Give out the puppet stick of Father's characteristics.

Give out the puppet stick of Mother's characteristics.

Give out the puppet stick of Alex's characteristics.

Give out the puppet stick of Ethan's characteristics.

*the story is continued on the next page



We have three pets in our house.
Boni is the family dog. He is fluffy and white and his tail wags when he is happy.
Our cat is called Catty. I love Catty.
She is fluffy too, but her fur is short and the color is grey. Alex has a pet goldfish.
Its name is Bubble. Sometimes it blows tiny bubbles and they go to the top of the fish bowl and pop.
Bubble is bright orange and has a big tail that waves back and forth in the water.
Mother has to remind Alex to clean the fish bowl. It gets dirty sometimes.

I have two grandmas and two grandpas.
Grandma and Grandpa Walter live far away and
I don't get to see them very often,
but I speak to them on the phone and
send them emails.
Grandma and Grandpa Thomas
lives on the other side of town.
We see them a lot. I love my grandmas
and grandpas. I also have three uncles
and four aunts. Auntie Ella isn't married and
she works all the time. I have ten cousins too.

Give out the puppet sticks of dog's, cat's, and fish's characteristics.

Adapted from http://www.electricscotland.com/kids/stories/crawford1.htm

*The pictures for the story are included in the CD. You can show all of the pictures or only some of them.

3. Ask two people from each group to present and stick the right answer of family members on the family tree in the whiteboard.

You can draw a family tree on the whiteboard by yourself.



1. Discuss the story of "The Thomas Family" together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.



THE SECOND MEETING



- 1. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 6 until 9, then explain about the last activity of the sTORYBOOK WITH STICKY PICTURES to the students
- 2. Ask the students to listen to the story of "The Thomas Family" once again and stick the pictures and the words on the mind mapping. In this part, you should tell/read the story little bit slowly and without showing any pictures.
- 3. Ask three students from each group to retell the story of "The Thomas Family" in front of the class using the mind mapping on the STORYBOOK WITH STICKY PICTURES.



Figure 1.4: Activity 3 Listen, Stick, and Retell





1. Ask the students to discuss the value of the story that they get from the story of "The Thomas Family".

Then, write it on the sticky note which already provided on page 10.

2. Discuss it together with the students.



Figure 1.5: Activity 4 The Value of the Story

Activity 7
Survey Game: The Seven Families

- 1. Tell the students that they will play a game and explain the rules of the game.
- 2. Tell and explain to the students about the expressions they will use in playing the game.
- 3. Tell the students that they cannot ask the name of the family members directly.
- *The rules of the game are on the next page.

The Seven Families

Type of activity : whole class, matching and combining.

Function practices : talking about families.

Exponent : What is your wife's/husband's/daughter's/son's name?

Where do you live?

How old are you/your children? How old is your husband/wife?

How many children/brothers and sisters have you got?

Lexical areas : family relationship.

Essential vocabulary: mother, father, sister, brother, children, wife, husband, parents, numbers.

Time : 10 minutes.

Procedure:

(1) Divide the class into two two groups.

- (2) There are seven families described on the cards.
 - 1. Suharto, Dewi, Dimas, and Tania (Bandung).
 - 2. Suharto, Dewi, Dimas, and Tania (Bogor).
 - 3. Teguh and Indah (aged 23).
 - 4. Teguh and Indah (aged 25).
 - 5. Teguh, Maria, Rendy, Hanum, and Rizal (Yogyakarta).
 - 6. Teguh, Maria, Rendy, Hanum, and Rizal (Jakarta).
 - 7. Suharto, Maria, and Sandy.
- (3) Copy one card for every student in the class, but make sure that the total adds up to a number of complete families.
- (4) Give out the cards to the students and allow a little time for them to familiarize themselves with the details on the cards.
- (5) The object of the game is for everyone to find the other members of their family.

 To do this they must move around the room, asking questions to identify the other members of the family.
- (6) Emphasize that the students should try to find out all the information about the people they think may belong to their family.

Adapted from Elementary Communication Games.

- *The cards are available in the appendix.
- 4. You may help the students in saying the expressions used to play "The Seven Families" game. Pay attention on the language used, correct the missed pronunciation.





- 1. Tell the students about the last activity they will do.
- 2. Ask the students to make their own family tree.
- 3. Ask the students to tell their family tree to their friends (at least 2 people).
- 4. Each student should listen carefully to their friends and draw a family tree of their friends based on the story.
- 5. Ask some students to retell their friend's family in front of the class using the family tree.



Unit 2 Mr. Page's Pet Shop



Learning Objectives

Students are able to identify different kinds of animals

Indicators

- 1. Children can mention different kinds of animals.
- 2. Children can tell the characteristics of animals orally.
 - 3. Children can say the value of the story.

THE FIRST MEETING



- 1. Introoduce the theme "Animal".
- 2. Ask the students about kinds of animals around them and part of their body using flashcards of the animals.



Figure 1.6: The example of Animal's Pictures for Flashcards

- *The complete pictures are available in the CD
- 3. Ask the students about animals' sound. You may play the recording of the animal's sound and show the word of the sounds after the students say it.
 - How's the cat's / dog's/ frog's / parrot's sound?
 Miaow / Woof / Croak / Hello.





Old MacDonald had a Farm
Old MacDonald had a farm, E-I-E-I-O
And on his farm he had some ducks, E-I-E-I-O
With a quack quack here, and a quack quack there
Here quack, there quack, everywhere quack quack
Old MacDonald had a farm, E-I-E-I-O





Old MacDonald had a farm, E-I-E-I-O And on his farm he had some pigs, E-I-E-I-O With an oink oink here, and an oink oink there Here oink, there oink, everywhere oink oink Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some cows, E-I-E-I-O With a moo moo here, and a moo moo there Here moo, there moo, everywhere moo moo Old MacDonald had a farm, E-I-E-I-O





Old MacDonald had a farm, E-I-E-I-O And on his farm he had some dogs, E-I-E-I-O With a woof woof here, and a woof woof there, Here woof, there woof, everywhere woof woof Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some cats, E-I-E-I-O With a miaow miaow here, and a miaow miaow there, Here miaow, there miaow, everywhere miaow miaow Old MacDonald had a farm, E-I-E-I-O





Old MacDonald had a farm, E-I-E-I-O And on his farm he had horses, E-I-E-I-O With a neigh neigh here, and a neigh neigh there Here neigh, there neigh, everywhere neigh neigh Old MacDonald had a farm, E-I-E-I-O

Taken from http://www.youtube.com/watch?v=M7-t5-c_9v4

*The song is available in the CD





- 1. Divide the students into a group of five (5). Each group will get one storybook.
- 2. Tell the students that you are going to tell a story about animal.
- 3. Ask the students to open the storybook with sticky pictures on page 12 and 13, then explain about the first activity of the storybook with sticky pictures to the students.
- 4. Ask the students to match the pictures and the words, and then stick them on the two different columns based on their knowledge.

The column of "I know these words" is for the vocabulary they already know and the column of "New words for me" is for vocabulary they do not know before.



Figure 1.7: Activity 1 Let's Match and Stick



- 1. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 14 and 15, then explain about the second activity of the STORYBOOK WITH STICKY PICTURES to the students.
- 2. Ask the students to listen to the story carefully and stick the pictures of animals and part of their body on the animal's vocabulary network.
- 3. Tell the students that they should say the sound of the animal mentioned by the teacher when the teacher comes to their group. The other groups cannot say the sound if the teacher did not come to their group.





Figure 1.8: Activity 2 Listen and Stick

The Story

Mr. Page's Pet Shop

STORY

This is Mr. Page's pet shop.
What's in the pet shop?
Oh, there are some cats in the pet shop.
Where are the cats? Look! That's the cats.
They have six whiskers.
What does a cat say?
It says, 'Miaow! Miaow!'

What's in the pet shop?
Oh, there are some frogs in the pet shop.
Where are the frogs? Look! That's the frogs.
They have web feet.
What does the frog say?
It says, 'Croak! Croak!'

What's in the pet shop?
Oh, there are some parrots in the pet shop.
Where are the parrots? Look!
That's the parrots. They have colorful fur.
What does the parrot say?
It says, 'Hello! Hello!'

INSTRUCTIONS

Indicate the classroom..

Act out like a cat and come to the first group.

Act out like a frog and come to the next group.

Act out like a parrot and come to the next group.

Use the loudly card to raise the noise.

*the story is continued to the next page



What's in the pet shop?
Oh, there are some dogs in the pet shop.
Where are the dogs? Look! That's the dogs.
They have a cute tail.
What does the dog say?
It says, 'Woof! Woof!

Act out like a dog and come to the next group.

Use the make your noise card.

What's in the pet shop?
Oh, there are some pigs in the pet shop.
Where are the pigs? Look! That's the pigs.
They have snout nose.
What does the pig say?
It says, 'Oink! Oink!'

Act out like a pig and come to the next group.

What's in the pet shop?
Oh, there are some sparrows in the pet shop.
Where are the sparrows?
Look! That's the sparrows.
They have a small head.
What does the sparrow say?
It says, 'Chirp! Chirp!'

Act out like a sparrow and come to the next group.

Use the loudly card to raise the noise.

What's in the pet shop?
Oh, there are some fish in the pet shop.
Where are the fish? Look! That's the fish.
They have fins in their body.
What does the fish say?
It says, 'Bubble! Bubble!'

Act out like a fish and come to the next group.

Use the make your noise card.

What's in the pet shop?
Oh, there are some snakes in the pet shop.
Where are the snakes?
Look! That's the snakes.
They have a fork tongue.
What does the snake say?
It says, 'Hiss! Hiss!'

Act out like a snake and come to the next group.

What's in the pet shop?
Oh, there are some turtles in the pet shop.
Where are the turtles? Look!
That's the turtles. They have a hard shell.
What does the turtle say?
It says, 'Crunch! Crunch!'

Act out like a turtle and come to the next group.

Use the loudly card to raise the noise.

*the story is continued to the next page



What's in the pet shop?
Oh, there are some crows in the pet shop.
Where are the crows?
Look! That's the crows.
They have black wings.
What does the crow say?
It says, Caw! Caw!'

Act out like a crow and come to the next group.

Use the make your noise card..

What's in the pet shop?
Oh, there are some pigeons in the pet shop.
Where are the pigeons? Look!
That's the pigeons. They have small claw.
What does the pigeon say?
It says, 'Coo! Coo!'

Act out like a pigeon and come to the next group.

What's in the pet shop?
Oh, there are some ducks in the pet shop.
Where are the ducks? Look!
That's the ducks. They have a long beak.
What does the duck say?
It says, "Quack! Quack!

Act out like a duck and come to the last group.

Now, all the animals and the birds and the fish are talking. What a noise! Quiet please! Quiet please! Use the make your noise card.

Use the softly card to diminish the voice.

Adapted from Storytelling with Children

* The cards for the story are available in the CD

4. Ask two people from each group to present and stick the right answer of the animals and part of their body on the animal's vocabulary network in the whiteboard.

You can draw the animal's vocabulary network on the whiteboard by yourself.



1. Discuss the story of "Mr. Page's Pet Shop" together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.



THE SECOND MEETING



- 1. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 16 until 19, then explain about the last activity of the STORYBOOK WITH STICKY PICTURES to the students
- 2. Ask the students to listen to the story of "Mr. Page's Pet Shop" once again and stick the pictures and the words on the mind mapping. In this part, you should tell/read the story little bit slowly and without showing any pictures.
- 3. Ask three students from each group to retell the story of "Mr. Page's Pet Shop" in front of the class using the mind mapping on the STORYBOOK WITH STICKY PICTURES.



Figure 1.9: Activity 3 Listen, Stick, and Retell



- 1. Ask the students to discuss the value of the story that they get from the story of "Mr. Page's Pet Shop". Then, write it on the sticky note which already provided on page 20.
- 2.Discuss it together with the students.



Figure 1.10: Activity 4 The Value of the Story



- 1. Tell the students that they will play a game and explain the rules of the game.
- 2. Tell and explain to the students about the expression they will use in playing the game.

The rules of the game are on the next page.

Animal Noises

Type of the game : Role-play dan guessing game.

Language :

2 Am I big/small?

Do I have 2 legs/long ears/short feet?

2 Yes, you are/ No, you are not.

2 Animal's English sounds.

Group size : 6 students
Time : 10 minutes

Materials : The pictures of animals and double tape

Preparation : Prepare the pictures of animal with double tape.

The students should already know many animals, their part of the

body, and their English sounds.

Procedure :

- (1) The students stand in a line, side by side. Go along the back of the line, sticking one animal's picture on the back of each student.
- (2) Bring the first student to the front and he/she should ask some questions to find out what animal which stick on his/her back. He/she can imitate the sound and give some clues of animal's characteristics, but remember they cannot say the animal's name.
- (3) The students being asked checks the back of their friend and answer "Yes, you are!" or "No, you are not".
- (4) As soon as students have found out their animal, they run to you and say "I'm a (horse)!"

 This time using the word for their animal. Check the student's backs.

 If they are right, they take the picture off their back, stick it on their front and then go to help other friends who still playing. If they are wrong, the game simply continues.
- (5) When the first student has succeed in guessing the name, he/she goes back to the group and the second student takes the part and starts to guess his/her animal.

 The game finishes when the time's up.
- (6) Calculate the animals that have been found from each group. The group who found the most animals became the winner.

Adapted from Games for Children

*The complete flashcards are in the appendix

4. You may help the students in saying the expressions used to play "Animal Noises" game. Pay attention to the language used, correct the missed pronunciation.







Learning Objectives

Children are able to identify different kinds of fruit and animals

Indicators

- 1. Children can mention various fruit and vegetables.
- 2. Children can express fruit and vegetables that they like and dislike.
 - 3. Children can say the value of the story.

THE FIRST MEETING



- 1. Introduce the theme "Fruit and Vegetable".
- 2. Ask the students about various fruit and vegetables using pictures in the power point.

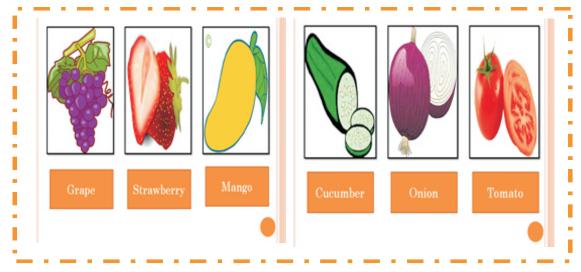
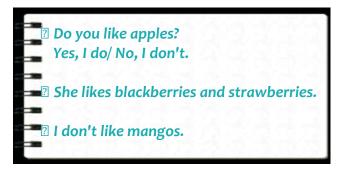


Figure 1.11: The examples of power point of Fruits and Vegetables

*the complete powerpoint is available in the CD

3. Ask the students about fruit and vegetables that they like and dislikes.





Let's Go to Market

(Students)

Come on let's go, come on let's go, come on let's go to market.
We're going to buy, we're going to buy, we're going to buy some fruit.

(Teacher)

I hear the vendors calling

(Students) mangos mangos coconuts coconuts peaches peaches strawberries strawberries apples apples papayas papayas bananas bananas and grapes and grapes



(Students)

Come on let's go, come on let's go, come on let's go to market.
We're going to buy, we're going to buy, we're going to buy some fruit.

(Teacher)

I hear the vendors calling

oranges (Students) oranges pineapples pineapples cherries cherries blackberries blackberries lemons lemons watermelon watermelon limes limes and pears and pears



Taken from http://www.youtube.com/watch?v=maHkfrPrG60

*The song is available in the CD





- 1. Divide the students into a group of five (5). Each group will get one storybook. Tell the students that you are going to tell a story about fruit and vegetables.
- 2. Ask the students to open the storybook with sticky pictures on page 22 and 23, then explain about the first activity of the storybook with sticky pictures to the students.
- 3. Ask the students to match the pictures and the words, and then stick them on the two different columns based on their knowledge.

The column of "I know these words" is for the vocabulary they already know and the column of "New words for me" is for vocabulary they do not know before.



Figure 1.12: Activity 1 Let's Match and Stick



- 1. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 24 and 25, then explain about the second activity of the STORYBOOK WITH STICKY PICTURES to the students.
- 2. Ask the students to listen to the story carefully and stick the pictures on the spider's web.

The story of "Why Anansi Has Thin Legs" is in the next page.





Figure 1.13: Activity 2 Listen and Stick

The Story

Why Anansi Has Thin Legs

STORY

This is Anansi the spider. He's got eight legs, a big head and a very fat body. Anansi loves eating.

Rabbit is Anansi's friend.
He is cooking something with watermelon.
"Mmmm! I can smell watermelon!"
"They are not ready yet. Why don't you stay and wait?"
"No, I can't stay, but I've got an idea.
Pull the web when the watermelons are ready and I'll come running!"
"Okay, Anansi!"

Bear is Anansi's friend, too.
He is cooking something with papaya.
"Mmmm! I can smell papaya.
"Come and eat our papaya with us.
They are almost ready."
"No, I can't, but I've got an idea!"
"Pull the web when the papayas are ready and I'll come running!"
"Okay Anansi!"

INSTRUCTIONS

Indicate the classroom..
Give out the flashcard of spider and show the spider's legs, head, and body.

Give out the blank animal card and pider card. Make it likes they are talking.

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

*the story is continued to the next page



Sheep is Anansi's friend, too.
He is cooking something with strawberry.
"Mmmm! I can smell sweet strawberry.
"Yes that's right. Come and eat berbicara.
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the sweet strawberries
are ready and I'll come running!"
"Okay Anansi!"

Mouse deer is Anansi's friend, too.
He is cooking something with carrot.
"Mmmm! I can smell carrot.
"Yes that's right. Come and eat
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the carrots are ready
and I'll come running!"
"Okay Anansi!"

Monkey is Anansi's friend, too.
He is cooking something with cucumber.

"Mmmm! I can smell cucumber.

"Yes that's right. Come and eat

my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the cucumbers

are ready and I'll come running!"

"Okay Anansi!"

Butterfly is Anansi's friend, too.
He is cooking something with tomato.
"Mmmm! I can smell tomato.
"Yes that's right. Come and eat
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the tomatoes
are ready and I'll come running!"
"Okay Anansi!"

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

*the story is continued to the next page



Rooster is Anansi's friend, too. He is cooking something with avocado. "Mmmm! I can smell avocado!" "Come and eat our avocado with us. They are almost ready." "No, I can't, but I've got an idea!" "Pull the web when the avocados are ready and I'll come running!" "Okay Anansi!"

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

Cat is Anansi's friend, too. He is cooking something with lettuce. "Mmmm! I can smell lettuce. "Yes that's right. Come and eat my food with me." "No, I can't, but I've got an idea!" "Pull the web when the lettuces are ready and I'll come running!" "Okay Anansi!"

Give out the blank animal card and spider card. Make it likes they are talking.

Invite the students to day this utterance together with you.

When Anansi arrives at the river, all his eight legs are tied with webs. All the food is ready and the animals pull the webs. Anansi falls over and his legs get thinner and thinner. "Maybe that wasn't a good idea after all! Look at my thin legs.

Oh well, maybe there's some food at home."

Give out the blank animal card and spider card. Act like you are pulling something.

Give out the cards of spider and show your sad face.

Adapted from

http://learnenglishkids.britishcouncil.org/en/short-stories/why-anansi-has-thin-legs

*the pictures for the story are available in the CD

3. Ask two people from each group to present and stick the right answer of fruit and vegetables on the spider's web in the whiteboard.

You can draw the spider's web on the whiteboard by yourself.



1. Discuss the story of "Why Anansi Has Thin Legs" together with the students to check their understanding of the story.

You may ask some questions to the students related to the story.



THE SECOND MEETING



- 1. Ask the students to open the STORYBOOK WITH STICKY PICTURES on page 26 until 29, then explain about the last activity of the STORYBOOK WITH STICKY PICTURES to the students
- 2. Ask the students to listen to the story of "Why Anansi Has Thin Legs" once again and stick the pictures and the words on the mind mapping. In this part, you should tell/read the story little bit slowly and without showing any pictures.
- 3. Ask three students from each group to retell the story of "Why Anansi Has Thin Legs" in front of the class using the mind mapping on the STORYBOOK WITH STICKY PICTURES.



Figure 1.14: Activity 3 Listen, Stick, and Retell



- Ask the students to discuss the value of the story that they get from the story of "Why Anansi Has Thin Legs". Then, write it on the sticky note which already provided on page 30.
- 2. Discuss it together with the students.

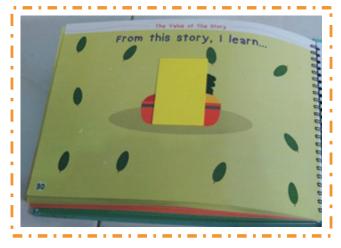


Figure 1.15: Activity 4 The Value of the Story



- 1. Tell the students that they will play a game and explain the rules of the game.
- 2. Tell and explain to the students about the expression they will use in playing the game.

The rules of the game are on the next page.

Crossword Chains

Type of the game : Word and team game

Language

2 3/4/5/6/7/8 letter words.

2 Number 2 across/ Number 2 down.

(Animal's name) likes this fruit/vegetable.

Big/small /sweet/sour fruit/vegetable.

Group size : 4 students.

Time : 10-15 minutes.

Materials : Photocopies of empty 10x10 crossword grids, clue cards, pencils, rubbers,

a scoreboard.

Procedure:

(1) Divide the students into a group of 4. The object of the game is to create crosswords of fruit's and vegetables' name based on the clues.

- (2) Give each team a photocopy of an empty 10x10 grid.
- (3) The first student will stand up and get a card from the teacher. He/she should tell the clues to their friends in order to find out the fruit's and vegetables' name, and then write it on the crossword.
- (4) Whenever the group has succeeded or not in guessing the name, the first student goes back to the group and the second student takes the second card and tells it.

 Do it until the time's up or you get one group who has finished the crossword.
- (5) Each answer will get 10 points. If a team spells a word incorrectly, write it correctly on the whiteboard for them to copy and give a score 5 points, regardless of its length.
- (6) The group who gets the highest score becomes the winner.

Adapted from Games for Children

*The grids and clue cards are in the appendix.

3. You may help the students in saying the expressions used to play "Crossword Chains" game. Pay attention on the language used, correct the missed pronunciation.





- 1. Tell the students that they will play a game and explain the rules of the game.
- 2. Tell and explain to the students about the expression they will use in playing the game.

The rules of the game are on the next page.

Shopping Around

Type of the game:

Small group, information gap.

Function practices:

asking and mentioning the supply of fruit and vegetables.

Exponent:

- Do you have 3 mangoes?
- I want a carrot please.

Lexical areas:

fruit, vegetables. numbers.

Essential vocabulary:

apples, mangos, avocados, strawberries.

blackberries, peaches, lemons, limes, oranges, coconuts, bananas, grapes.

papayas, pineapple, broccoli, carrots, lettuce, onion, cucumber.

tomatoes, cherries, corn, pears, watermelon, numbers.

Time:

10 menit



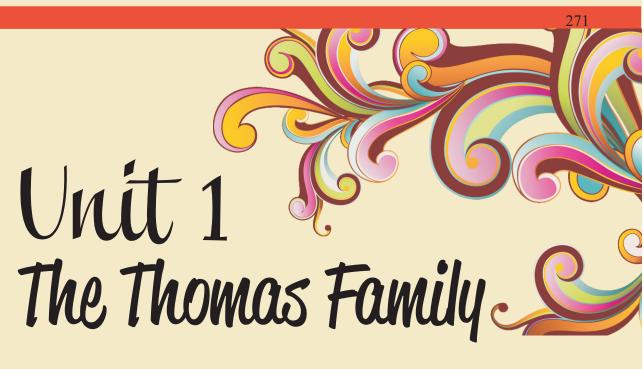
Procedure:

- (1) Divide the class into 2 big groups. The first group is the seller and the second group is the buyer.
- (2) Copy one set of shopping list for the buyer and one set of market's name and fruit and vegetables stock for the seller.

 The object of the game is for students to decide where to buy each item on their list
- (3) The role will end when the time's up.
- (4) Some students should report what they have bought or what they have sold to the teacher.

Adapted from Elementary Communication Games.

- *The shopping list and market's name and fruit-vegetables stock are in the appendix.
- 3. You may help the students in saying the expressions used to play a role in "Shopping Around". Pay attention on the language used, correct the missed pronunciation.





Tujuan Pembelajaran

Siswa mampu mengidentifikasi anggota keluarga.

Indikator

- 1. Siswa mampu menyebutkan anggota keluarga.
- 2. Siswa mampu menceritakan anggota keluarga mereka.
- 3. Siswa mampu menyebutkan nilai moral yang terdapat pada cerita.

PERTEMUAN PERTAMA



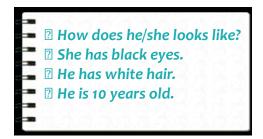
- 1. Perkenalkan tema "Family" kepada siswa.
- 2. Tanyakan pertanyaan seputar anggota keluarga dengan menggunakan puppet sticks.



Figure 1.1: Contoh Puppet Sticks of the Family

*Gambar yang lengkap terdapat di CD.

3. Tanyakan pertanyaan tentang karakteristik dari setiap anggota keluarga kepada siswa.





- 1. Bagilah siswa menjadi beberapa grup yang terdiri dari lima siswa.
 Setiap grup akan mendapatkan satu buah STORYBOOK.
 Beritahu siswa bahwa Anda akan menceritakan sebuah cerita tentang keluarga.
- 2. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 2 dan 3 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas pertama tersebut.



3. Mintalah siswa untuk mencocokkan gambar dan tulisan yang ada di aktivitas pertama lalu tempelkan pada dua kolom berbeda sesuai dengan yang mereka ketahui.

Kolom "I know these words" ditujukan untuk vocabulary yang telah mereka ketahui maknanya dan kolom "New words for me" ditujukan untuk vocabulary yang belum mereka ketahui sebelumnya.



Figure 1.2: Activity 1 Let's Match and Stick



- 1. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 4 dan 5 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas kedua pada STORYBOOK WITH STICKY PICTURES.
- 2. Mintalah siswa untuk mendengarkan cerita secara seksama dan menempelkan gambar anggota keluarga pada "family tree".

Urutan letak atau posisi gambar nenek, kakek, paman, bibi, dan sepupu bebas. Sedangakan letak atau posisi gambar ayah, ibu, dua saudara lai-laki, dan Fiona berdasarkan cerita.

*Cerita "The Thomas Family" terdapat pada halaman berikutnya.



Figure 1.3: Activity 2 Listen and Stick



The Thomas Family

STORY

My name is Fiona Thomas. I am a girl and I am seven years old. There are five people in my family: father, mother, a big brother, me, and a little brother. I like dragonflies and I collect seashells. I have blonde hair and blue eyes, like my mother.

My father's name is Andrew Thomas. He works in a zoo. He takes care of all the animalsand makes sure they are healthy. My father wears glasses and has dark brown hair and brown eyes. He likes to drive in his new red car and loves to watch football games.

My mother's name is Ina Thomas. She works at my school. She helps my teacher, Mrs. Bella. Sometimes she reads stories to us. My mother is a good cook and makes the best chocolate chip biscuitsin the world.

My big brother's name is Alex Thomas. He is ten years old and has brown hair and brown eyes like my father. He likes dinosaurs and science. Alex also collects stamps. He has a lot of them. Alex plays football and sometimes I go to the park to watch him. He can kick the ball high into the air.

Ethan Thomas, my baby brother, is almost one year old. He doesn't have much hair, but I can tell it will be blond, like mine. His eyes are brown too. He has a rubber ball and can throw it far, just like Alex. Ethan doesn't like to eat carrots. He likes bananas, watermelon, and *bersambung di halaman selanjutnya peanut butter sandwiches.

INSTRUCTIONS

Persiapkan kondisi kelas. Keluarkan puppet stick dari karakteristik Fiona.

Keluarkan puppet stick dari karakteristik Ayah.

Keluarkan puppet stick dari karakteristik Ibu.

Keluarkan puppet stick dari karakteristik Alex.

Keluarkan puppet stick dari karakteristik Ethan.



We have three pets in our house.

Boni is the family dog.

He is fluffy and white
and his tail wags when he is happy.
Our cat is called Catty. I love Catty.
She is fluffy too, but her fur is short and the color is grey. Alex has a pet goldfish.
Its name is Bubble. Sometimes it blows tiny bubbles and they go to the top of the fish bowl and pop.
Bubble is bright orange and has a big tail that waves back and forth in the water.

Mother has to remind Alex to clean the fish bowl.
It gets dirty sometimes.

Keluarkan puppet stick dari karakteristik anjing, kucing, dan ikan.

I have two grandmas and two grandpas.
Grandma and Grandpa Walter live far away and I don't get to see them very often, but I speak to them on the phone and send them emails.
Grandma and Grandpa Thomas lives on the other side of town.
We see them a lot. I love my grandmas and grandpas. I also have three uncles and four aunts. Auntie Ella isn't married and she works all the time. I have ten cousins too.

Adapted from http://www.electricscotland.com/kids/stories/crawford1.htm

*Gambar untuk bercerita terdapat di CD. Guru dapat memperlihatkan semua gambar atau hanya beberapa gambar saja.

3. Mintalah dua siswa dari setiap grup untuk mempresentasikan dan menempelkan gambar anggota keluarga yang benar pada "family tree" yang terdapat di papan tulis. Guru dapat menggambar "family tree" sendiri dengan garis-garis yang biasa digunakan untuk menggambar silsilah keluarga.



 Diskusikan cerita "The Thomas Family" bersama dengan siswa untuk mengetahui pemahaman siswa terhadap cerita. Guru dapat menanyakan beberapa pertanyaan yang berhubungan dengan cerita.



PERTEMUAN KEDUA



- 1. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 6 sampai 9 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas terakhir pada STORYBOOK WITH STICKY PICTURES.
- 2. Mintalah siswa untuk mendengarkan cerita "The Thomas Family" lagi sambil menempelkan gambar dan tulisan pada "mind mapping". Pada bagian ini, guru harus menceritakan atau membacakan cerita dengan tempo yang pelan dan tanpa menunjukkan gambar apapun.
- 3. Mintalah tiga siswa dari setiap grup untuk menceritakan kembali cerita "The Thomas Family" di depan kelas dengan menggunakan mind mapping yang telah mereka kerjakan pada STORYBOOK WITH STICKY PICTVRES.



Figure 1.4: Activity 3 Listen, Stick, and Retell





- Mintalah siswa untuk berdiskusi dengan teman di masing-masing grup tentang nilai moral yang mereka dapat/ pelajari dari cerita "The Thomas Family".
 Kemudian tuliskan pada sticky note yang telah tersedia di halaman 10.
- 2. Diskusikanlah nilai moral dari cerita "The Thomas Family" bersama-sama dengan siswa.



Figure 1.5: Activity 4 The Value of the Story

Activity 7

Survey Game: The S

- Survey Game: The Seven Families

 1. Beritahu siswa bahwa mereka akan bermain game serta jelaskan aturan-aturan dalam bermain game tersebut.
- 2. Beritahu dan jelaskan kepada siswa tentang expression yang akan mereka gunakan dalam bermain game.
- 3.Beritahu siswa bahwa mereka tidak boleh menanyakan nama anggota keluarga yang dicari secara langsung.
- *Aturan dalam bermain game terdapat pada halaman berikutnya.

The Seven Families

Tipe kegiatan : whole class, matching and combining.

Fungsi praktik : membicarakan tentang keluarga.

Contoh ekspresi : What is your wife's/husband's/daughter's/son's name?

Where do you live?

How old are you/your children? How old is your husband/wife?

How many children/brothers and sisters have you got?

Area kebahasaan : hubungan kekeluargan.

Kosa kata penting: mother, father, sister, brother, children, wife, husband, parents, numbers.

Waktu: 10 menit.

Prosedur:

- (1) Bagi siswa menjadi dua grup besar.
- (2) Terdapat tujuh keluarga yang dideskripsikan dalam kartu.
 - 1. Suharto, Dewi, Dimas, and Tania (Bandung).
 - 2. Suharto, Dewi, Dimas, and Tania (Bogor).
 - 3.Teguh and Indah (aged 23).
 - 4.Teguh and Indah (aged 25).
 - 5. Teguh, Maria, Rendy, Hanum, and Rizal (Yogyakarta).
 - 6. Teguh, Maria, Rendy, Hanum, and Rizal (Jakarta).
 - 7. Suharto, Maria, and Sandy.
- (3) Gandakan satu kartu untuk setiap siswa di kelas, tetapi pastikan bahwa jumlah total sebanding dengan jumlah keluarga lengkap.
- (4) Bagikan kartu kepada setiap siswa dan berikan sedikit waktu untuk mereka memahami peran mereka sendiri dengan detail-detail yang terdapat pada kartu.
- (5) Tujuan dari game ini adalah untuk menemukan anggota keluarga lainnya. Untuk melakukan permainan ini mereka harus berkeliling ke seluruh sudut dalam ruangan, menanyakan beberapa pertanyaan untuk mengidentifikasi anggota keluarga mereka.
- (6) Tekankan kepada siswa bahwa mereka harus berusaha untuk menemukan informasiinformasi terkait orang-orang yang mungkin bagian dari keluarga mereka.

Adapted from Elementary Communication Games.

*Card terdapat di apendik.

4. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan dalam bermain "The Seven Families" game. Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.





- 1. Beritahu siswa apa yang akan mereka lakuan di aktivitas terakhir.
- 2. Mintalah siswa untuk membuat "family tree" dari keluarga mereka masing-masing.
- 3. Setiap siswa harus menceritakan keluarga mereka pada teman lain (minimal kepada dua orang).
- 4. Setiap siswa harus mendengarkan cerita dari teman yang lain dengan seksama dan menggambar "family tree" berdasarkan cerita keluarga teman mereka tersebut.
- 5. Mintalah beberapa siswa untuk menceritakan kembali cerita keluarga teman mereka di depan kelas.



Unit 2 Mr. Page's Pet Shop



Tujuan Pembelajaran

Siswa mampu mengidentifikasi berbagai macam jenis hewan

Indikator

- 1. Siswa mampu menyebutkan berbagai macam jenis hewan.
 - 2. Siswa mampu menceritakan karakteristik hewan.
- 3. Siswa mampu menyebutkan nilai moral yang terdapat pada cerita.

PERTEMUAN PERTAMA



- 1. Perkenalkan tema "Animal" kepada siswa.
- 2. Tanyakan pertanyaan seputar macam-macam hewan di sekitar mereka dan bagian-bagian tubuhnya dengan menggunakan flashcards.



Figure 1.6: Contoh gambar untuk flashcards

- *Gambar yang lengkap terdapat di CD.
- 3. Tanyakan pertanyaan tentang suara hewan-hewan tersebut kepada siswa.

 Guru bisa memutarkan rekaman suara hewan dan menunjukkan penulisan dari suara tersebut setelah siswa mencoba untuk menjawab.
 - Plow's the cat's / dog's/ frog's / parrot's sound?
 Miaow / Woof / Croak / Hello.





Old MacDonald had a Farm
Old MacDonald had a farm, E-I-E-I-O
And on his farm he had some ducks, E-I-E-I-O
With a quack quack here, and a quack quack there
Here quack, there quack, everywhere quack quack
Old MacDonald had a farm, E-I-E-I-O





Old MacDonald had a farm, E-I-E-I-O And on his farm he had some pigs, E-I-E-I-O With an oink oink here, and an oink oink there Here oink, there oink, everywhere oink oink Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some cows, E-I-E-I-O With a moo moo here, and a moo moo there Here moo, there moo, everywhere moo moo Old MacDonald had a farm, E-I-E-I-O





Old MacDonald had a farm, E-I-E-I-O And on his farm he had some dogs, E-I-E-I-O With a woof woof here, and a woof woof there, Here woof, there woof, everywhere woof woof Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O And on his farm he had some cats, E-I-E-I-O With a miaow miaow here, and a miaow miaow there, Here miaow, there miaow, everywhere miaow miaow Old MacDonald had a farm, E-I-E-I-O





Old MacDonald had a farm, E-I-E-I-O And on his farm he had horses, E-I-E-I-O With a neigh neigh here, and a neigh neigh there Here neigh, there neigh, everywhere neigh neigh Old MacDonald had a farm, E-I-E-I-O

Taken from http://www.youtube.com/watch?v=M7-t5-c_9v4

*Lagu terdapat di CD





- 1. Bagilah siswa menjadi beberapa grup yang terdiri dari lima siswa. Setiap grup akan mendapatkan satu buah STORYBOOK.
- 2. Beritahu siswa bahwa Anda akan menceritakan sebuah cerita tentang hewan.
- 3. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 12 dan 13 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas pertama pada STORYBOOK WITH STICKY PICTURES.
- 4. Mintalah siswa untuk mencocokkan gambar dan tulisan yang ada di aktivitas pertama lalu tempelkan pada dua kolom berbeda sesuai dengan yang mereka ketahui.

Kolom "I know these words" ditujukan untuk vocabulary yang telah mereka ketahui maknanya dan kolom "New words for me" ditujukan untuk vocabulary yang belum mereka ketahui sebelumnya.



Figure 1.7: Activity 1 Let's Match and Stick



- 1. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 14 dan 15 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas kedua pada STORYBOOK WITH STICKY PICTURES.
- 2. Mintalah siswa untuk mendengarkan cerita secara seksama dan menempelkan gambar hewan dan bagian tubuhnya pada "animals' vocabulary network".
- 3. Beritahu siswa bahwa mereka harus mengucapkan suara hewan yang disebutkan oleh guru ketika guru mendatangi kelompok mereka. Grup yang lain tidak boleh mengucapkan suara hewan yang dimaksud jika guru tidak mendatangi kelompok mereka.





Figure 1.8: Activity 2 Listen and Stick

The Story

Mr. Page's Pet Shop

STORY

This is Mr. Page's pet shop.
What's in the pet shop?
Oh, there are some cats in the pet shop.
Where are the cats? Look! That's the cats.
They have six whiskers.
What does a cat say?
It says, 'Miaow! Miaow!'

What's in the pet shop?
Oh, there are some frogs in the pet shop.
Where are the frogs? Look! That's the frogs.
They have web feet.
What does the frog say?
It says, 'Croak! Croak!'

What's in the pet shop?
Oh, there are some parrots in the pet shop.
Where are the parrots? Look!
That's the parrots. They have colorful fur.
What does the parrot say?
It says, 'Hello! Hello!'

INSTRUCTIONS

Persiapkan kondisi kelas. Berperan seperti <mark>kucing</mark> dan mendatangi kelompok pertama.

Berperan seperti katak dan mendatangi kelompok berikutnya.

Berperan seperti kakatua dan mendatangi kelompok berikutnya.

Gunakan loudly card untuk meninggikan suara hewan.

*bersambung di halaman selanjutnya



What's in the pet shop?
Oh, there are some dogs in the pet shop.
Where are the dogs? Look! That's the dogs.
They have a cute tail.
What does the dog say?
It says, 'Woof! Woof!

Berperan seperti <mark>anjing</mark> dan mendatangi kelompok berikutnya.

Gunakan make your noise card.

What's in the pet shop?
Oh, there are some pigs in the pet shop.
Where are the pigs? Look! That's the pigs.
They have snout nose.
What does the pig say?
It says, 'Oink! Oink!'

Berperan seperti babi dan mendatangi kelompok berikutnya.

What's in the pet shop?
Oh, there are some sparrows in the pet shop.
Where are the sparrows?
Look! That's the sparrows.
They have a small head.
What does the sparrow say?
It says, 'Chirp! Chirp!'

Berperan seperti sparrow dan mendatangi kelompok berikutnya.

What's in the pet shop?
Oh, there are some fish in the pet shop.
Where are the fish? Look! That's the fish.
They have fins in their body.
What does the fish say?
It says, 'Bubble! Bubble!'

Gunakan loudly card untuk meninggikan suara hewan.

Berperan seperti ikan dan mendatangi kelompok berikutnya.

What's in the pet shop?
Oh, there are some snakes in the pet shop.
Where are the snakes?
Look! That's the snakes.
They have a fork tongue.
What does the snake say?
It says, 'Hiss! Hiss!'

Gunakan make your noise card.

Berperan seperti ular dan mendatangi kelompok berikutnya.

What's in the pet shop?
Oh, there are some turtles in the pet shop.
Where are the turtles? Look!
That's the turtles. They have a hard shell.
What does the turtle say?
It says, 'Crunch! Crunch!'

Berperan seperti <mark>kura-kura</mark> dan mendatangi kelompok berikutnya.

Gunakan loudly card untuk meninggikan suara hewan.

*bersambung di halaman selanjutnya



What's in the pet shop?
Oh, there are some crows in the pet shop.
Where are the crows?
Look! That's the crows.
They have black wings.
What does the crow say?
It says, Caw! Caw!'

Berperan seperti crow dan mendatangi kelompok berikutnya.

Gunakan make your noise card.

What's in the pet shop?
Oh, there are some pigeons in the pet shop.
Where are the pigeons? Look!
That's the pigeons. They have small claw.
What does the pigeon say?
It says, 'Coo! Coo!'

Berperan seperti pigeon dan mendatangi kelompok berikutnya.

What's in the pet shop?
Oh, there are some ducks in the pet shop.
Where are the ducks? Look!
That's the ducks. They have a long beak.
What does the duck say?
It says, "Quack! Quack!

Berperan seperti bebek dan mendatangi kelompok terakhir.

Now, all the animals and the birds and the fish are talking. What a noise! Quiet please! Quiet please!

Gunakan make your noise card.

Gunakan softly card untuk menghilangkan suara hewan.

Adapted from Storytelling with Children

4. Mintalah dua siswa dari setiap grup untuk mempresentasikan dan menempelkan gambar hewan dan bagian tubuhnya yang benar pada "animals' vocabulary network" yang terdapat di papan tulis.

Guru menggambar garis-garis "animals' vocabulary network" sendiri sesuai dengan format yang terdapat pada STORYBOOK.



1. Diskusikan cerita "Mr. Page's Pet Shop" dengan siswa untuk mengetahui pemahaman siswa terhadap cerita.

Guru dapat menanyakan beberapa pertanyaan yang berhubungan dengan cerita.



PERTEMUAN KEDUA



- 1. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 16 sampai 19 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas terakhir pada STORYBOOK WITH STICKY PICTURES.
- 2. Mintalah siswa untuk mendengarkan cerita sekali lagi sambil menempelkan gambar dan tulisan pada "mind mapping". Pada bagian ini, guru harus menceritakan atau membacakan cerita dengan tempo yang pelan dan tanpa menunjukkan gambar apapun.
- 3. Mintalah tiga siswa dari setiap grup untuk menceritakan kembali cerita "Mr. Page's Pet Shop" di depan kelas dengan menggunakan mind mapping yang telah mereka kerjakan pada STORYBOOK WITH STICKY PICTURES.



Figure 1.9: Activity 3 Listen, Stick, and Retell



- 1. Mintalah siswa untuk berdiskusi dengan teman di masing-masing grup tentang nilai moral yang mereka dapat/ pelajari dari cerita "Mr. Page's Pet Shop".

 Kemudian tuliskan pada sticky note yang telah tersedia di halaman 20.
- 2. Diskusikanlah nilai moral dari cerita "Mr. Page's Pet Shop" bersama-sama dengan siswa.



Figure 1.10: Activity 4 The Value of the Story

Activity 8

Guessing Game: Animal Noises

- 1. Beritahu siswa bahwa mereka akan bermain <mark>game</mark> serta jelaskan aturan-aturan dalam bermain <mark>game</mark> tersebut.
- 2. Beritahu dan jelaskan kepada siswa tentang expression yang akan mereka gunakan dalam bermain game.
- *Aturan dalam bermain game terdapat pada halaman berikutnya.

Animal Noises

Tipe permainan : Role-play dan guessing game.

Bahasa :

2 Am I big/small?

Do I have 2 legs/long ears/short feet?

? Yes, you are/ No, you are not.

2 Animal's English sounds.

Jumlah kelompok : 6 siswa Waktu : 10 menit

Perlengkapan : Gambar hewan dan double tape.

Persiapan : Persiapkan gambar berbagai jenis hewan dan double tape.

Siswa harus sudah mengetahui berbagai jenis hewan, bagian tubuh,

dan suara mereka dalam bahasa Inggris.

Prosedur :

(1) Siswa-siswa berdiri berjajar. Di setiap punggung mereka ditempelkan gambar hewan.

- (2) Bawalah siswa pertama ke depan dan dia harus menanyakan beberapa pertanyaan untuk menebak hewan apa yang ditempelkan di punggung mereka. Dia boleh menirukan suara hewan dan menanyakan ciri-ciri, tetapi tidak boleh menyebutkan nama hewan secara langsung.
- (3) Siswa lain di kelompoknya memastikan gambar yang terdapat di punggung teman mereka dan menjawab "Yes, you are!" or "No, you are not".
- (4) Setelah siswa menemukan hewan yang dimaksud, dia berlari menuju guru dan berkata "I'm a (horse)!" pada waktu itu gunakan nama hewannya langsung. Lihatlah punggung siswa untuk memastikan. Jika dia benar, dia mengambil gambar dari punggungnya dan menempelkan di depan mereka dan kembali ke kelompoknya untuk membantu teman yang lain yang masih bermain. Jika mereka salah menebak, permainan berlanjut terus.
- (5) Ketika siswa pertama berhasil menebak, dia kembali ke kelompoknya dan siswa kedua mengambil bagiannya dan mulai menebak hewannya. Permainan ini selesai ketika waktu habis.
- (6) Hitung jumlah hewan yang mereka temukan dari setiap kelompok.

 Kelompok yang menemukan hewan paling banyak menjadi pemenang.

Adapted from Games for Children

- *Flashcards yang lengkap terdapat di apendik.
- 4. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di game. Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.







Tujuan Pembelajaran

Siswa mampu mengidentifikasi berbagai jenis buah dan sayur.

Indikator

- 1. Siswa mampu menyebutkan berbagai macam buah dan sayur.
- 2. Siswa mampu mengekspresikan buah dan sayur yang mereka suka dan tidak suka.
 - 3. Siswa mampu menyebutkan nilai moral yang terdapat pada cerita.

PERTEMUAN PERTAMA



- 1. Perkenalkan tema "Fruit and Vegetable" kepada siswa.
- 2. Tanyakan pertanyaan seputar anggota berbagai macam buah dan sayurdengan menggunakangambar di presentasi.

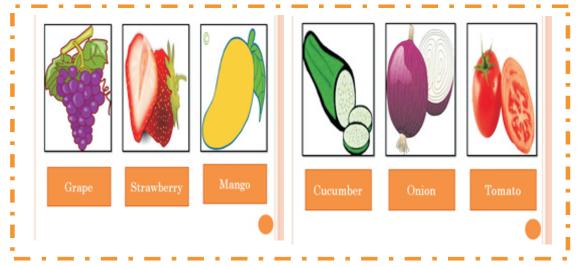
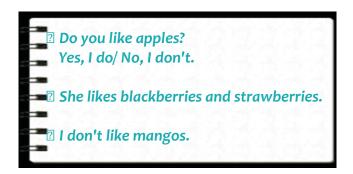


Figure 1.11: Contoh power point of Fruits and Vegetables

*Powerpoint yang lengkap terdapat di CD.

3. Tanyakan pertanyaan tentang buah dan sayur yang siswa suka dan tidak suka.







Let's Go to Market

(Students)

Come on let's go, come on let's go, come on let's go to market. We're going to buy, we're going to buy, we're going to buy some fruit.

(Teacher)

I hear the vendors calling

(Students) mangos mangos coconuts coconuts peaches peaches strawberries strawberries apples apples papayas papayas bananas bananas and grapes and grapes

(Students)

Come on let's go, come on let's go, come on let's go to market. We're going to buy, we're going to buy, we're going to buy some fruit.

(Teacher)

I hear the vendors calling

oranges (Students) oranges pineapples pineapples cherries cherries blackberries blackberries lemons lemons watermelon watermelon limes limes and pears and pears

Taken from http://www.youtube.com/watch?v=maHkfrPrG60

*Lagu terdapat di CD





- 1. Bagilah siswa menjadi beberapa grup yang terdiri dari lima siswa. Setiap grup akan mendapatkan satu buah STORYBOOK.
- 2. Beritahu siswa bahwa Anda akan menceritakan sebuah cerita tentang buah dan sayur.
- 3. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 22 dan 23 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas pertama pada STORYBOOK WITH STICKY PICTURES.
- 4. Mintalah siswa untuk mencocokkan gambar dan tulisan yang ada di aktivitas pertama lalu tempelkan pada dua kolom berbeda sesuai dengan yang mereka ketahui.

Kolom "I know these words" ditujukan untuk vocabulary yang telah mereka ketahui maknanya dan kolom "New words for me" ditujukan untuk vocabulary yang belum mereka ketahui sebelumnya.



Figure 1.12: Activity 1 Let's Match and Stick



- 1. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 12 dan 25 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas kedua pada STORYBOOK WITH STICKY PICTURES.
- 2. Mintalah siswa untuk mendengarkan cerita secara seksama dan menempelkan gambar buah dan sayur pada "spider's web".

Cerita "Why Anansi Has Thin Legs" terdapat pada halaman berikutnya.





Figure 1.13: Activity 2 Listen and Stick

The Story

Why Anansi Has Thin Legs

STORY

This is Anansi the spider. He's got eight legs, a big head and a very fat body. Anansi loves eating.

Rabbit is Anansi's friend.
He is cooking something with watermelon.
"Mmmm! I can smell watermelon!"
"They are not ready yet. Why don't you stay and wait?"
"No, I can't stay, but I've got an idea.
Pull the web when the watermelons are ready and I'll come running!"
"Okay, Anansi!"

Bear is Anansi's friend, too.
He is cooking something with papaya.
"Mmmm! I can smell papaya.
"Come and eat our papaya with us.
They are almost ready."
"No, I can't, but I've got an idea!"
"Pull the web when the papayas are ready and I'll come running!"
"Okay Anansi!"

INSTRUCTIONS

Persiapkan kondisi kelas. Keluarkan flashcard spider dan tunjukkan kaki, kepala, dan badan spider.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

*bersambung di halaman selanjutnya



Sheep is Anansi's friend, too.
He is cooking something with strawberry.
"Mmmm! I can smell sweet strawberry.
"Yes that's right. Come and eat
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the sweet strawberries
are ready and I'll come running!"
"Okay Anansi!"

Mouse deer is Anansi's friend, too.
He is cooking something with carrot.

"Mmmm! I can smell carrot.

"Yes that's right. Come and eat

my food with me."

"No, I can't, but I've got an idea!"

"Pull the web when the carrots are ready

and I'll come running!"

"Okay Anansi!"

Monkey is Anansi's friend, too.
He is cooking something with cucumber.
"Mmmm! I can smell cucumber.
"Yes that's right. Come and eat
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the cucumbers
are ready and I'll come running!"
"Okay Anansi!"

Butterfly is Anansi's friend, too.
He is cooking something with tomato.
"Mmmm! I can smell tomato.
"Yes that's right. Come and eat
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the tomatoes
are ready and I'll come running!"
"Okay Anansi!"

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

*bersambung di halaman selanjutnya



Rooster is Anansi's friend, too.
He is cooking something with avocado.
"Mmmm! I can smell avocado!"
"Come and eat our avocado with us.
They are almost ready."
"No, I can't, but I've got an idea!"
"Pull the web when the avocados are ready and I'll come running!"
"Okay Anansi!"

Cat is Anansi's friend, too.
He is cooking something with lettuce.
"Mmmm! I can smell lettuce.
"Yes that's right. Come and eat
my food with me."
"No, I can't, but I've got an idea!"
"Pull the web when the lettuces are ready
and I'll come running!"
"Okay Anansi!"

When Anansi arrives at the river, all his eight legs are tied with webs.
All the food is ready and the animals pull the webs. Anansi falls over and his legs get thinner and thinner.
"Maybe that wasn't a good idea after all!
Look at my thin legs.
Oh well, maybe there's some food at home."

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Keluarkan kartu hewan kosong dan kartu spider.

Buatlah mereka seperti sedang berbicara.

Ajak siswa untuk mengucapkan kalimat ini bersama-sama.

Keluarkan kartu hewan kosong dan kartu spider.

Bersikaplah seolah-olah sedang menarik sesuatu.

Keluarkan kartu spider dan tunjukkan wajah sedih.

Adapted from

http://learnenglishkids.britishcouncil.org/en/short-stories/why-anansi-has-thin-legs

*Gambar untuk bercerita terdapat di CD

4. Mintalah dua siswa dari setiap grup untuk mempresentasikan dan menempelkan gambar hewan dan bagian tubuhnya yang benar pada "spider's web" yang terdapat di papan tulis.

Guru menggambar garis-garis "spider's web" sendiri sesuai dengan format yang terdapat pada STORYBOOK.



1. Diskusikan cerita "Why Anansi Has Thin Legs" dengan siswa untuk mengetahui pemahaman siswa terhadap cerita.

Guru dapat menanyakan beberapa pertanyaan yang berhubungan dengan cerita.



PERTEMUAN KEDUA



- 1. Mintalah siswa untuk membuka STORYBOOK WITH STICKY PICTURES halaman 26 dan 29 serta jelaskan pada siswa apa yang akan mereka lakukan di aktivitas terakhir pada STORYBOOK WITH STICKY PICTURES.
- 2. Mintalah siswa untuk mendengarkan cerita sekali lagi sambil menempelkan gambar dan tulisan pada "mind mapping". Pada bagian ini, guru harus menceritakan atau membacakan cerita dengan tempo yang pelan dan tanpa menunjukkan gambar apapun.
- 3. Mintalah tiga siswa dari setiap grup untuk menceritakan kembali cerita "Why Anansi Has Thin Legs" di depan kelas dengan menggunakan mind mapping yang telah mereka kerjakan pada STORYBOOK WITH STICKY PICTVRES.



Figure 1.14: Activity 3 Listen, Stick, and Retell



- Mintalah siswa untuk berdiskusi dengan teman di masing-masing grup tentang nilai moral yang mereka dapat/ pelajari dari cerita "Why Anansi Has Thin Legs".
 Kemudian tuliskan pada sticky note yang telah tersedia di halaman 30.
- 2. Diskusikanlah nilai moral dari cerita "Why Anansi Has Thin Legs" bersama-sama dengan siswa.



Figure 1.15: Activity 4 The Value of the Story

10 menit Activity 8 Word Game: Crossword Chains

- 1. Beritahu siswa bahwa mereka akan bermain <mark>game</mark> serta jelaskan aturan-aturan dalam bermain <mark>game</mark> tersebut.
- 2. Beritahu dan jelaskan kepada siswa tentang expression yang akan mereka gunakan dalam bermain game.
- *Aturan dalam bermain game terdapat pada halaman berikutnya.

Crossword Chains

Tipe permainan : Word and team game

Bahasa :

2 3/4/5/6/7/8 letter words.

2 Number 2 across/ Number 2 down.

2 (Animal's name) likes this fruit/vegetable.

Big/small /sweet/sour fruit/vegetable.

Jumlah kelompok : 4 siswa.

Waktu : 10-15 menit

Perlengkapan : Photocopies of empty 10x10 crossword grids, clue cards, pencils, rubbers,

a scoreboard.

Prosedur:

(1) Bagilah siswa menjadi kelompok yang terdiri dari empat siswa.

Tujuan dari permainan ini adalah menciptakan crossword dari nama-nama buah dan sayur berdasarkan petunjuk.

- (2) Berilah satu grid kosong (10x10) untuk setiap kelompok.
- (3) Siswa pertama kan berdiri dan mendapatkan satu kartu dari guru.
 Dia harus memberikan petunjuk kepada teman kelompoknya untuk menemukan nama buah dan sayur, kemudian menuliskannya di crossword.
- (4) Setiap kali kelompok berhasil menebak atau tidak, siswa pertama kembali ke kelompoknya dan dilanjutkan oleh siswa kedua. Lakukan hal ini sampai waktunya habis atau Anda menemukan kelompok yang sudah selesai mengisi crossword.
- (5) Setiap jawaban memiliki nilai 10. Jika terdapat kelompok yang salah dalam penulisan huruf, tulislah yang benar di papan tulis untuk mereka contoh dan beri nilai 5, berapapun panjang hurufnya.
- (6)Kelompok yang mendapatkan nilai tertinggi menjadi pemenang.

Adapted from Games for Children

*Grid dan clue cards yang lengkap terdapat di apendik.

3. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di game. Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.





- 1. Beritahu siswa bahwa mereka akan bermain game serta terangkan aturan-aturan dalam bermain game tersebut.
- 2. Beritahu dan jelaskan kepada siswa tentang expression yang akan mereka gunakan dalam bermain game.

Shopping Around

Tipe Kegiatan:

Small group, information gap.

Fungsi praktik:

bertanya dan menyebutkan persediaan buah dan sayur.

Contoh ekspresi:

- Do you have 3 mangoes?
- I want a carrot please.

Area kebahasaan:

buah, sayur, nomor.

Kosakata penting:

apples, mangos, avocados, strawberries.

blackberries, peaches, lemons, limes, oranges, coconuts, bananas, grapes.

papayas, pineapple, broccoli, carrots, lettuce, onion, cucumber.

tomatoes, cherries, corn, pears, watermelon, numbers.

Waktu:

10 menit



Prosedur:

- (1) Bagilah siswa menjadi dua kelompok besar. Kelompok pertama sebagai penjual dan kelompok kedua sebagai pembeli.
- (2) Gandakan satu set shopping list untuk pembeli dan satu set market's name and fruit and vegetables stock untuk penjual.
 Tujuan dari permainan ini adalah untuk membantu siswa memutuskan dimana dia akan membeli setiap item di list mereka.
- (3) Permainan akan selesai ketika waktunya habis.
- (4) Beberapa siswa harus melaporkan kepada guru apa yang mereka beli atau apa yang telah mereka jual .

Adapted from Elementary Communication Games.

- *Shopping list dan market's name and fruit-vegetable stock terdapat di apendik.
- 3. Guru boleh membantu siswa dalam mengucapkan ekspresi yang digunakan di game. Perhatikan pada penggunaan bahasa, koreksi setiap pengucapan yang salah.

- 1.Appendix
- 2. Answer Key
- 3. References of the Storybook with Sticky Pictures

Appendix

Cards for "The Seven Families" Game

Suharto You are 29 years old. You rwife's name is Dewi. She is 23 years old. You have two children, Dimas and Tania. You live in Bandung. Tania Your father's name is Suharto. You have one sister called Tania. You live in Bandung. Tania You have one brother called Dimas. You rare 29 years old. You have one brother called Dimas. You live in Bandung. Dewi You have two children, Dimas and Tania. You live in Bandung. Tania Your father's name is Dewi. You have one brother called Dimas. You live in Bandung. Dewi You are 29 years old. You are 23 years old. You are 23 years old. You have one brother called Dimas. You live in Bandung. Tania You have two children, Dimas and Tania. You have one brother called Dimas and Tania. You live in Bogor. Tania Your father's name is Suharto. You have two children, Dimas and Tania. You live in Bogor. You have one brother called Dimas.		T				
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You live in Bogor. You have one sister called Tania. You live in Bogor. You have one brother called Dimas.						
You have one sister called Tania. You have one brother called Dimas.	Your mother's name is Dewi.	Your mother's name is Dewi.				
You have one sister called Tania. You have one brother called Dimas.	You live in Bogor.	You live in Bogor.				
Toruh		You have one brother called Dimas.				
regun indan	Teguh	Indah				
You are 26 years old. You are 23 years old.	You are 26 years old.	You are 23 years old.				
Your wife's name is Indah. Your husband's name is Teguh.	Your wife's name is Indah.	Your husband's name is Teguh.				
She is 23 years old. He is 26 years old.		He is 26 years old.				
You have no children. You have no children.		You have no children.				
You live in Yogyakarta. You live in Yogyakarta.	You live in Yogyakarta.	You live in Yogyakarta.				

Teguh

You are 26 years old.

Your wife's name is Indah.

She is 25 years old.

You live in Jakarta.

You have no children.

Indah

You are 25 years old.

Your husband's name is Teguh.

He is 26 years old.

You live in Jakarta.

You have no children.

Teguh

You are 26 years old.

Your wife's name is Maria.

She is 27 years old.

You have three children, Rendy, Hanum,

and Rizal.

You live in Yogyakarta.

Maria

You are 27 years old.

Your husband's name is Teguh.

He is 26 years old.

You have three children, Rendy, Hanum,

and Rizal.

You live in Yogyakarta.

Rendy

Your mother's name is Maria.

You live in Yogyakarta.

You have a sister called Hanum and a brother called Rizal.

Hanum

Your mother's name is Maria.

You live in Yogyakarta.

You have two brothers called Rendy and

Rizal.

Rizal

Your mother's name is Maria.

You have a sister called Hanum and a

brother called Rendy.

You live in Yogyakarta.

Teguh

You are 26 years old.

Your wife's name is Maria.

She is 27 years old.

You have three children, Rendy, Hanum,

and Rizal.

You live in Jakarta.

Maria

You are 27 years old.

Your husband's name is Teguh.

He is 26 years old.

You have three children, Rendy, Hanum, and Rizal.

You live in Jakarta.

Rendy

Your mother's name is Maria.

You live in Jakarta.

You have a sister called Hanum and a brother called Rizal.

Hanum

Your mother's name is Maria.

You live in Jakarta.

You have two brothers called Rendy and Rizal.

Rizal

Your mother's name is Maria.

You have a sister called Hanum and a

brother called Rendy.

You live in Yogyakarta.

Suharto

You are 29 years old.

Your wife's name is Maria.

She is 27 years old.

You have one child called Sandy.

You live in Bogor.

Maria

You are 27 years old.

Your husband's name is Suharto.

He is 29 years old.

You have one child called Sandy.

You live in Bogor.

Sandy

Your parents' names are Suharto and

Maria.

You live in Bogor.

You have no brothers or sisters.

The Grid for Crossword Chains

1.						7.	
	2			8.			
	2.			0.			
							9.
			3.				
1							
4.							
5.							
		6					
		6.					

Clue cards for Crossword Chains

1. Across	2. Across				
• 10 letters.	• 5 letters.				
 Big fruit. 	Small fruit.				
Start with "W"	• Start with "G"				
3. Across	4. Across				
• 6 letters.	• 7 letters.				
 Monkey likes this fruit. 	 Green vegetable. 				
Start with "B"	• Start with "L"				
5. Across	6. Across				
• 5 letters.	• 8 letters.				
 Sweet or sour fruit. 	Big fruit.				
Start with "M"	• Start with "C"				
7. Down	8. Down				
• 5 letters.	• 5 letters.				
 Small vegetable. 	• Fruit.				
• End with "N"	• End with "H"				
9. Down	4. Down				
• 6 letters.	• 5 letters.				
 Rabbit like this vegetable. 	 Sour and fresh fruit. 				
Start with "C"	End with "N"				

Shopping List for Shopping Around Game

10 apples 5 avocados 4 lettuce 3 broccoli	1 watermelon 3 mangos 5 carrots 3 limes
2 lettuce 1 cucumber 3 tomatoes 10 onion	8 strawberries 7 blackberries 3 lemons 2 cucumber
20 cherries 4 peaches 6 pears 1 coconut	2 papayas 2 pineapple 7 bananas 5 orange
4 corn 3 lettuce 1 cucumber 5 limes	15 grapes 8 broccoli 1pineapple 3 coconut
4 avocados 8 tomatoes 2 oranges 9 peaches	5 onion 10 carrots 3 papayas 14 corn
2 lemons 10 pears 8 mangos 2 watermelon	5 bananas 2 tomatoes 9 blackberries 20 strawberries

5 apples 4 broccoli	5 watermelon 3 coconuts
9 pineapple	7 pears
1 lemon	11 oranges
9 lettuce	
2 onion	
2 cucumber	
2 limes	

Market's name and fruit-vegetables stock for "Shopping Around" Game

Freshco	Ecomart
7 mangos	5 coconuts
5 oranges	7 corn
5 strawberries	1 papaya
4 lemons	8 limes
Linemart	Frosbies
10 tomatoes	8 cherries
4 bananas	4 apples
4 onion	2 watermelon
2 broccoli	10 grapes
Indomart	Supermart
9 lettuce	2 lemons
3 onion	8 bananas
2 cucumber	3 broccoli
7 pineapple	4 papaya
F 4	
Fruitmart	Fruge Market
8 apples	4 lettuce
8 pears	3 avocadoes
15 strawberries	9 carrots
2 peaches	7 grapes

Fruit Fresh	Shilomart
3 watermelon	4 mangos
3 pineapple	10 corn
11 cherries	3 watermelon
8 blackberries	15 pears
Vegemart 4 carrots 3 cucumber 8 broccoli 9 onion	Pricewise 9 strawberries 10 peaches 10 oranges 10 onion
Goldenmart 3 oranges 5 lettuce 3 avocados 5 blackberries	Apri Market 3 coconuts 3 blackberries 3 strawberries 2 limes
Hemart 3 apples 3 broccoli 2 carrots 3 tomatoes	

Answer Key

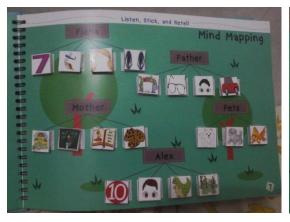
Unit 1 Activity 3

Family Tree



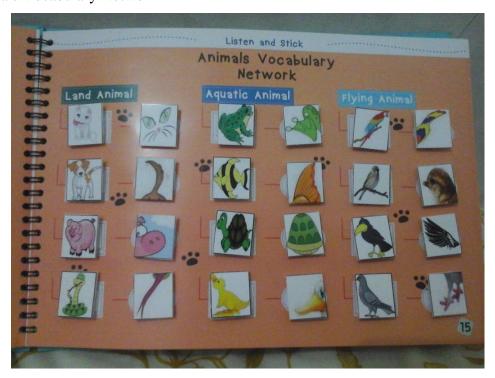
Unit 1 Activity 5

Mind mapping





Unit 2 Activity 4
Animals Vocabulary Network



Unit 2 Activity 6

Mind mapping





Unit 3 Activity 4

Spider's Web



Unit 3 Activity 6

Mind mapping





Unit 3 Activity 8

Crossword Chains

1.W	A	T	Е	R	M	Е	L	^{7.} O	N
								N	
		^{2.} G	R	A	8.P	Е		Ι	
					Е			О	^{9.} C
				³ ·B	A	N	A	N	A
4.L	Е	T	T	U	C	Е			R
Е					Н				R
⁵ · M	A	N	G	О					O
О			6.C	О	С	O	N	U	T
N									

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www.googleimages.com

H. Computation of the Data Evaluation

Computation of the Data Evaluation

1. The Result of the Evaluation Questionnaire for Experts and English Teachers

		The Resu	ult of the Eva	luation Quest	ionnaire for E	xperts and E	nglish Teache	ers		
Participant Number	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10
1	3	3	3	3	4	3	3	4	4	3
2	4	3	3	4	3	4	4	4	4	4
3	3	3	3	3	3	4	3	4	4	4
4	3	3	3	3	3	3	3	4	4	4
5	3	3	3	4	4	4	3	4	3	4
6	4	3	3	3	3	3	4	4	4	3
7	3	3	4	3	3	4	3	3	3	3
8	3	3	4	3	3	4	3	4	4	4
9	3	3	3	3	3	3	3	3	3	3
10	3	4	3	3	3	3	3	4	3	3
MEAN SCORE	3,2	3,1	3,2	3,2	3,2	3,5	3,2	3,8	3,6	3,5
TOTAL SCORE	32	31	32	32	32	35	32	38	36	35
PERCENTAGE OF ITEMS (P)	80%	78%	80%	80%	80%	88%	80%	95%	90%	88%

Participant Number	Question 11	Question 12	Question 13	Question 14	Question 15	Question 16	Question 17	Question 18	Question 19	Question 20
1	4	3	3	3	4	3	3	3	3	3
2	4	3	3	3	3	3	3	4	4	3
3	3	3	4	3	4	3	3	4	4	3
4	4	4	4	4	4	4	4	3	3	2
5	4	3	4	4	4	4	3	3	3	3
6	4	4	4	3	3	3	3	4	4	4
7	3	4	4	3	3	3	4	4	3	3
8	4	3	3	3	3	3	4	4	4	3
9	4	3	3	3	4	3	3	3	3	3
10	4	3	4	4	4	4	3	3	3	3
MEAN SCORE	3,8	3,3	3,6	3,3	3,6	3,3	3,3	3,5	3,4	3,0
TOTAL SCORE	38	33	36	33	36	33	33	35	34	30
PERCENTAGE OF ITEMS (P)	95%	83%	90%	83%	90%	83%	83%	88%	85%	75%

Participant Number	Question 21	Question 22	Question 23	Question 24	Question 25	Question 26	Question 27	Question 28	Question 29	Question 30
1	3	3	3	3	3	3	3	3	3	3
2	4	4	4	4	4	3	3	4	4	3
3	3	3	4	3	4	3	3	4	3	3
4	3	2	4	3	3	3	3	3	3	3
5	4	4	4	3	3	3	3	4	4	3
6	3	3	3	3	4	4	3	4	4	4
7	3	4	3	3	4	3	3	4	3	3
8	4	4	2	3	4	4	3	3	4	4
9	3	4	2	3	3	4	3	4	3	3
10	3	3	2	3	4	3	4	4	3	3
MEAN SCORE	3,3	3,4	3,1	3,1	3,6	3,3	3,1	3,7	3,4	3,2
TOTAL SCORE	33	34	31	31	36	33	31	37	34	32
PERCENTAGE OF ITEMS (P)	83%	85%	78%	78%	90%	83%	78%	93%	85%	80%

Participant Number	Question 31	Question 32	Question 33	Question 34	Question 35	Question 36	Question 37	Question 38	Question 39	Question 40
1	3	3	3	4	3	3	3	3	3	3
2	4	4	4	4	4	3	4	3	3	3
3	4	4	4	4	4	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3
5	4	4	3	3	2	4	4	4	3	3
6	3	3	4	4	4	3	4	4	3	3
7	4	4	4	4	4	3	3	3	3	3
8	4	3	4	4	4	4	4	4	4	4
9	4	4	3	4	3	3	3	3	3	3
10	4	4	4	4	4	3	3	3	4	3
MEAN SCORE	3,7	3,6	3,6	3,8	3,5	3,2	3,4	3,3	3,2	3,1
TOTAL SCORE	37	36	36	38	35	32	34	33	32	31
PERCENTAGE OF	93%	90%	90%	95%	88%	80%	85%	83%	80%	78%
ITEMS (P)	3376	30%	30%	3370	0070	0076	63%	0376	6076	7070

2. The Mean Scores of the Evaluation Questionnaire for Experts and English Teachers

No.	Criteria	Question Number	Mean Score	Total Mean Score
1	Materials	1	3,2	
		2	3,1	
		3	3,2	
		4	3,2	
		5	3,2	3,18

No.	Criteria	Question Number	Mean Score	Total Mean Score
4	Input	25	3,6	
		26	3,3	
		27	3,1	
		28	3,7	
		29	3,4	
		30	3,2	3,38

No.	Criteria	Question Number	Mean Score	Total Mean Score
2	Goal	6	3,5	
		7	3,2	
		8	3,8	
		9	3,6	
		10	3,5	
		11	3,8	
		12	3,3	3,53

No.	Criteria	Question Number	Mean Score	Total Mean Score
5	Layout and	31	3,7	
	Design	32	3,6	
		33	3,6	
		34	3,8	
		35	3,5	3,64

No.	Criteria	Question Number	Mean Score	Total Mean Score
3	Activities	13	3,6	
		14	3,3	
		15	3,6	
		16	3,3	
		17	3,3	
		18	3,5	
		19	3,4	
		20	3,0	
		21	3,3	
		22	3,4	
		23	3,1	
		24	3,1	3,33

No.	Criteria	Question Number	Mean Score	Total Mean Score
6	Instruction	36	3,2	
		37	3,4	
		38	3,3	
		39	3,2	
		40	3,1	3,24

3. Evaluation Questionnaire for the Students of Grade V

Evaluation Questionnaire for the Students of Grade V Question 2 Question 5 Participant Number Question 1 Question 3 Question 4 Question 6 Question 7 Question 8 Question 9 Question 10 2 2 2 2 5 2 10 11 2 12 13 14 15 16

17	2	2	2	2	2	2	2	2	1	2
18	2	1	2	2	2	2	2	2	2	2
19	2	2	2	2	2	2	2	2	1	2
20	2	2	2	1	1	1	1	2	1	2
21	2	2	2	2	1	1	2	1	1	2
22	2	1	2	2	2	1	1	2	2	2
23	2	2	2	2	2	2	2	2	2	2
24	2	1	2	2	1	2	2	2	1	2
25	2	2	1	2	2	2	2	1	1	2
26	2	2	2	2	2	2	2	2	1	2
27	2	1	2	2	2	1	2	1	2	2
28	2	2	2	2	2	2	2	2	2	2
29	2	2	2	1	2	2	1	2	1	2
30	2	1	2	2	1	2	2	2	1	2
MEAN SCORE	2,0	1,7	1,9	1,7	1,8	1,7	1,8	1,7	1,5	1,9
TOTAL SCORE	60	51	57	52	54	52	54	52	44	58
PERCENTAGE OF ITEMS (P)	100%	85%	95%	87%	90%	87%	90%	87%	73%	97%

Participant Number	Question 11	Question 12	Question 13	Question 14	Question 15	Question 16	Question 17	Question 18	Question 19	Question 20
1	2	1	2	2	2	2	2	1	2	2
2	1	2	1	2	2	2	2	2	2	2
3	2	1	1	1	1	2	2	2	1	1
4	2	1	2	2	1	2	2	1	1	2
5	2	2	2	2	2	2	2	2	2	2
6	1	2	2	2	2	2	2	2	2	2
7	1	2	2	2	2	2	2	1	2	2
8	2	2	1	2	1	2	2	2	2	1
9	2	2	1	2	2	2	2	2	2	2
10	2	2	2	2	2	2	2	2	2	2
11	1	2	2	2	1	2	1	1	2	1
12	2	1	2	2	2	2	2	1	2	1
13	1	2	2	2	2	2	2	1	2	1
14	2	2	2	2	2	2	2	2	2	2
15	2	2	2	2	2	2	2	2	2	2
16	2	2	2	2	2	2	1	1	2	2

PERCENTAGE OF ITEMS (P)	85%	92%	92%	95%	92%	98%	95%	78%	97%	85%
TOTAL SCORE	51	55	55	57	55	59	57	47	58	51
MEAN SCORE	1,7	1,8	1,8	1,9	1,8	2,0	1,9	1,6	1,9	1,7
30	1	2	2	1	2	2	1	2	2	2
29	2	2	2	2	2	2	2	2	2	2
28	1	2	2	2	2	1	2	1	2	2
27	2	2	2	2	2	2	2	1	2	2
26	2	2	2	2	2	2	2	2	2	1
25	2	1	2	2	2	2	2	2	2	2
24	1	2	2	1	2	2	2	1	2	2
23	1	2	1	2	2	2	2	2	2	2
22	2	2	2	2	1	2	2	1	2	2
21	2	2	2	2	2	2	2	1	2	1
20	2	2	2	2	2	2	2	2	2	1
19	2	2	2	2	2	2	2	2	2	1
18	2	2	2	2	2	2	2	2	2	2
17	2	2	2	2	2	2	2	1	2	2

4. The Mean Scores of the Evaluation Questionnaire for Students of Grade \boldsymbol{V}

No.	Criteria	Question Number	Mean Score	Total Mean Score
1	Goal	1	2,0	
		2	1,7	1,85

No.	Criteria	Question Number	Mean Score	Total Mean Score
2	Instructions	3	1,9	
		4	1,7	1,80

	No.	Criteria	Question Number	Mean Score	Total Mean Score
	3	Activities	5	1,8	
			6	1,7	
			7	1,8	
ĺ			8	1,7	1,75

Î	No.	Criteria	Question Number	Mean Score	Total Mean Score
	4	Setting	9	1,5	
			10	1,9	
			11	1,7	1,70

	No.	Criteria	Question Number	Mean Score	Total Mean Score
	5	Input	12	1,8	
i			13	1,8	
,			14	1,9	1,83

No.	Criteria	Question Number	Mean Score	Total Mean Score
6	Media	15	1,8	
		16	2,0	
		17	1,9	
		18	1,6	
		19	1,9	
		20	1,7	1,82

I. Interview Transcripts

Interview Transcript 1

Hari, tanggal : Senin, 8 September 2014

Jam : 09.30 WIB

Tempat : Kelas V Ibnu Tufail

Responden : Sagita, Nimas, Novita, Sarah, Eka Septi, Adelia (Siswa Putri)

P : Peneliti

S1 : Sagita

S2 : Nimas

S3 : Novita

S4 : Sarah

S5 : Eka Septi

S6 : Adelia

P : Oke, kita mulai ya? Kita ngobrol sebentar ya? Namanya siapa?

S1 : Sagita.

S2 : Nimas.

S3 : Novita.

S4 : Sarah.

S5 : Eka Septi.

S6 : Adelia.

P : Yang pertama, Miss Tyas mau tanya, kalian suka gak dengan

pelajaran bahasa Inggris di sekolah?

S1,2,3,4,5,6 : Suka, suka.

P : Kegiatan apa yang kalian suka saat pelajaran bahasa Inggris?

S2 : Ya mainan.

P : Berarti game? Sukanya sama game?

S1,2,3,4,5,6 : Iya.

S2 : Tapi gak pernah main *game*.

S1 : Belum, cuma belum.

P : Oh iya, soalnya masih awal ya?

S1 : Iya.

P : Terus kalau di kelas pelajaran bahasa Inggris pernah tidak

dibacakan cerita?

S1,2,4 : Belum, belum pernah.

P : Kalau yang kemarin-kamarin pernah gak?

S1,2,4 : Pernah.

S1 : Dulu pernah kok.

P : Dulu pernah? Cerita tentang apa?

S2 : Tentang apa ya? Ada dibuku kok.

P : Tentang binatang?

S2 : Tentang lingkungan.

P : Ow lingkungan.

S2 : Tentang pulang sekolah, ada *good morning* gitu.

P : Terus kalau dirumah pernah tidak kalau dibacakan cerita oleh

orang tua?

S2 : Gak.

S1 : Gak.

S4 : Pernah.

S3 : Gak.

P : Ada yang pernah ada yang tidak ya. Terus kalian sukanya cerita

tentang apa? Cerita tentang *fable/* hewan, dongeng atau legenda?

S2 : Dongeng, fable.

P : Ada yang lain?

S4 : Sejarah.

S5 : Iya sejarah aku juga suka.

P : Kalau misalnya sedang dibacakan cerita, suka atau tidak kalau

ceritanya diperagakan menggunakan gambar?

S1,2,3,4,5,6 : Suka.

P : Kalau ceritanya pake gambar warna-warni juga suka?

S1,2,3,4,5,6 : Ya suka banget.

P : Sukanya kenapa?

S2 : Ya karena kan warna-warni.

P : Lalu kalau pelajaran disekolah, pelajaran bahasa Inggris kalian

melakukan apa saja?

S2 : Ngomong-ngomong, tapi gak bisa pake bahasa Inggris.

P : Ow gitu. Terus apa lagi? Selain yang tadi *game*?

S2 : Ngapain ya?

P : Menyanyi pernah atau tidak?

S1,2 : Pernah, pernah. Videonya *kick and kick*.

S6 : Kelas 4 pernah menyanyi kok.

P : Tapi pernah ya? Jadi, pelajaran bahasa Inggris nyanyi pernah,

game pernah, terus? Cerita pernah juga.

S1,2,3,4,5,6 : Iya.

P : Oke, sudah. Terimakasih.

S1,2,3,4,5,6 : Iya.

Interview Transcript 2

Hari, tanggal : Senin, 8 September 2014

Jam : 09.35 WIB

Tempat : Kelas V Ibnu Tufail

Responden : Akmal, Nibras, Daksa, Naim (Siswa Putra)

P: Peneliti
S1: Akmal
S2: Nibras
S3: Daksa
S4: Naim

P : Kita ngobrol sebentar ya? Namanya siapa?

S1 : AkmalS2 : NibrasS3 : DaksaS4 : Naim

P : Kalian suka atau tidak dengan pelajaran bahasa Inggris?

S1,2,3,4 : Lumayan.P : Kenapa?

S1 : Bahasa Inggris tu susah *Miss*.

S2 : Susah dipahami.

P : Terus kalau misalkan sedang dalam pelajaran bahasa Inggris,

kegiatan apa yang kalian suka?

S1 : Nyanyi. Eh, baca-baca.

S2 : Nonton film.

P : Berarti pernah watching movie di kelas?

S1,2,4 : Pernah, pernah.

S3 : Main *game* di kelas juga pernah kok.

P : Terus kalau di kelas pernah tidak dibacakan cerita berbahasa

Inggris?

S1,2,3 : Pernah, tapi jarang.

P : Tentang apa?

S2 : Tentang itu lho...tentang percakapan. Anak sama ibu sama

temannya.

P : Terus kalau di rumah pernah atau tidak kalau dibacakan cerita

oleh orang tua?

S1,2,3,4: Gak, gak pernah.

P : Kalian sukanya cerita tentang apa?

S4 : Ayam.

P : Hewan berarti?

S2: Fable.

P : Iya *fable*, terus apa lagi? Ceritanya cuma tentang *fable* sukanya?

S4 : Gak juga.

P : Kalau dongeng?

S1 : Gak.

S2 : Males aku kalau dongeng.

P : Legenda?

S2,3 : Senang aku kalau legenda.

S2 : Misteri.

S1 : Iya, misteri aku suka.

P : Terus, suka atau tidak kalau sedang dibacakan cerita diperagakan

menggunakan alat peraga atau dengan gambar?

S1,2,3 : Senang.

S4 : Senang sekali.

P : Kalau pelajaran bahasa Inggris di sekolah kalian melakukan apa

saja?

S1 : Melakukan main-main.

P : Berarti main *game*?

S1,2,3,4 : Iya.

S1 : Sama belajarlah.

P : Oke. Terimakasih.

S1,2,3,4 : Iya.

Interview Transcript 3

Hari, tanggal : Senin, 10 November 2014

Jam : 09.30 WIB

Tempat : Kelas V Ibnu Tufail

Responden : Nimas, Sagita, Eka Septi, Sarah, Novita (Siswa Putri)

P : Peneliti

S2 : Sagita

S1

S3 : Eka Septi

: Nimas

S4 : Sarah

S5 : Novita

P : Kemarin kalian suka atau tidak dengan ceritanya?

S1,2,3,4,5 : Suka Miss.

P : Dapat banyak kosakata baru tidak kemarin?

S1,2,3,4 : Iya.

P : Kemarin bisa mengerjakan semua kosakatanya ya?

S1,2,3,4,5 : Bisa Miss.

P : Sebenarnya, besok di unit selanjutnya ada lagu, kalian suka tidak

dengan lagu-lagu?

S1 : Lagu apa Miss? Suka.

P : Lagunya ada 2, Old MacDonald Had a Farm sama Let's Go to

Market.

S3,4 : Oh aku tau, tapi lupa nadanya.

S1 : Aku ga tau. Jadi penasaran.

P : Terus, suka atau tidak sama gambar-gambar yang kemarin ada di

buku?

S1,2,3,4,5 : Suka, bagus.

P : Kurang besar atau tidak ukurannya?

S1.3 : Ga kok.

P : Ukuran bukunya cukup atau tidak?

S1,2,3,4,5 : Cukup, cukup.

P : Kalian suka atau tidak dengan buku media seperti itu?

S1,2,4 : Suka banget Miss.

P : Kalau dengan kegiatan yang di buku cerita? Suka atau tidak?

S1,2,3,4,5 : Iya, suka banget.

P : Kegiatan yang kemarin itu membantu kalian memahami cerita

atau tidak?

\$1,3,4,5 : Membantu kok.

P : Paham atau tidak dengan perintahnya?

S1,2,3 : Sedikit-sedikit paham.

P : Gambarnya terlihat jelas atau kurang jelas?

S1,4 : Jelas, tapi agak bingung bedain tokohnya.

P : Warna dari sampul, background, dan gambarnya menarik tidak?

S1,2,3,4,5 : Menarik dan jelas.

P : Oke, sudah. Terimakasih ya.

S1 : Sudah? Iya, sama-sama.

S2,3,4,5 : Iya Miss.

J. Field Notes

FIELD NOTES

Field Notes 1

Observation

Place: SD Muhammadiyah Demangan

Date : 29 Januari 2014

Time: 08.45 - 09.20 WIB

The observation was done on the grade V Ibnu Tufail SD Muhammadiyah Demangan. There were 41 students in the class. The material being taught was the present future tense. The situation of the class was not conducive enough. The students seemed not understand the material given by the teacher. The teacher also did not give full attention to all students. Some of the students were listening to the teacher's explanation while others were talking with their friends. Moreover, some of the students in the back were slept.

The English teaching and learning process did not use the attractive media for the students. The teacher only used a power point to explain the material and worksheet. The worksheet consists of some questions related to the material. The material was not suitable with the students' needs and knowledge. It was too difficult for the students of elementary school on grade V. The activities done in the class were also not varied. The students were asked to change the sentences of present tense into the present future tense. Only some of the students can do the task. It can be seen from the discussion done by the teacher and the students. Almost all the students cannot answer the teacher's question. The teacher also preferred to appoint some students in the front.

The center of the teaching and learning process was on the teacher. The teacher explained more and took 90% of the time during the English teaching and learning process. The students did not get enough chance to express their opinion. At the end of the lesson, the students were asked to collect their work on a piece of paper to the teacher.

Field Notes 2

Implementation

Place: SD Muhammadiyah Demangan

Date: 8 November 2014

Time : 07.00 - 07.35 WIB

The implementation was done on the grade V Ibnu Tufail, but the students in this class were different from the students in the observation. There were 30 students in the class. The second draft of the storybook with sticky pictures was implemented on that class. There were two English teachers in the implementation day. The first English teacher was the researcher and the other was the English teacher of grade V Ibnu Tufail. The researcher became the teacher and conducted the teaching and learning process. On the other hand, the English teacher of grade V was giving an opinion on the observation sheet and sometimes helped the researcher to settle up the students.

At the first time, the students were asked about the family members. They can mention it, but in Bahasa Indonesia. When the researcher mentioned one of the family members in English, they can follow it well. The students were able to mention some of the family members in English. They have adequate vocabulary about family. The researcher also used the puppet sticks of the family in introducing the family members to the students.

Then, the students were asked to make a group which consists of five until six students. Each group got one learning media, storybook with sticky pictures. As soon as they got the learning media, the situation of the class became chaos. All of the students looked enthusiastic with the learning media. They opened the storybook from the first page until the last page. They took the sticky pictures then stuck it back. The English teacher of grade V Ibnu Tufail helped to settle up the students because of this situation.

After that, the students were asked to open the first activity, "Let's Match and Stick", on page 2 and 3. The students were asked to match the pictures and the words on page 2 and then stick them on page 3. This activity was aimed to know the vocabularies mastered of the students and their background knowledge of English. The vocabularies provided in the storybook with sticky pictures were related to the stories. Thus, it was also aimed to help the students in understanding the stories.

The students seemed happy and enthusiastic in taking and sticking the sticky pictures. Actually, it was a simple activity, but it was truly sensational for the children. It can increase the students' motivation in learning English. It can be seen from their face and attitude.

Almost all the students in the class already mastered the vocabularies related to the story about family. They can match the sticky pictures and the words and 90% of the answers were true.

After discussing the vocabularies with the students, they were asked to open the second activity of the storybook with sticky pictures, "Listen and Stick", page 4 and 5. They were asked to listen to the story and stick the pictures of family members on the family tree on page 5. The story is "The Thomas Family". In telling the story, the puppet sticks of the family members' characteristics were used to give clues for students and to attract their attention. In this part, the students got some difficulties. They were confused with the pictures of the main family. Only some of them who can identify it from the characteristics told in the story. Although they were confused in identifying the pictures, but they still looked enthusiastic with the activity. Their encouragement of the story and sticky pictures succeeded in handling their problem. As a result, the students still taking and sticking the pictures until the story ended.

Next, in discussing, the researcher drew a family tree on the blackboard and asked some of the students in each group to come forward and stick the pictures on the blackboard. The pictures were already provided by the researcher. In this activity, the students also showed their enthusiasm in sticking the pictures. They snatched the pictures to be stuck on the blackboard. Sometimes they talked in English when sticking the pictures and asking it to their group whether the pictures were placed in the right place or not. After the pictures on the blackboard completed, the researcher and the students discuss it together.

The third and the fourth activities were not done because of the limitation of the time. The researcher also cannot continue it on the next meeting because she can come to the class only once, but overall the English teaching and learning process using the storybook with sticky pictures was successful.

K. Photographs

Photographs



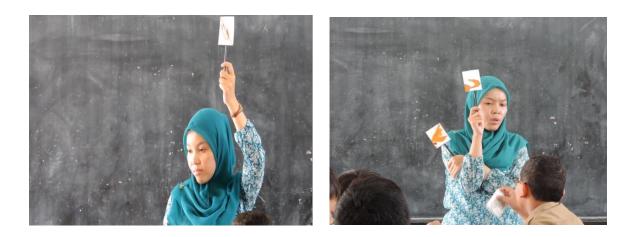




The situation of the class when the students were asked to make a group



The students do Activity 1 of the storybook with sticky pictures "Let's Match and Stick"



The researcher telling the story using the puppet sticks

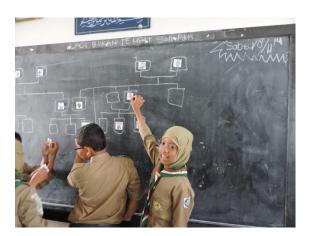








The researcher helped and checked the students' progress after listening to the story





The students sticking the pictures on the family tree

L. Research Permits



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI YOGYAKARTA

FRM/FBS/33-01 10 Jan 2011

Nomor

: 1026b/UN.34.12/DT/IX/2014

http://www.fbs.uny.ac.id//

Lampiran

: 1 Berkas Proposal

Hal

: Permohonan Izin Penelitian

2 September 2014

Kepada Yth.

Ketua Majelis Dikdas PDM Kota Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DESIGNING STORYBOOK WITH STICKY PICTURES FOR TEACHING LISTENING AND SPEAKING AT GRADE V SD MUHAMMADIYAH DEMANGAN

Mahasiswa dimaksud adalah:

Nama

: NITA LISTIYANINGTYAS

NIM

: 10202244082

Jurusan/ Program Studi

: Pendidikan Bahasa Inggris : September - November 2014

Waktu Pelaksanaan Lokasi Penelitian

: SD Muhammadiyah Demangan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

didikan FBS,

9670704 199312 2 001

a.n. Dekan

Tembusan:

1. Kepala SD Muhammadiyah Demangan



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA

Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55151 e-mail: dikdasmenpdm_yk@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI

No.: 545/REK/III.4/F/2014

Setelah membaca surat dari : Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta

: 1026b/UN.34.12/DT/IX/2014 Tgl.: 2 September 2014 No.

Perihal: Surat Izin Penelitian

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari Senin tanggal 13 Dzulqo'dah 1435 H, bertepatan tanggal 8 September 2014 M yang salah satu agenda sidangnya membahas pemberian penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang: NITA LISTIYANINGTYAS 10202244082

: Mahasiswa pada prodi Pendidikan Bahasa Inggris Universitas Negeri Pekerjaan

Yogyakarta

alamat Karangmalang Yogyakarta

Pembimbing: Dra. Nury Supriyanti, M.A.

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi:

Judul : DESIGNING STORYBOOK WITH STICKY PICTURES FOR TEACHING LISTENING AND SPEAKING AT GRADE V SD MUHAMMADIYAH

Lokasi: SD Muhammadiyah Demangan Yogyakarta.

dengan ketentuan sebagai berikut:

Menyerahkan tembusan surat ini kepada pejabat yang dituju.
Wajib menjaga tata tertib dan menaati ketentuan-ketentuan yang berlaku di sekolah/setempat.
Wajib memberi laporan hasil peneltitan/praktek kerja/observasi kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah
Muhammadiyah Kota Yogyakarta.
Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesatabilan Persyarikatan dan hanya diperlukan untuk keperluan ilmiah.
Surat izin ini dapat digiukan kembabi untuk mendapat perpanjangan bila di-perlukan.
Surat izin ini dapat digiukan kembabi untuk mendapat perpanjangan bila di-perlukan.

MASA BERLAKU 2 (DUA) BULAN:

09-09-2014 sampai dengan 09-11-2014

Tanda tangan Pemegang Izin, Mitc

Nita Listiyaningtyas

Yogyakarta, 09 September 2014

Sekretaris.

Tembusan:

PDM Kota Yogyakarta.
 Dekan FBS UNY
 Kepala SD Muh. Demangan Yk.

Drs. H. Aris Thobirin, M.Si NBM. 670.219

Drs. H. Ibnu Marwanta. NBM. 551.522