

**DEVELOPING ‘THE JOGJA MONOPOLY GAME’ TO
TEACH SPEAKING TO CHILDREN IN PRIVATE
LANGUAGE SCHOOLS**

A THESIS

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



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**ENGLISH EDUCATION DEPARTMENT
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YOGYAKARTA STATE UNIVERSITY**

2015

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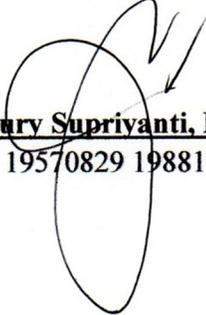
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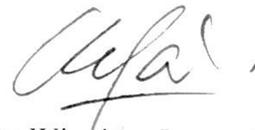
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Yogyakarta, Januari 2015

Penulis



Zarra Wienitya Larasati

MOTTOS

“Lakum diinukum waliya diin”

(QS. Al Kafirun 6)

“Yen ana wong adol, tukunen. Yen ora tawa, aja pisan-pisan ngenyang.”

(Alm. R Sudaryono – My beloved grandpa)

**“The problem is not the problem. The problem is your attitude about the
problem.”**

(Captain Jack Sparrow)

DEDICATION SHEET

This thesis is dedicated to my beloved father R. Totok Wisnutoro
and my lovely mother Nur Aini Sulistyawati
for their endless supports, prayers, love, and trust.

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Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism, corrections, and suggestions will be appreciated.

Yogyakarta, Januari 2015

The writer

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT	iv
MOTTOS	v
DEDICATION SHEET	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	xi
LIST OF FIGURES AND PICTURES	xii
LIST OF TABLES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	4
C. Limitation of the Problems	6
D. Formulation of the Problem	6
E. Objective of the Study	7
F. The Specification of the Products	7
G. Significance of the Study	8
CHAPTER II THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK	10
A. Theoretical Review	10
1. Speaking	10
a. Teaching speaking to young learners	10
b. Principles of teaching speaking.....	12
2. Monopoly Game	14

a.	The definition of monopoly game	14
b.	Equipment	14
c.	Rules	15
3.	Young Learners	16
The characteristics of young learners	16	
4.	English for Holidays of UNY	18
B.	Relevant Studies	20
C.	Conceptual Framework	21
CHAPTER III RESEARCH METHOD		23
A.	Research Design	23
B.	Products of the Study	24
C.	Participants of the Study	25
D.	Setting of the Study	25
E.	Research Instruments	25
F.	Research Procedures	26
G.	Data Collection Techniques	28
H.	Data Analysis Techniques	29
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION		32
A.	Needs Survey	32
1.	Needs analysis	32
2.	Observation	32
B.	Product Development	34
a.	Deciding the draft and the rules of media	34
b.	Organizing course grid	35
c.	Designing the products	37
C.	Getting Experts' Validation	41
a.	Content expert	41
b.	Media expert	44
D.	Products Revision	45
E.	Trying Out the Products	49
F.	Developing Final Products	51
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS.....		52
A.	Conclusions	52
B.	Recommendations	53

REFERENCES55
APPENDICES57

LIST OF APPENDICES

	page
A. Syllabus of EFH 2014	57
B. Syllabus of EFH 2012	68
C. First Course Grid	75
D. Final Course Grid	78
E. Expert Judgments	83
F. Questionnaire to the Teachers	91
G. Field Notes	96
H. First Draft of the Products	100
I. Final Media	104
J. Real Pictures of the Products	108
K. Photographs	111

LIST OF PICTURES

	page
Picture 1 : Conceptual Framework.....	22
Picture 2 : Research Procedures	23
Picture 3 : Game board	38
Picture 4 : Title deed card	39
Picture 5 : Chance card	39
Picture 6 : Community chest card	39
Picture 7 : Player's guide	40
Picture 8 : Money	40
Picture 9 : Game board	46
Picture 10 : Title deed card	47
Picture 11 : Chance card	47
Picture 12 : Community chest card	47
Picture 13 : Players' guide	48
Picture 14 : Money	48
Picture 15 : Final products	51

LIST OF TABLES

	page
Table 1 : Description of the Likert Scale score	30
Table 2 : Likert Scaeto formula	30
Table 3 : Description of the score gained	31
Table 4 : Observation guidelines	32
Table 5 : First format of the course grid	36
Table 6 : Final format of the course grid	37
Table 7 : Content expert	40
Table 8 : Media expert	44
Table 9 : Aspects of instructional design	49

DEVELOPING ‘THE JOGJA MONOPOLY GAME’ TO TEACH SPEAKING TO CHILDREN IN PRIVATE LANGUAGE SCHOOLS

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ABSTRACT

This research aims to develop media named “JOGJA MONOPOLY GAME” to teach speaking to children in private language schools.

This study was research and development (R&D). There are six methodological steps to validate the products adapted from Borg and Gall (2003) and Hyland (2003): needs survey, developing materials and products, getting experts’ validation, products revision, trying out, and developing final products. The subjects of this research were ten students of researcher’s private language school and five teachers of EFH. The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were collected through needs analysis and observations. Meanwhile, quantitative data were gained through experts’ judgments and teachers’ judgments. The data were analyzed qualitatively and quantitatively.

The result of the research is that the ‘JOGJA MONOPOLY’ can be developed through some steps. First step was doing needs analysis and observation to know the needs of the children and the general design of the monopoly game. The next step was deciding the draft and the rules of the media, organizing course grid, and designing the products. After the products designed, the next step was getting experts’ validation to assess the products. After being assessed by the experts, the next step was implementation. The aim of the implementation is to know the lacks of the products. After the lacks of the products were being revised, the final products were developed. The ‘JOGJA MONOPOLY’ is good for the children to improve their speaking skill because it meets the criteria: (1) the design and development of the products are interesting and thus can motivate the children to learn English more, (2) the materials meet the children needs and related to the children’s daily life. In the future, for teachers who want to develop the same products, it is better to consider the learning habits, playing habits and the daily life of the students. For language schools, considering the reading and speaking ability of the children is very important before developing these products. For other researchers, the choice of the experts is very important and the development of the products is also important because it is not easy to make the children get interested in certain thing.

CHAPTER I INTRODUCTION

A. BACKGROUND OF THE STUDY

It has been 18 years since the government started giving permission to the elementary schools to use English as a subject. English is known as the local content subject which is not nationally tested and there is no national curriculum available for this subject. Many teachers speculated to teach their students with many techniques, ways and media. Since the introduction of English in elementary schools, children enjoy the use of English in their daily life. Parents consider this as need. They try and try to give English to their children and make them familiar in very young age. The reason for starting to learn English in very young age was simply to increase the total number of years spent learning the language (Brewster, 2003).

According to 2013 curriculum, English is a subject which is no longer taught in elementary schools. Therefore, some schools offer English as an extracurricular after teaching and learning activity finished. In fact, English is not introduced to the students in rural area since the policy is implemented in Indonesia. This is an unfavourable phenomenon since English is a global language. Then, there are many private language schools in Indonesia as a result of the policy of the government. They provide some programs for children with unique names but sometimes the facilities of teaching and learning activity are not

creatively made or there is no media provided. They only give the children input with conventional method.

Today, parents are more selective to choose the program that the private language schools provide. They have much expectation when they send their children to language schools. They want their children to acquire English and can speak fluently after the children joined certain program in language schools. Therefore, language schools have to consider this as an effort to make parents interested and send their children to study English in the program they provide. They have to be creative and some challenges must be done to make the children enjoy learning English. They should focus the English learning in speaking skill.

Speaking is the most important skill among four skills because people who know a language are referred to as speakers of that language (Ur, 1996). Oral language is a natural process for children. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. It means that children need to learn speaking skill at an early stage because to speak in more effective ways requires particular attention and constant practice (Zhang et. al., 2005 on Al Hosni, 2014).

Children have a lot physical energy and need to be physically active. They also can get bored easily (Brewster, 2003). It means that they need fun learning and interesting media that can motivate them to speak in English. Involving them on the lesson is also important to make them enjoy the teaching and learning

processes. Games are one of the best ways of achieving this. Children enjoy constructive play and games. They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and four language skills (Brewster, 2003). It means that games can help the children to learn. The use of games in teaching speaking may be effective and make them learn English unconsciously.

There are many types of games that can be used in the class. Hadfield (1999) explains two ways of classifying language games. She divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures, which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Monopoly game is a game which is popular among children in Indonesia (Mufiddah and Rachmajanti, 2012). Players move around the game board buying or trading properties, developing their properties with houses and hotels, and collecting rent from their opponents. There are interactions among the players when the game runs. The players are making some deals in buying and trading properties. It can be concluded that monopoly game is one of the games which have a similarity with a communicative game. But, the authentic monopoly is

formed in un-contextual form. The places on the game board are the city around the world. Nowadays, children need to learn in contextual ways. The lessons have to be more real and can be related on the children's daily life (Suparman et. al., 2013). As for those reasons, the way of developing 'THE JOGJA MONOPOLY GAME' is the thing that will be written on this study.

B. IDENTIFICATION OF THE PROBLEMS

Based on the observation, the problems relate to this research come from some factors. Those problems can be identified as the following:

1. The language schools

There are many children language schools in Indonesia. They promote their program for children but actually the fact is that the technique they use to teach children is not appropriate with the characteristics of young learners. Only a little number of language schools which have a program for children provide facility that can be used to teach young learners. They treat the children like adults. Adults can use so many resources when they learn a new language. They can analyze language in abstract way. On the other hand, children cannot deal with what adults do. It is not easy to get the attention of the children in the class. Children are more enthusiastic and lively as learners but they also can lose their interest more quickly than older learners when they come to a difficult task (Cameron, 2001). They will learn a new language

in a fun way and they can acquire it from meaningful contexts (Pinter, 2006). Tomlinson (2008) also states that children's enjoyment and engagement with the materials is the important thing for them to learn. It means that there are different technique of teaching when deal with children. Language schools have to be careful and consider this as the important thing. They need to look closely at developing materials which make the language accessible to children who may lack exposure to it in their daily lives and designing a program for children because today parents are more selective when they want to send their children into certain language schools.

2. The monopoly game

The monopoly game provides some activities which are interesting and make the players have some interactions. But the authentic monopoly game is not provided with contextual activities which can be used to teach speaking skill to children. Some changes have to be done in developing the monopoly game to teach speaking to children. The places on the game board have to be the places which can be visited by the children, the interactions on the game have to be the things which are lead the children to speak and the equipment have to be things that will make the children acquire the new things related to English.

C. LIMITATION OF THE PROBLEM

Because of the limitation in terms of time, human resource, and also finance, in this research, the researcher narrowed down the problem into the effort to develop 'THE JOGJA MONOPOLY GAME' to teach speaking to children aged 7-11 in private language schools which has good ability in reading English text because the instruction and the content of this monopoly game is in English.

D. FORMULATION OF THE PROBLEM

Based on the limitation of the problem, the problem can be formulated as follows:

- a. How can a monopoly game for teaching speaking to children in private language schools be developed?
- b. What are the characteristics of monopoly game which is suitable to teach speaking to children in private language schools?

E. THE OBJECTIVE OF THE STUDY

This study is aimed to develop a monopoly game as the media to teach speaking to children in private language schools.

F. THE SPECIFICATION OF THE PRODUCTS

The product of this study is designed for children aged 7-11 which has good ability in reading English texts. It can be used flexibly without any certain syllabus. Children can play it everytime they want.

These are the equipment of the product:

1. Players' guide book. On this book, there are some rules of the game and gambits which can be used in this game.
2. Game board. This is the most important equipment in this game. There are 22 places which can be owned by the players, 4 railway stations, 3 community chests, 3 chances, start, free parking, in jail and just visiting jail compartment.
3. Dice. A pair of six-sided dice.
4. Miniature of houses and hotels.
5. Money. The money can be divided into 5 themes (fruit, vegetable, animal, family and occupation).
6. Deeds. These cards would be given to the player when they owned properties in the game.
7. Cards. A deck of 24 chance and community chest cards (12 chance and 12 community chest cards) which were drawn by the players when they land on the squares of the track and follow the instructions printed on them.

G. THE SIGNIFICANCE OF THE STUDY

1. For teachers

The result of this study is expected to help teachers to teach speaking skill in children language schools. The product of this study also can help the teacher to improve their teaching technique and their teaching aid, on this case by using monopoly game.

2. For children

The product of this study can make the children interested in learning English and increase their motivation to learn English.

3. For language schools

This study is expected to help language schools, especially children language schools, develop their program. They can have better improvement in the future after this study done and the product of this study created.

4. For other researchers

This study can give reference to the other researchers about the use of monopoly game and the development of monopoly game to teach speaking skill.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. THEORETICAL REVIEW

1. Speaking

There are many experts who give their view about the definition of speaking. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means that in a speaking activity, people state their ideas to others with symbols, whether it is directly or indirectly. Nunan (2003) also suggests, speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. It means that there are so many ideas can be represented in every people's speaking. It can be concluded that speaking skill is very important in daily life because people stated their idea and show their want with speaking.

1.1. Teaching Speaking to Young Learners

What is meant by "teaching speaking" is to teach learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which called as fluency (Nunan, 2003).

These points are the meaning of teaching speaking in general. But actually the way of teaching speaking to children is totally different from the way of teaching speaking to adults. Children are not competent communicators even in their mother language (Pinter, 2006). It means that they are still learning their own language. This case is very important to the teacher which is deal with children.

It is important for children to practice speaking in ways that are meaningful and stimulate genuine feelings (Paul, 2003). Teachers have to be creative to design the activity which stimulates children to speak. The lesson also has to be fun and as same as the situation in their daily life or in the other words, the lesson has to be the contextual lesson. In the early stages of learning, it is important to elicit children's knowledge about English and their ability of speaking. The aim is to heighten children's awareness of language and to build up their confidence (Brewster, 2003). When they have enough confidence, they can

motivate themselves and they start to learn English on their daily life.

They do not feel afraid of making mistakes when they use English.

1.2. Principles of Teaching Speaking

According to Nunan (2003), there are some principles for teaching speaking.

a. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy.

Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

b. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

The first principle by Nunan cannot be practiced to young learners because young learners tend to use chunks or phrases which they can remember from previously heard input but they cannot use them correctly because they cannot construct the right sentence orderly (Pinter, 2006). It means that the children need older people or other children who have better knowledge in speaking skill to assist them.

The second principle is very appropriate to teach young learners. They enjoy learning when they are free to act as they like. But teachers have to consider the effectiveness of using group work or pair work. Teachers can start the activity by giving time to children to practice dialogs with friends and give them choices about what to say and use dialogs flexibly to express their idea in ways that are meaningful and stimulate genuine feelings. The next activity which represents group work is game. With game, children are motivated to speak and know how to say something, have fun and learn new language items from friends (Paul, 2003).

2. Monopoly Game

2.1. The Definition of Monopoly Game

Monopoly is a trending game in the world among the children. Not only the children, adults start to play the monopoly game since the game introduced with one of the media socials in smartphones. According to Mufiddah and Rachmajanti (2012), monopoly is a popular board game and most people can play it. Players move around the game board and there are some transactions in the monopoly game, buying or trading properties. The players is developing their properties with houses and hotels, and collecting rent from their opponents. They also interact when they come to the community chest and chance. They have to draw the cards and do the challenge written on the card. The ultimate goal is to drive the players into bankruptcy. From the definition above, it can be concluded that monopoly game is one of the communicative games which can be used to help the children develop their speaking skill because on this game the players are having communication with others in every transaction.

2.2. Equipment in Monopoly Game

a. Cards

A deck of Chance and Community Chest cards which players draw when they land on the corresponding squares of the track, and follow the instructions printed on them.

b. Deeds

A title deed for each property is given to a player to signify ownership, and specifies purchase price, mortgage value and the various rent prices depending on how developed the property is.

- c. Dice
- d. Houses and hotels
- e. Money

2.3. Rules in the Monopoly Game

Players take turns in order, with the initial player determined by chance before the game. A typical turn begins with the rolling of the dice and advancing their piece clockwise around the board the corresponding number of squares. The players move around the game board buying or trading properties, developing their properties with houses and hotels, and collecting rent from their opponents. Player who cannot pay what they owe is bankrupt and eliminated from the game. The winner is the remaining player left after all the others have gone bankrupt (Mufiddah and Rahmajanti, 2012).

3. Young Learners

When we talk about young learners, we can refer to students of elementary schools. There are a huge number of students of elementary schools in Indonesia. Everyone aged 7-13 years old have to take 9 years basic

education based on the policy that the government made. There is a high expectation that the parents have when they take their children at the elementary school. They want the best basic education for their children. (Supriyanti, 2013)

When the government made policy that English can be introduced in elementary school, many people are very happy because nowadays English is the global language which is needed in our daily life. But according to 2013 curriculum, English is none of the subjects which taught in elementary school. The result of this policy is there are so many language schools which offer the program for children. The consequence of this is that the language schools have to consider some characteristics of young learners and how they learn a new language when they provided programs for children because how children learn is totally different with how adults do.

The Characteristics of Young Learner

According to Brewster (2003), young learners are different from adults because they:

- a. have a lot of physical energy and often need to be physically active
- b. have a wide range of emotional needs
- c. are emotionally excitable
- d. are developing conceptually and are at an early stage of their schooling

- e. are still developing literacy in their first language
- f. learn more slowly and forget things quickly
- g. tend to be self-oriented and preoccupied with their own world
- h. get bored easily
- i. are excellent mimics
- j. can concentrate for a surprisingly long time if they are interested
- k. can be easily distracted but also very enthusiastic

It means that young learners need a treatment which is different from adults when they learn something. They need fun activities when they are learning so that they can move here and there. The activities also have to be interesting because the children are easily get bored with activities that make them feel difficult to do.

Supriyanti (2013) states that there are some characteristics of students of elementary school in Indonesia.

- a. Most of them live in less geographically advantaged areas where education facilities in the form of human resources – like teachers and officials, access to media and progress are not readily available.
- b. Elementary school children in Indonesia generally reflect the real life of the society. If they live in areas where the people have high standard of living, the children are healthy, happy and well taken care of. On the other hand, when the schools are in the less economically,

socially and geographically disadvantaged areas, the condition of the elementary school children is bad.

- c. Children in elementary school portray the condition of the areas.
- d. There are some problems that the children in elementary school have.

Their learning problems are correlated with their home conditions.

These things are important for the teacher to consider as the warning from the experts. They have to improve their methods and develop their teaching and learning facility so that there is no discrepancy of the knowledge between the children in the city and the children in the rural area.

4. EFH (English for Holidays)

English for Holidays or EFH is a yearly program conducted by Languages and Arts Faculty of Yogyakarta State University in the form of language school. The purposes of this program are to make the students of kindergarten schools, elementary schools, junior high schools and also the students of senior high schools learn English actively and also to make their holiday more fun (Hidayanto, 2011). This program offers cheerfulness and care for the participants. On the other hand, EFH offers English areas and English activities which are combined with modern technology and also the traditional culture from Indonesia because in EFH, the participants also learn

the local culture from Indonesia to perpetuate them (Trisnandari, 2013). It means that there is an implementation of contextual teaching and learning in EFH using the local culture from Indonesia.

In every activity, the teachers are guided by syllabus. The syllabus shows the topics and themes which will be taught to the children. They are taken from the national syllabus of English because in general, the children on the same age have the same things to learn. The syllabus is developed by the teachers according to the facility of the program (Supriyanti, 2009). In general, the materials of EFH are indoor activities (speaking, listening, writing, singing, coloring, and role playing), outdoor activities (campus grand tour, barbeque, field trip and games) and class performances. The activities of EFH are held in UNY with field trip as an additional activity which is held outside the campus. In every activity of teaching and learning, there are media to equip the children. The media are developed by the teacher of EFH.

English for Holidays is a form of a language school which has the appropriate methods and treatments to make the children enjoy learning English. The development of the monopoly game to teach speaking to children in language schools is inspired from this program which provides the children with some interesting media in every teaching and learning activity although there is still lack of the media and materials provided and some improvements have to be done in every year of EHH (Hidayanto, 2011;

Supriyanti, 2009). From the EFH's syllabus, some themes and topics are taken as the materials of the monopoly game developed.

B. RELEVANT STUDIES

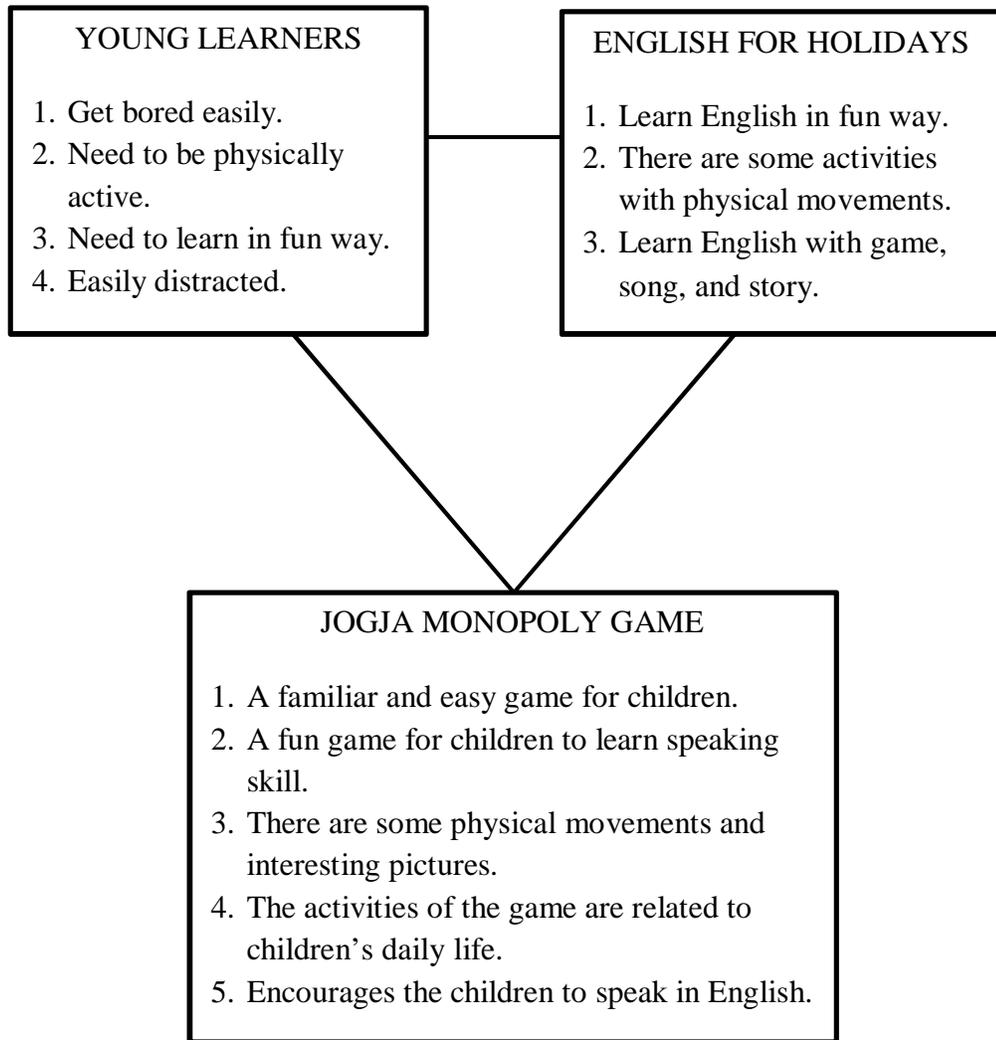
The first study is the research of Dian Rahma Santoso (2008) that proved the speaking skill of the students can be improved by using monopoly as a teaching media. Students of SMA Negeri 2 Batu can speak English grammatically after the researcher applied 'Grammar Monopoly Game' in the class. The study also showed that the use of 'Grammar Monopoly Game' could improve the students' learning motivation, pronunciation and enlarging vocabulary.

An article written by Erlina Mufiddah and Sri Rachmajanti (2012) also proved that the use of monopoly game is effective to improve vocational high school students' speaking ability. The study showed that the students were playing the game enthusiastically. The game can improve their motivation to speak in English. From the monopoly, the students tried to speak and learn from each other.

Based on those relevant studies, the researcher will conduct a research on developing 'The Jogja Monopoly Game' to teach speaking within the context of private language school students.

C. CONCEPTUAL FRAMEWORK

Media are very useful to teach children. Beside making the students interesting, it motivates them to study English more. The researcher tried to develop interesting media to teach English speaking in private language schools. Monopoly is a simple game and an example of interesting media to children because this game is familiar among them. With some improvisation on the rules and the properties of the game, the researcher tried to design a colorful and useful teaching aid to teach speaking in language schools.



Picture 1. Conceptual framework

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

This study is classified as Research and Development. The purpose of which is to develop a product that can be used as an educational program. Educational Research and Development is a process which is used to develop and validate educational products (Borg and Gall, 2003:569). On this study, there are 6 methodological steps combined from research and development model by Borg and Gall (2003) and Hyland (2003):



(Borg and Gall: 2003; Hyland: 2003)

Picture 2. Research Procedure

B. PRODUCTS OF THE STUDY

The product of this study is “JOGJA MONOPOLY GAME” which can be used to teach English speaking to children in language schools. It also can be used to introduce local wisdom to children.

The equipment of the product are:

1. Players’ guide book. On this book, there are some rules of the game and gambits which can be used in this game.
2. Game board. This is the most important equipment in this game. There are 22 places which can be owned by the players, 4 railway stations, 3 community chests, 3 chances, start, free parking, in jail and just visiting jail compartment.
3. Dice. A pair of six-sided dice.
4. Miniature of houses and hotels.
5. Money. The money can be divided into 5 themes (fruit, vegetable, animal, family and occupation).
6. Deeds. These cards would be given to the player when they owned properties in the game.
7. Cards. A deck of 24 chance and community chest cards (12 chance and 12 community chest cards) which were drawn by the players when they land on the squares of the track and follow the instructions printed on them.

C. PARTICIPANTS OF THE STUDY

The participants of this study are 10 children on the researcher's own language school and 5 teachers of EFH 2014.

D. SETTING OF THE STUDY

The study was conducted in the processes of teaching and learning in the researcher's private language school named *Wie's English Course*. The course established since 2012. The reason in developing the course is because of the motivation of the children in learning English is very low. They consider English as the difficult thing to learn. From this case, the researcher asked the children to learn English for free on her English course. There are 40 children, divided into 2 groups based on their age. On every Tuesday, children aged 6-11 come and join the lesson and children aged 12-15 join the Thursday's lesson. The teachers are only the researcher and her mother.

E. RESEARCH INSTRUMENTS

The instruments of the study are syllabus of EFH, observation guidelines, questionnaire to the experts and the teachers and field notes. There are two kinds of syllabus EFH, the first syllabus is from EFH 2013 and the second syllabus is from EFH 2014. From the two syllabuses, five topics were taken and the activities on the game were decided after analyzing the reflective field notes of observation. The questionnaire is to assess the instructional design of the monopoly game,

whether it is interesting, easy to understand and appropriate for the children or not. Field note was a kind of note in which the researcher wrote some of the findings during the observation. This could be the students' behavior during the teaching and learning or the problems during the ongoing research.

F. RESEARCH PROCEDURES

1. Conducting needs survey

Needs survey was conducted by analyzing syllabus in EFH program and observing the children. Generally, children have same needs to learn English. The syllabus is the form of perceived needs that children have. The aims of observing the children are to know what children want in learning English and to decide kinds of activity which makes the children interested. This step was necessary as the guidance in designing the instructional media and the content of the monopoly.

2. Developing materials and products

In developing the materials, some topics from the syllabus were taken and the course grid was developed. The course grid is the guidance for the teachers, what kinds of materials have to be taught before implementing the products. The contents of the course grid are the topics, competencies, indicators, materials and kinds of activities.

The products were developed with interesting colors and pictures to make the children attracted and interested to play the game. There are some steps had to be done in developing the products:

a. Transferring ideas

The ideas were transferred into the draft of products then the next step was searching for the appropriate pictures which were related to monopoly game. After that, the logo of 'JOGJA MONOPOLY GAME' was designed as the mascot of the product.

b. Producing the products

The next step was producing the products. The real concept of the ideas is designed and the selected pictures were taken into the draft of the products. The player's guide was also designed on this step and they are printed on appropriate form.

3. Getting experts' validation

In this step, the researcher asked two experts, content expert and media expert to verify the products. From the experts, there were some revisions and suggestions to make the product better.

4. Revising the product

This step is the first editing of the products. After being revised based on some suggestions from the experts, the products were produced and ready to use.

5. Trying out the products

This step is the implementation of the products. The researcher implemented them to 5 teachers of EFH 2014 and 9 children on the researcher's own language school. There are some lacks which have to be revised based on the implementation of the products.

6. Producing final products

The lacks of the product based on the implementation were being revised and the final products were produced

G. DATA COLLECTION TECHNIQUES

The data were obtained through needs analysis, observation in the class and experts and teacher judgments. Needs analysis is the step which has to be done to decide the design of material which the children generally need in daily life. The observation is the technique which is used to gain the information from the children about what they really want in the class and the kind of lesson they interesting of. Through the observation, researcher can decide the concept of the game and kinds of activity in the game. Experts and teacher judgments is the technique which is used in evaluating the media.

H. DATA ANALYSIS TECHNIQUES

This study used two ways of data analysis to analyze qualitative and quantitative data.

1. Qualitative data

There are five stages that were followed in data analysis.

a. Assembling the Data

Firstly, all of the data gained through needs analysis and observation were assembled. The purpose of this step was to see the patterns of the collected data.

b. Coding the Data

In this stage, the large amounts of the data were reduced into more manageable categories. The purpose of coding the data was to be able to identify the patterns more specifically.

c. Comparing the Data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques (Burns: 1999). So, in this step, the researcher compared the data in order to identify the relationship and connection between different sources of data.

d. Building Interpretations

In this stage, the meaning of the data was interpreted by involving the creative thinking. The researcher also reflected to the data several times to pose question, rethink the connections and develop explanation of the data.

e. Reporting the Outcomes

The last stage is to present the report of the research. On this case, the report of the research is the products developed.

2. Quantitative data

To analyze quantitative data, the researcher used *Likert Scale* as follows:

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

(Sugiono, 2012)

Table 1. Description of the score

The way to count the percentage of the result of *Likert Scale* is called *Likert Scaleto* formula, described as follows:

$$P = \frac{f}{N} \times 100\%$$

P = percentage

f = collected scores

(Sugiono, 2012)

Table 2. Likert

N = number of cases

Scaleto formula

The percentage of the analyzed data can be used to conclude whether the products are good or not from this average:

81 – 100	Very good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
≤ 20	Very poor

(Sugiono, 2012)

Table 3. Description of the score gained

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. NEEDS SURVEY

1. Needs analysis

The needs analysis was conducted by analyzing the EFH syllabuses. This kind of needs analysis called perceived needs. Generally, children have same needs in learning English. The topics which children need to learn are things which are related to their daily life so they can implement what they have learnt.

There are two kinds of syllabus were analyzed. The first is from EFH 2013 and the second is from EFH 2014. In general, both syllabuses have the same topics and the researcher decided to take five topics from them: family, occupation, fruit, vegetable and animals.

2. Observation

After analyzing EFH syllabus and making draft of course grid, the researcher observed the children to know the general design of the game and the type of activity that the children were interested. There are five things were observed:

1.	The age of the children.
2.	The habits of the children on their daily life (learning habit,

	and playing habit).
3.	The background knowledge of the children.
4.	The topics they already know.
5.	The kinds of activity they are interested.

Table 4. Observation guidelines

On the first day, the researcher asked the children to sing a song. The class was so noisy and not effective because the children were not interested to the song although there were some movements in the song. This case can be identified from this reflective field note:

Z	: Okay kids, we will sing a song. “Little Tea Pot” song.
Ch	: Okay miss (<i>bored</i>).
Z	: Take a look on this video. We can do like that (<i>pointed the tea pot on the video</i>).
G	: <i>Wah jan, kesel e aku.</i> (Huh, I’m so tired.)
N	: <i>Ho’o yo yan. Males ah.</i> (Yes, me too.)
P	: <i>Dolanan iki wae yo. Angel lagune.</i> (Let’s play this, friend. The song is not interesting.)
	(....)

Field note 1. First day observation

On the second day, the researcher tried to tell them a story, but the fact is that the class was so bored and there were some children who played their stationary. Some children said that story made them sleepy. They wanted to do an activity which was more interesting than listening to the story. The children are very active. They are students in rural area and on their daily life, they play everywhere with everything, for example they play clay in rice field, they play sand and water in river, and they play kite in railway track.

Z	:	Kids, miss Zarra will tell you a story.
A	:	<i>Cerita apa miss?</i> (What kind of story do you want to tell miss?)
Z	:	About a very hungry caterpillar (<i>show the children a caterpillar doll</i>). Are you ready?
Dh	:	<i>Kok nggak ngegame aja sih miss?</i> (Why don't we play game?)
Na	:	<i>Iya miss. Kalo cerita tu ngantuk e.</i> (Yeah miss, story makes us sleepy.)
Z	:	Okay Dhea and Nafa. We will play game on the next meeting ya. Now, miss Zarra will tell a story first.
Ch	:	<i>Yaah, yaudah deh.</i> (Hmm, okay.)
		(....)

Field note 2. Second day observation

From the reflective field note above, the children are not interested with the song and story. The children were so active, they move here and

there, play with something and they are easily bored with the activities which not make them interested.

B. PRODUCT DEVELOPMENT

1. Deciding the draft and the rules of media

Generally, the draft of the media is same as the authentic monopoly, but what makes this kind of monopoly different is the activity while the players playing the game. There are some conversations related to the theme. The content of the community chest and chance cards are different from the authentic one and also the money of the game. The contents of community chest and chance cards are the challenges for the children to ask their friends with some language functions. The money of the game is not like real money but there are pictures of theme on the game, for example the pictures of family members, kinds of occupation, kinds of fruit, kinds of vegetables and kinds of animals. The rules of the game are a little bit different with the authentic one.

2. Organizing course grid

The course grid was organized after the researcher gained needs analysis and observation. The content of the course grid is referred to the results of the needs analysis and observation. The researcher divided five topics into three themes to make children easily learn.

The first theme is family and occupation. Children can learn family and occupation on the same time. They can introduce their family and also describe the occupation of their family. The materials are some simple language functions and some vocabularies which are related to the theme. Children also learn how to introduce themselves and others, in this case others are their own family.

The second theme is fruit and vegetables. Children will learn kinds of fruit and vegetables which they may not know yet. This theme is not only to introduce the children the kinds of fruit and vegetables but also to suggest them to consume the fruit and vegetables introduced. There are some greenery vegetables that the children generally do not like and teacher can use it to suggest the children to try consuming greenery vegetables to make their body healthy.

The third theme is animals. The researcher tried to introduce the children the kinds of animal using this theme and also some adjectives words related to the animals. There are tame and wild animals, their personal appearance, for example tail, trunk, tusk, fur and their body: big, tiny, huge, tall, etc. Children can learn animals which they usually meet and also some animals which they may not meet yet. Meanwhile, they also can learn how to describe them using some adjective words.

The first format of the course grid is described as follows:

Theme	Skill	Competency	Indicators	Material

Table 5. First course grid

The first course grid above is not specific. The activities are not mentioned and the material is less specific. There are some specific parts of material which have to be mentioned: vocabulary, grammar, language function and text which the children will learn. After being revised, the final format of course grid is described as follows:

Theme	Skill	Competency	Indicators	Materials				Activity
				Vocabulary	Grammar	Language Function	Text	

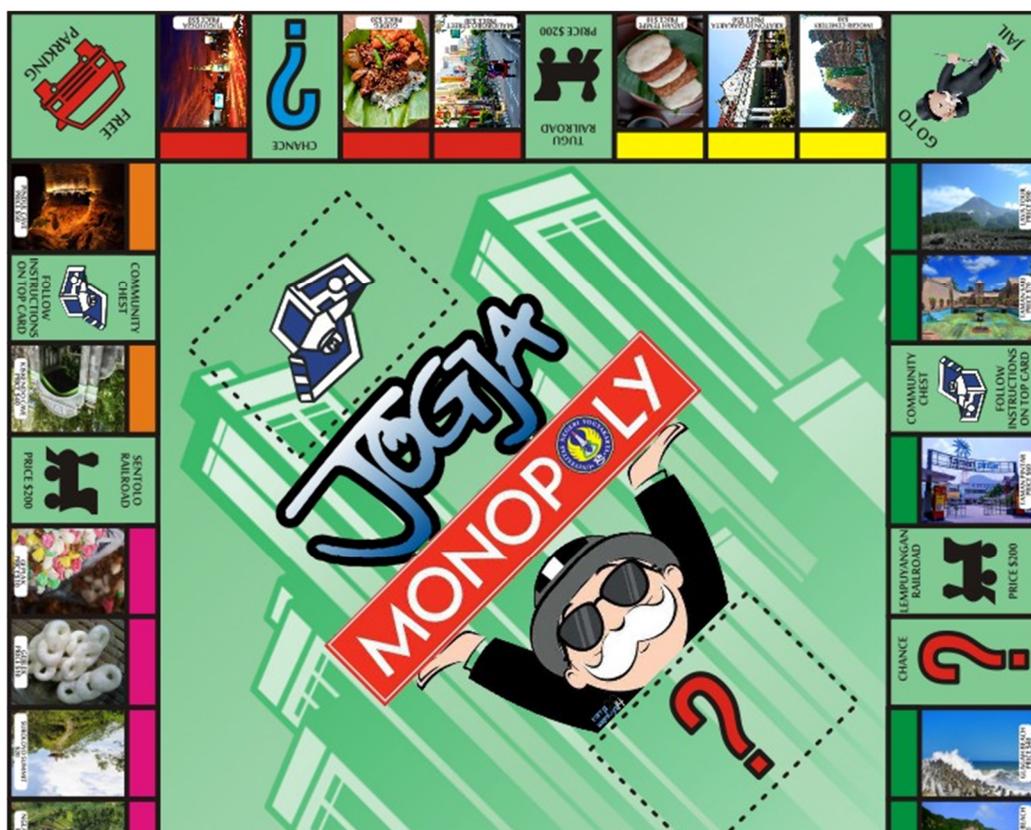
Table 6. Final course grid

The format of course grid above is more specific than the first one. There are detailed materials and activities mentioned to make the teacher easily teach and give the children background knowledge before implementing the monopoly game. The theme is the topics which will be taught and the skill is the ability which the teacher focused in. The competency is the activity in the teaching and learning and it will be measured

using the indicator. The function of the indicator is to show what the teacher expected from students after teaching and learning activity. On the vocabulary column, there are noun, verb, and adjective words related to the theme. The language function column describes the language functions which are used according to the indicator. The grammar column describes the grammar which is used in developing language functions. And the activity column, of course, describes the activities that the children do in the game.

3. Designing the products

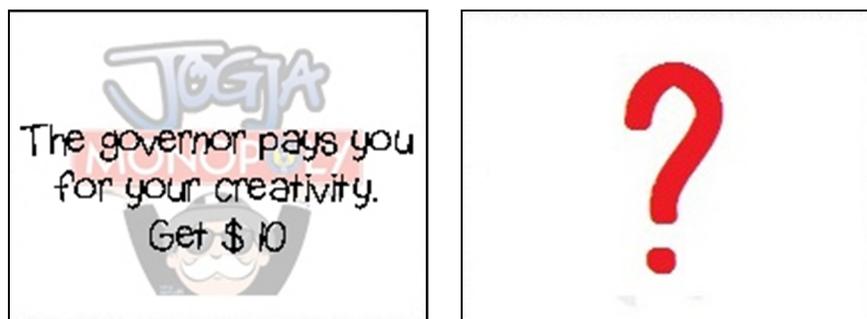
On this step, the researcher tried to choose interesting pictures and take them on the template of the monopoly. The equipment needed like dice, miniature of hotels and houses were taken from the authentic monopoly. The contents of community chest and chance cards were derived from the result of needs analysis and observation in the class.



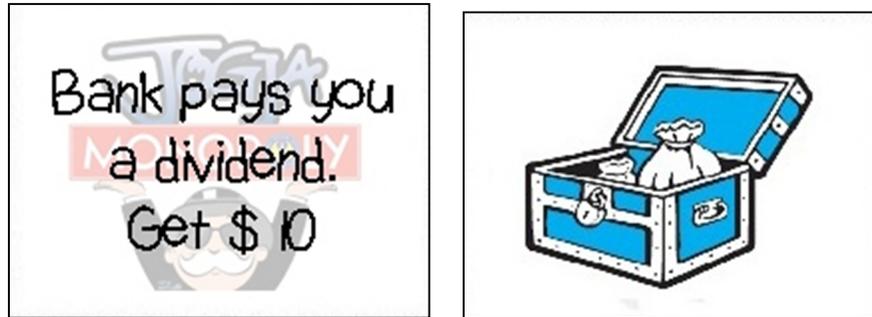
Picture 3. Game Board

GATOT		KRATON YOGYAKARTA	
RENT	\$ 10	RENT	\$ 50
1 house	\$ 5	1 house	\$ 5
2 houses	\$ 10	2 houses	\$ 20
3 houses	\$ 30	3 houses	\$ 75
4 houses	\$ 60	4 houses	\$ 125
hotel	\$ 75	hotel	\$ 250
mortgage value	\$ 5	mortgage value	\$ 25

Picture 4. Title deed card



Picture 5. Chance card



Picture 6. Community chest card



Picture 7. Payer's guide



Picture 8. Money

C. GETTING EXPERTS' VALIDATION

To collect the data, researcher met some experts. The task of the experts is to assess the products, both the content and the design. There will be some suggestions from the expert to make the products better. After this step is finished, the media can be produced to be implemented.

Here the result of the expert judgments:

1. Content Expert

a. Media aspect

No	Aspect	Score
1	Appropriateness between media and indicators.	4
2	Appropriateness between media and children's	4

	need.	
3	Appropriateness between media and children acquisition level.	4
4	The media encourage children to learn communicatively.	4
5	The media are related to daily life.	4
Total score		20
Percentage		80%

(Pinter, 2006; Tomlinson, 2008)

According to the result, the media aspect of the monopoly game developed is good although there are some revisions and suggestion from the expert. The revisions are on the course grid and on the player's guide. There are some grammatical mistakes and some sentences on the player's guide have to be changed because they are too complex for children.

b. Activities aspect

No	Aspect	Score
1	The activities encourage children to learn communicative language.	4
2	The activities are interesting.	4
3	The activities are based on the topic.	4
4	The activities apply understanding in certain language function.	4

Total score	16
Percentage	80%

(Cameron, 2001)

The percentage of the activities aspect indicates that this aspect is good but, still, there is revision. The revision is on the activities mentioned on the course grid. The description of the activities is less specific. The course grid need more specific and detailed activities to make the teachers easily understand what should they do before, during, and after the game played.

c. Setting aspect

No	Aspect	Score
1	The media cover several settings (in pair and in group).	4
2	The media encourage children to be independent or cooperative.	4
3	The media are able to increase children's communicative competence.	4
Total score		12
Percentage		80%

(Hadfield, 1999)

The setting aspect is also good according to the percentage. There is no revision on this aspect. It means that the game will run well in some settings.

d. Layout aspect

No	Aspect	Score
1	The media and the equipment are arranged orderly.	4
2	The materials are well organized and easy to understand.	4
3	The media are interesting.	4
4	The size and the font of the media and the content are readable.	4
5	The colors of the media and the equipment are interesting.	4
Total score		20
Percentage		80%

(Brewster, 2003)

Table 8. Content expert

According to the percentage, the layout of the media is good. The revision is on the layout of the player's guide. The reader will feel tired reading the player's guide because the background is too crowded and the color of the font is striking. It is better to take some pictures and change the color of the font to the dark one than use picture as background.

2. Media Expert

a. Design aspect

No	Aspect	Score
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1	The composition of colors.	5
2	The choice of pictures.	5
3	The choice of pictures' size.	4
4	The choice of cards' size.	5
5	The choice of equipment.	4
6	The choice of equipment's size.	5
7	The quality of the media.	4
8	The quality of the content of media.	5
Total score		37
Percentage		92,5%

(Brewster, 2003)

The design of media, according to media expert, is very good. The choice of media's size, the choice of pictures and equipment makes the children interested. Meanwhile, there are some parts which have to be changed. The first part is the mascot of the game. Because it is 'JOGJA MONOPOLY', the mascot has to be more 'Jogja'. It is better to put a man with *surjan* than a man with tuxedo. The second revision is on game board's line. The black one is not bad but it will be better if the line changed into white one. The game board will be more interested if the line is in light color. The last revision is on the background of the game board. It is better to put the special things

which are only Jogja has it, city lamp and *Tugu Pal*. The background has to be more *njawani* because the monopoly designed is “JOGJA MONOPOLY” game.

b. Development aspect

No	Aspect	Score
1	The movable elements (tokens, dice, hotels, houses).	5
2	The development of the pictures.	4
3	The texts used in cards, money and game board (choice of fonts, size of fonts).	4
4	The arrangement of pictures and texts.	4
Total score		17
Percentage		85%

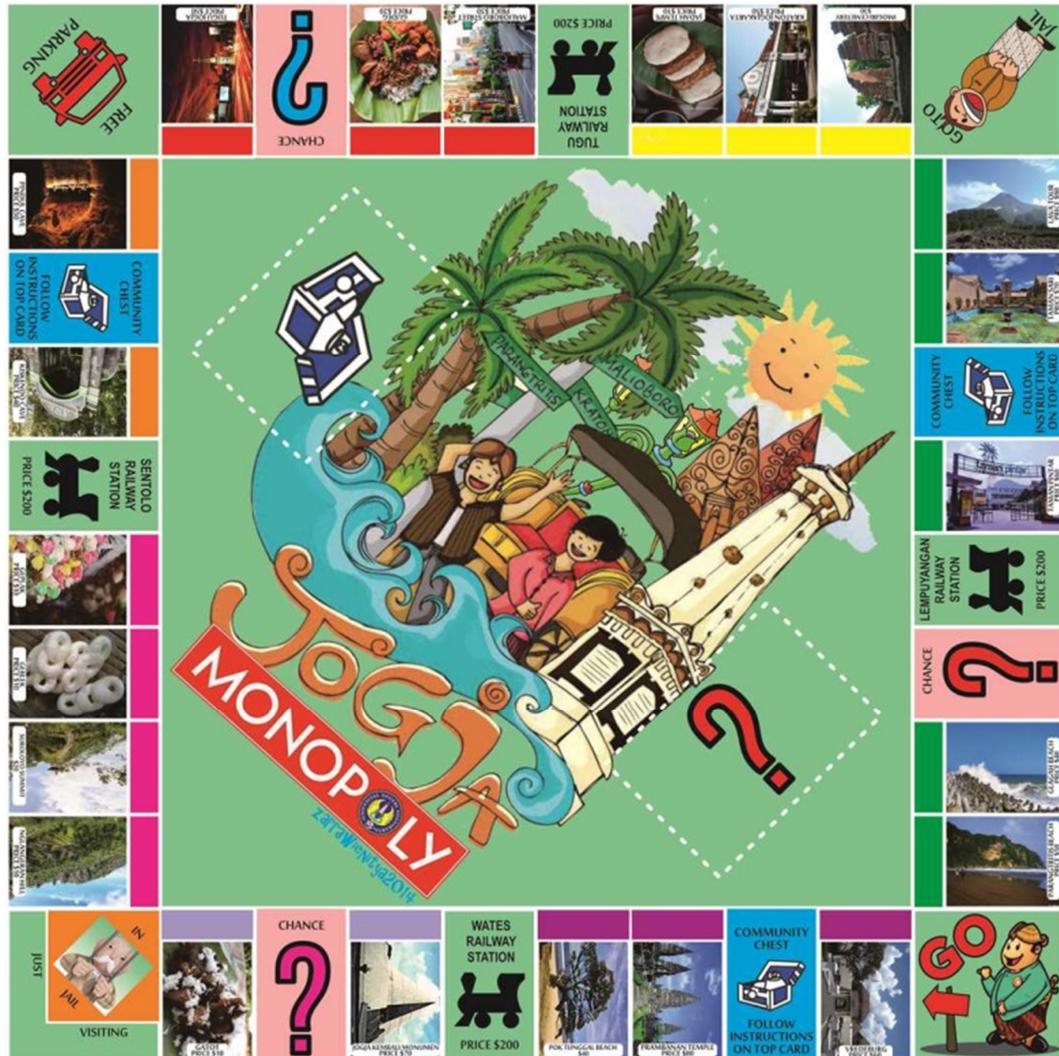
(Brewster, 2003)

Table 9. Media expert

The percentage of this aspect indicates that the development of the media is very good and there is no revision on this aspect. It means that the game is interesting and arranged orderly.

D. PRODUCTS REVISION

After being revised by the experts, the products were developed. There are some changes on the game board, community chest and chance cards, title deed cards and player's guide according to experts' suggestions.



Picture 9. Game board

GATOT		KRATON YOGYAKARTA	
RENT \$ 10		RENT \$ 50	
1 stall	\$ 5	1 house	\$ 5
2 stalls	\$ 10	2 houses	\$ 20
3 stalls	\$ 30	3 houses	\$ 75
4 stalls	\$ 60	4 houses	\$ 125
restaurant	\$ 75	hotel	\$ 250
mortgage value	\$ 5	mortgage value	\$ 25

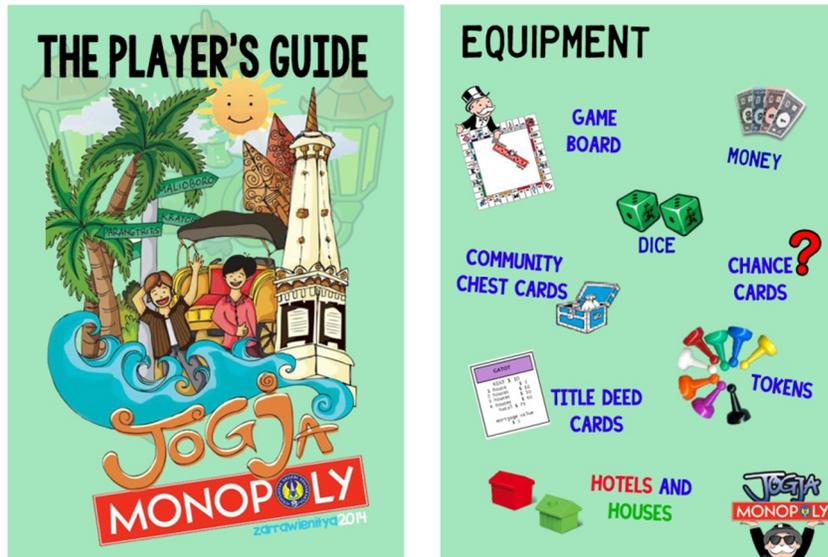
Picture 10. Title deed card



Picture 11. Chance card



Picture 12. Community chest card



Picture 13. Player's Guide

 <p>father \$ 50</p>	 <p>mother \$ 50</p>	 <p>lawyer \$ 50</p>
 <p>police \$ 50</p>	 <p>avocado \$ 50</p>	 <p>cherry \$ 50</p>

Picture 14. Money

E. TRYING OUT THE PRODUCTS

The products were implemented to 5 teachers of EFH and 9 children in the researcher's own language school. The aim of the implementation is to assess the instructional design of the monopoly game and to test the effectiveness of the products, whether they are good or not to teach speaking to children.

The instructional design of which is the design player's guide and the rules of the game. There are 10 aspects which are being assessed.

No	Aspect
1	The instructions are clear.
2	The instructions are specific.
3	The instructions are short and to the point.
4	The instructions are easy to understand.
5	The instructions are easy to follow.
6	The choice of the pictures.
7	The development of the pictures.
8	The size of the pictures.
9	The color of the background.
10	The type of the font.
11	The color of the font.

12	The size of the font.
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(Brewster: 2003; Needlman:2010)

Table 7. Aspects of instructional design

From 5 teachers of EFH 2014, it can be concluded that the instructions of the game are clear and specific. The instructions use short and to the point language which are very helpful for the children. The specific instructions with clear and to the point language make the children easy to understand them and the children will follow the instruction without any distraction.

The choice of pictures in player's guide is very good and interesting and the development of them is good. But in some spots, the pictures are very crowded. Some pictures are in big size but the others are smaller.

The next aspect is the choice of background's color. The color of the background is interesting and not distracted. Light green color without any pictures is used. The choice of the font's type and color is very good. It is attracting but not distracted. The size of the color is also readable so that the children can easily read them.

The implementation to the children indicated that the 'JOGJA MONOPOLY' can be used to teach them speaking skill. They enjoy the game and they have interactions while the game is played. The children also implement what they get from the game on their daily life. They communicate with their friends with English although they only use some words in English.

F. PRODUCING FINAL PRODUCTS

The final products were produced after the implementation of them. There is no revision on the design of the products, but the papers of the printed products have to be changed. The papers are not durable if they are used in long time. They changed into the thicker one and the game board uses hardboard as the base of it.



Picture 15. Final products

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Since 2013 curriculum is implemented in Indonesia, English is a subject which is no longer taught in elementary school. This is an unfavorable phenomenon because nowadays English is a global language. Then, there are many private language schools offer some interested programs as a result of the policy of the government but the facilities of teaching and learning activities are not creatively made. Private language schools have to be more creative in choosing media or methods that can motivate children to learn English and focusing the English learning in speaking skill. These are the two important things to be considered in developing the products, “JOGJA MONOPOLY GAME”.

A. CONCLUSIONS

a. The instructional design

Based on the findings, the instructional design of the “Jogja Monopoly Game” is clear and easy to understand. It is very helpful for the children to follow the instruction of the game. The gambits and language functions are also easy for the children because they are simple and use short language. The instructions are written on the interesting form. There are some pictures to attract the children.

b. The contents of the monopoly game

The contents of the media are suitable to the indicators in the course grid. They meet the children's needs and encourage the children to learn communicatively. The activities in the game are interesting and make the children learn unconsciously. They are based on the topic and apply understanding in certain language function. They are also applicable to the children's daily life. The media also cover several settings. They encourage the children to be independent or cooperative and also able to increase the children's communicative competence.

c. The design of the monopoly game

The design of the monopoly game is very interesting. The composition of colors, the choice of the pictures, the choice of the equipment attract the children and make the children enjoy playing the game. The development of the pictures is very good. It is not striking and disturbing the children on understanding the content of the monopoly game.

B. RECOMMENDATIONS

1. For teachers

For teachers who want to develop the same products, it is better if they consider the background of their students. Knowing the learning habits, playing habits and their daily life are very important before developing the activities on the game.

2. For language schools

These products are very important for language schools because the media encourage the children to learn communicatively. For language schools who want to develop the same products, considering the reading and speaking ability of the children is very important because the two skills mentioned are involved while the children are playing the game.

3. For other researchers

It is important to attend to the choice of the experts. The experts have to be the person who has experiences on their area. The development of the media is also important because it is not easy to make the children get interested in certain thing.

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Silabus EFH 2014

Kelas: 4

No	ACARA Hari/ Tanggal	KEGIATAN AKADEMIK						
		Kompetensi	Theme	Indikator	Materi	Aktivitas Pembelajaran	Media/Sumber Belajar	Karakter
1.	Senin/ 30 Juni 2014 1. Upacara Pembukaan 2. Perkenalan guru peserta	2.3 Bercakap- cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindakan: mengenal kan diri, mengajak, meinta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang	Intro ductio n & greeti ng	1. Mengide ntifikasi kosakata terkait perkenal an 2. Melafalk an kosakata dan ungkapa n terkait perkenal an dengan akurat dan lancar (intonasi, stress,dll) 3. Menyebu tkan makna kosakata terkait perkenal an 4. Menggu	<i>Key vocabulary:</i> <i>Hello, hi, name, I, you, your,</i> <i>Good morning, good afternoon, how are you, fine, good, great, Ok, wonderful, bye, see you.</i> <i>Key expressions:</i> <i>Good morning.</i> <i>What's your name?</i> <i>I am..</i> <i>My name's...</i> <i>Hello, Jane.</i> <i>How are you?</i> <i>I'm great.</i> <i>I'm wonderful.</i> <i>Just so so.</i> <i>Not very good.</i> <i>Good bye</i> <i>He is..</i> <i>She is..</i> <i>I go to ...</i> <i>I'm ten.</i>	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. <ul style="list-style-type: none">Menentukan <i>theme song, mascot</i>, dan yel2;Memilih ketua kelasMendekor kelas. Inti: 1. Presentation <ul style="list-style-type: none">Guru berkenalan dengan siswa.Guru memberi contoh beberapa ekspresi untuk berkenalan.Guru memberi contoh cara memperkenalkan orang lain.Guru memberi contoh beberapa ekspresi untuk	Sumber Belajar: 1. <i>Hello how are you song</i> 2. <i>Hello game</i> 3. <i>Zip zap game</i> Media: Bola kecil	1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesama 6. Berani 7. Rasa hormat dan perhatian 8. Tekun

				nakan ungkapan perkenalan dengan tepat (aspek grammar)		menyapa. 2. Practice • Siswa berlatih mengenalkan diri dan orang lain dengan bermain game hello game dan zip zap. • Siswa menyanyikan lagu hello how are you. 3. Production • Secara berpasangan, siswa memperkenalkan temannya di depan kelas. Penutup: 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan memberi pesan apa yang harus dibawa besok.		
2.	Selasa/1 Juli 2014 Campus tour	2.3. Ber cakap- cakap untuk meminta/ memberi informasi secara berterima yang melibatkan	Expressing likes and dislikes (Fruit)	1. Mengidentifikasi kosakata terkait dengan tema "fruit" 2. Melafalkan kosakata dan	<i>Key vocabulary:</i> <i>Mango, watermelon, apple, banana, grape, orange, durian, star fruit, dragon fruit, strawberry, cherry, lemon, guava, avocado, melon, pineapple .</i> <i>Key expressions:</i> <i>Do you like...?</i>	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu Inti: 1. Presentation • Guru memutar lagu	Sumber belajar: 1. Do you like song 2. Memory game 3. Whisper game Media Flashcards of fruit Worksheets	1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian

		<p>n tindak tutur: mengingatkan, menyatakan suka/tidak suka, menanyakan jumlah, menanyakan keadaan, mmberi komentar, memberi pendapat, dan mengusulkan.</p>		<p>ungkapan terkait dengan tema “fruit” dengan akurat dan lancar (intonasi, stress,dll)</p> <p>3. Menyebutkan makna kosakata terkait dengan tema “fruit”</p> <p>4. Menggunakan ungkapan terkait dengan tema “fruit” dengan tepat (aspek grammar)</p>	<p><i>Yes I do.</i> <i>No I don't.</i> <i>What is your favorite fruit?</i> <i>I like...</i> <i>I hate....</i> <i>I don't like...</i></p>	<p>do you like.</p> <ul style="list-style-type: none"> • Guru menunjukkan flashcards dan meminta siswa mengidentifikasi kosakata terkait tema. • Guru memberi contoh cara melafalkan kosakata terkait tema. <p>2. Practice</p> <ul style="list-style-type: none"> • Guru membacakan sebuah cerita dan meminta siswa untuk menjawab pertanyaan terkait. • Siswa bermain memory game berkaitan dengan kosakata terkait tema secara berkelompok. <p>3. Production</p> <ul style="list-style-type: none"> • Siswa bermain whisper game terkait dengan topic fruit. • Siswa menceritakan buah kesukaan dan makanan yang dibenci. <p>Penutup:</p> <ol style="list-style-type: none"> 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan 		8. Tekun
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						pesan/pengayaan memberi pesan apa yang harus dibawa besok.		
3.	<i>Rabu/2 Juli 2014 Class activity</i>	6.1. Berakap-cakap untuk meminta /memberi informasi secara berterima yang melibatkan tindakan memberi informasi , memberi pendapat, dan meminta kejelasan.	Asking & Giving information (Colour, shape, stationery)	<ol style="list-style-type: none"> 1. Mengidentifikasi kosakata terkait dengan tema "colour, shape, stationery" 2. Melafalkan kosakata dan ungkapan terkait dengan tema "colour, shape, stationery" dengan akurat dan lancar. 3. Menyebutkan makna kosa- 	<p><i>Key vocabulary:</i> Red, white, black, green, grey, blue, yellow, purple, pink, grey, brown, square, circle/round, triangle, rectangle, cylinder, big, small, long, short, book, pen, pencil, ruler, desk, chair, eraser, glue, board marker, white board, ball.</p> <p><i>Key expressions:</i> It is square. It is a blue book. It is a red square clock. Can you describe it? What does it look like? What colour is your bag?</p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. Warming up 2. Welcoming the students 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu <p>Inti:</p> <ol style="list-style-type: none"> 1. Presentation <ul style="list-style-type: none"> • Guru menstimulasi siswa untuk menyebutkan warna dan bentuk dalam bahasa Inggris. • Guru menstimulasi siswa untuk menyebutkan nama "stationery" yang ada di kelas. • Guru memberi contoh ekspresi untuk memberikan informasi terkait warna dan bentuk dari stationery tersebut. 2. Practice <ul style="list-style-type: none"> • Siswa berlatih melafalkan kosakata terkait tema dengan 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. bandit and sheriff game 2. monster dice <p>Media:</p> <ul style="list-style-type: none"> • Pictures of shapes and stationery • Realia of stationery • Paper and pencil color • Dice 	<ol style="list-style-type: none"> 1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun

				<p>kata terkait dengan tema “<i>colour, shape, stationery</i>”</p> <p>4. Menggunakan ungkapan-ungkapan terkait dengan tema “<i>colour, shape, stationery</i>” dengan tepat.</p>		<p>benar.</p> <ul style="list-style-type: none"> • Siswa berlatih untuk mendeskripsikan sesuatu yang ada disekitar. • Siswa bermain bandit and sheriff game. <p>3. Production</p> <ul style="list-style-type: none"> • Siswa bermain monster dice. • Siswa menggambar monster. • Siswa mendeskripsikan monster yang mereka gambar di depan kelas. <p>Penutup:</p> <ol style="list-style-type: none"> 1. menyampaikan ringkasan materi memberikan pesan/pengayaan 2. memberikan pesan/pengayaan memberi pesan apa yang harus dibawa besok. 		
4.	Kamis/3 Juli 2014 Workshop batik	6.1 Bercakap-cakap untuk menyertai tindakan secara berterima	Giving comm and (Action verbs)	1. Mengidentifikasi kosakata terkait dengan action	<p>Key vocabulary: Draw, close, cloths, raise, dip, rip, cut, slice, stand up, sit down, careful, rinse, colour.</p> <p>Key expressions:</p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu 	Sumber Belajar:	<ol style="list-style-type: none"> 1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame

		yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba , dan memberi petunjuk.		verbs. 2. Melafalkan kosakata dan ungkapan terkait dengan action verbs dengan akurat dan lancar. 3. Menyebutkan makna kosakata terkait dengan action verbs. 4. Menggunakan ungkapan-ungkapan terkait dengan action verbs dengan tepat.	Be careful. Rinse the cloth. Draw the pattern. Colour it. Sit down please.	Inti: 1. Presentation 2. Practice 3. Production Penutup: 3. menyampaikan ringkasan materi memberikan pesan/pengayaan 4. memberikan pesan/pengayaan memberi pesan apa yang harus dibawa besok.		6. Berani 7. Rasa hormat dan perhatian 8. Tekun
5	Jumat/4	Bercakap-	<i>Givin</i>	1. Mengide	<i>Key vocabulary:</i>	Pembukaan:	Sumber Belajar:	1. Ramah

	juli 2014	cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, memberi perintah, dan memberi petunjuk.	g comm and (feeling)	ntifikasi kosakata terkait perintah dan aba-aba 2. Melafalkan kosakata dan ungkapan terkait perintah dan aba-aba dengan akurat dan lancar (intonasi, stress, dll) 3. Menyebutkan makna kosakata terkait perintah dan aba-aba 4. Menggunakan	<i>Please, sit down, stand up, there, here</i> <i>Key expressions:</i> <i>Stand up please. Sit down please. Open the door. Turn on the lamp. Turn off the lamp. Go there. Place the picture here.</i>	1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. Inti: 1. Eksplorasi 2. Elaborasi 3. Konfirmasi Penutup: 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok.	1. <i>Flash card</i> 2. <i>Gesture game</i> 3. <i>Story the very hungry caterpillar</i> Media: Kertas, gunting, lem, flash card, pensil warna/crayon	2. Bersahabat 3. Ceria 4. Berani 5. Rasa hormat dan perhatian 6. Tekun
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				ungkapan perintah dan aba-aba dengan tepat (aspek grammar)				
6	Selasa/8 Juli 2014	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta opini dan memberikan respon dari opini tersebut, menanggapi sesuatu dan memberi komentar.	Asking and giving opinion	<ol style="list-style-type: none"> 1. Mengidentifikasi kosakata terkait meminta dan memberikan opini 2. Melafalkan kosakata dan ungkapan terkait meminta dan memberikan opini dengan akurat dan 	<p><i>Key vocabulary:</i> <i>Think, opinion, feel, great, not bad, incredible, marvelous, so so, bad, not good, glad, happy, fun, boring, tired, difficult, easy</i></p> <p><i>Key expressions:</i> <i>Do you think...? What is your opinion about...? How do you feel about...? I think that... In my opinion... In my case...</i></p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. <p>Inti:</p> <ol style="list-style-type: none"> 1. Eksplorasi 2. Elaborasi 3. Konfirmasi <p>Penutup:</p> <ol style="list-style-type: none"> 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan memberi pesan apa yang harus dibawa besok. 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. <i>Worksheet</i> 2. <i>Survey game</i> <p>Media: Kertas, gunting, lem, worksheet.</p>	<ol style="list-style-type: none"> 1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Berani 6. Tanggung jawab

				<p>lancar (intonasi, stress, dll)</p> <p>3. Menyebutkan makna kosakata terkait meminta dan memberikan opini</p> <p>4. Menggunakan ungkapan meminta dan memberikan opini (aspek grammar)</p>				
7	Kamis/10 Juli 2014	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengundang	Inviting someone	<p>1. Mengidentifikasi kosakata terkait mengundang seseorang, pakaian dan acara tertentu.</p>	<p><i>Key vocabulary:</i> Come, join, party, pleasure, love, thank you, sorry, birthday, skirt, t-shirt, skirt, trousers, shirt</p> <p><i>Key expressions:</i> Would you like to ... What about ...? Come and ... Why don't you</p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. Warming up 2. Welcoming the students 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. <p>Inti:</p> <ol style="list-style-type: none"> 1. Eksplorasi 2. Elaborasi 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. Flash card 2. Survey game 3. Bandit and sheriff game <p>Media: Kertas, gunting, lem, flash card.</p>	<ol style="list-style-type: none"> 1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Berani 6. Tanggung jawab

		<p>seseorang, memberikan respon atas undangan seseorang.</p>		<p>2. Melafalkan kosakata dan ungkapan terkait mengundang seseorang, pakaian dan acara tertentu. (intonasi, stress, dll)</p> <p>3. Menyebutkan makna kosakata terkait mengundang seseorang, pakaian dan acara tertentu.</p> <p>4. Menggunakan ungkapan</p>	<p>... ?</p> <p><i>I'd like to. That would be very nice. That sounds a nice idea. With pleasure. All right. I won't say no! Great. Lovely. You're on! OK! Thank you very much, but... I'd like to, but... I'm sorry, I can't. Thank you for asking me, but... I'd love to but... Sorry, I can't.</i></p>	<p>3. Konfirmasi</p> <p>Penutup:</p> <ol style="list-style-type: none"> 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan memberi pesan apa yang harus dibawa besok. 		
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				n mengund ang seseoran g, pakaian dan acara tertentu dengan tepat (aspek grammar)				
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Silabus EFH 2012

Kelas: 4B

No	ACARA	KEGIATAN AKADEMIK						
	Hari/Tanggal/	Kompetensi	Theme	Indikator	Materi	Aktivitas Pembelajaran	Media/Sumber Belajar	Karakter
1	Senin/ 2 Juli 2012 3. Upacara Pembukaan 4. Perkenalan guru peserta	2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindakan tutur: mengenalkan diri , mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang	Introduction	5. Mengidentifikasi kosakata terkait perkenalan 6. Melafalkan kosakata dan ungkapan terkait perkenalan dengan akurat dan lancar (intonasi, stress, dll) 7. Menyebutkan makna kosakata terkait	<i>Key vocabulary:</i> <i>Hello, hi, name, I, you, your,</i> <i>Good morning, good afternoon, how are you, fine, good, fine, Ok, fantastic, bye.</i> <i>Key expressions:</i> <i>Good morning.</i> <i>What's your name.</i> <i>I am..</i> <i>My name's...</i> <i>Hello, Jane.</i> <i>How do you do.</i> <i>How are you?</i> <i>I am great.</i> <i>Just so so.</i> <i>Not very good.</i> <i>Good bye</i>	Pembukaan: 4. <i>Warming up</i> 5. <i>Welcoming the students</i> 6. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. • Menentukan <i>theme song, mascot</i> , dan yel2; • Memilih ketua kelas • Mendekor kelas. Inti: 4. Eksplorasi 5. Elaborasi 6. Konfirmasi Penutup: 3. menyampaikan ringkasan materi 4. memberikan pesan/pengayaan memberi pesan apa yang harus dibawa besok.	Sumber Belajar: 4. Lagu <i>Hello What's Your Name?</i> 5. <i>Zip zap game</i> Media: Kertas, gunting, spidol, lem, tali, bendera	9. Ramah 10. Bersahabat 11. Ceria 12. Menghargai perbedaan 13. Mencintai sesame 14. Berani 15. Rasa hormat dan perhatian 16. Tekun

				perkenalkan 8. Menggunakan ungkapan perkenalkan dengan tepat (aspek grammar)				
2	Selasa/ 3 Juli 2012 Class Activity	6.1. Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindakan: memberi contoh melakukan sesuatu,	Transportations	<ol style="list-style-type: none"> Mengidentifikasi kosakata terkait dengan tema "Transportations" Melafalkan kosakata dan ungkapan terkait dengan tema "Transportations" 	<p><i>Key vocabulary:</i> Plane, bus, bike, car, ship, boat, train, motorbike, pedicab, truck.</p> <p><i>Key expressions:</i> How do you go to EFH? I'm flying on my plane. I'm riding in my bus. I'm riding on my bike. I'm riding in my car. I'm sailing on my ship. I'm sailing on my boat. I'm riding in my train. I'm riding in my train. I'm riding on my motorcycle. I'm riding in my pedicab.</p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> Warming up Welcoming the students Menjelaskan apa yg akan dipelajari/dilakukan hari itu <p>Inti:</p> <ol style="list-style-type: none"> Eksplorasi Elaborasi Konfirmasi <p>Penutup:</p> <ol style="list-style-type: none"> menyampaikan ringkasan materi memberikan pesan/pengayaan memberikan pesan/pengayaan 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> Lagu (<i>I'm going up to London</i>) Whisper race game <p>Media: Gambar transportasi, kartu bergambar</p>	<ol style="list-style-type: none"> Ramah Bersahabat Ceria Menghargai perbedaan Mencintai sesame Berani Rasa hormat dan perhatian Tekun

		memberi aba-aba, dan memberi petunjuk.		dengan akurat dan lancar. 3. Menyebutkan makna kosakata terkait dengan tema "Transportations" Menggunakan ungkapan-ungkapan terkait dengan tema "Transportations" dengan tepat.	<i>I'm riding in my truck.</i>	5. memberi pesan apa yang harus dibawa besok.		
3.	Rabu/ 4 Juli 2012 Campus Grand Tour		Safety Equipments					1.
4.	Kamis/ 5 Juli 2012		Procedure					2.

	Barbeque							
5	Jumat/ 6 Juli 2012 Class Activity	6.1. Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindakan tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.	Transportation	<ol style="list-style-type: none"> 1. Mengidentifikasi kosa-kata terkait dengan tema "Transportations" 2. Melafalkan kosa-kata dan ungkapan terkait dengan tema "Transportations" dengan akurat dan lancar. 3. Menyebutkan makna kosa-kata terkait dengan tema "Transportations" 4. Menggunakan ungkapan 	<p>Key vocabulary: <i>Plane, bus, bike, car, ship, boat, train, motorbike, pedicab, truck.</i></p> <p>Key expressions: <i>How do you go to EFH?</i> <i>I'm flying on my plane.</i> <i>I'm riding in my bus.</i> <i>I'm riding on my bike.</i> <i>I'm riding in my car.</i> <i>I'm sailing on my ship.</i> <i>I'm sailing on my boat.</i> <i>I'm riding in my train.</i> <i>I'm riding on my motorcycle.</i> <i>I'm riding in my pedicab.</i> <i>I'm riding in my truck.</i></p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu <p>Inti:</p> <ol style="list-style-type: none"> 1. Eksplorasi 2. Elaborasi 3. Konfirmasi <p>Penutup:</p> <ol style="list-style-type: none"> 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. Lagu (<i>I'm going up to London</i>) 2. <i>Whisper race game</i> <p>Media: Gambar transportasi, kartu bergambar</p>	<ol style="list-style-type: none"> 3. Ramah 4. Bersahabat 5. Ceria 6. Menghargai perbedaan 7. Mencintai sesame 8. Berani 9. Rasa hormat dan perhatian 10. Tekun

				- ungkapan terkait dengan tema "Transportations" dengan tepat.					
6	Senin/ 9 Juli 2012 Class Activity	6.2. Bercakap- cakap untuk meminta/me mber jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang	First aid: askin g for help	1.	<i>Key vocabulary:</i> <i>Scissors, sharp pencil, cutter, s</i> <i>Key expressions:</i> Could you help me, please? Would you mind helping me? Yes, sure. Of course. What is going on? What happens? My leg is injured. My leg is broken. Tense: Simple Present Tense	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. Inti: 1. Eksplorasi 2. Elaborasi 3. Konfirmasi Penutup: 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok	Sumber Belajar: 1. Lagu <i>Pinocchio</i> 2. <i>Role play</i> Media: Gambar benda-benda berbahaya di kelas, realia	1. Ramah 2. Bersahabat 3. Ceria 4. Mengharga i perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun	
7	Selasa/ 10 Juli 2012		<i>SOS, first aid</i>						

	Trip to Museum Merapi							
8	Rabu/ 11 Juli 2012 Class Activity	6.2. Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang	<i>First aid: asking for help, what happen</i>		<i>Key vocabulary:</i> <i>Scissors, sharp pencil, cutter, s</i> <i>Key expressions:</i> Could you help me, please? Would you mind helping me? Yes, sure. Of course. What is going on? What happens? My leg is injured. My leg is broken. Tense: Simple Present Tense	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. Inti: 1. Eksplorasi 2. Elaborasi 3. Konfirmasi Penutup: 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok	Sumber Belajar: 1. Lagu <i>Pinocchio</i> 2. <i>Role Play</i> Media: Gambar benda-benda berbahaya di kelas, realia	1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun
9	Kamis/ 12 Juli 2012 Class ACTivity	5.2 Merespon instruksi sangat sederhana secara verbal 6.1 Bercakap-cakap untuk	<i>Lost in the City (Giving directions)</i>		<i>Key vocabulary:</i> <i>Hospital, restaurant, Police station, bus station, school, T-junction, cross road, traffic light</i> <i>Directions:</i> <i>Turn right, turn left, go ahead, go straight,</i> <i>Key expressions:</i>	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. Inti: 1. Eksplorasi 2. Elaborasi	Sumber Belajar: 1. Lagu ????? 2. <i>Lost in the City Game</i> 3. <i>Direction Game</i> 4. <i>Spongebob tex</i> Media: Gambar, Peta, puppet,	1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian

		menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.			Could you tell me how to go to ___? Where are you now?	3. Konfirmasi Penutup: 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan		8. Tekun
1 0 .	Jumat/ 13 Juli 2012 Closing							

COURSE GRID

Theme	Skill	Competency	Indicators	Materials and Language Functions
Family and Occupation	Speaking	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri, mengenalkan orang lain, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang	<p>9. Children can identify vocabularies about introduction, family, and occupations.</p> <p>10. Children can identify the pronunciation of vocabularies and expressions about introduction, family, and occupations (intonation, stress, etc).</p> <p>11. Children can identify the meaning of vocabularies about introduction, family, and occupations.</p> <p>12. Children can identify the use of expressions about introduction, family, and occupations correctly (grammar).</p>	<p>Key vocabulary: Father, mother, brother, sister, uncle, aunt, grandmother, grandfather, niece, nephew, cousin, student, teacher, police, pilot, driver, seller, soldier, doctor, nurse, veterinarian, mechanic, barber, musician, painter, actor</p> <p>Key expressions: My name is ... I am a student. This is my father/mother/brother/sister... Her/his name is ... Is this your father/mother/brother/sister...? What is your father/mother/brother/sister...? My father/mother/brother/sister... is a ...</p>
Fruits and Vegetables	Speaking	Bercakap-cakap untuk meminta/memberi informasi secara berterima	<p>1. Children can identify vocabularies about fruits and vegetables.</p>	<p>Key vocabulary: Mango, watermelon, apple, banana, grape, orange, durian, star</p>

		yang melibatkan tindak tutur: mengingatkan, menyatakan suka/tidak suka , menanyakan jumlah, menanyakan keadaan, memberi komentar, memberi pendapat, dan mengusulkan	<ol style="list-style-type: none"> 2. Children can identify the pronunciation of vocabularies and expressions about fruits and vegetables (intonation, stress, etc). 3. Children can identify the meaning of vocabularies about fruits and vegetables. 4. Children can identify the use of expressions about fruits and vegetables correctly (grammar). 	<p>fruit, dragon fruit, strawberry, cherry, lemon, guava, avocado, melon, pineapple, potato, carrot, tomato, corn, garlic, onion, chili, celery, eggplant, cucumber, mushroom, pumpkin, lettuce, peas</p> <p>Key expressions: I like ... I don't like ... Do you like ...? Yes I do. No I don't. What is your favorite fruit/vegetable? My favorite fruit/vegetable is ... I like ... better than ...</p>
Animals	Speaking	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi , memberi pendapat, dan meminta kejelasan.	<ol style="list-style-type: none"> 1. Children can identify vocabularies about animals. 2. Children can identify the pronunciation of vocabularies and expressions animals (intonation, stress, etc). 3. Children can identify the meaning of vocabularies about animals. 4. Children can identify the use of expressions about animals 	<p>Key vocabulary: Wild, tame, crocodile, horse, monkey, koala, bear, snake, tiger, lion, bird, chicken, pig, camel, elephant, giraffe, fox, fish, whale, rhino, zebra, squirrel, cheetah, frog, mouse, owl, deer, hippo, turtle, neck, tail, trunk, tusk, body, big, small, tiny, long, short</p> <p>Key expressions: This is a/an ... It has ...</p>

			correctly (grammar).	Where does it live? It lives in ... What does it eat? It eats ... It is wild/tame animal.
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COURSE GRID
JOGJA MONOPOLY GAME

Theme	Skill	Competency	Indicators	Materials				Activity
				Vocabulary	Grammar	Language Function	Text	
Family and Occupation	Speaking	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri, mengenalkan orang lain, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang	13. Children can identify vocabularies about introduction, family, and occupations. 14. Children can identify the pronunciation of vocabularies and expressions about introduction, family, and occupations (intonation, stress, etc).	father, mother, brother, sister, uncle, aunt, grandmother, grandfather, niece, nephew, cousin, student, teacher, police, pilot, driver, seller, soldier, doctor, nurse, veterinarian, mechanic, barber, musician, painter, actor	Simple present tense. • My name is Zarra. • I am a student. • This is my father. • What is your father do? • My father is a businessman. • I want to be a	<ul style="list-style-type: none"> • My name is ... • I am a student. • This is my father/mother. • Her/his name is ... • What is your father/mother? • What is your father/mother do? • My father/mother is a/an ... • I want to be a... 	Descriptive text	<ul style="list-style-type: none"> • Introduction: children introduce themselves in the beginning of the game. • Vocabulary: children can identify vocabularies and the

			<p>15. Children can identify the meaning of vocabularies about introduction, family, and occupations.</p> <p>16. Children can identify the use of expressions about introduction, family, and occupations correctly (grammar).</p>		teacher.			<p>pronunciation of the vocabulary in the money of the game.</p> <ul style="list-style-type: none"> • Expressions: children ask their friends with some language functions from the community chest and chance cards.
--	--	--	--	--	----------	--	--	--

Fruit and Vegetables	Speaking	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengingatkan, menyatakan suka/tidak suka , menanyakan jumlah, menanyakan keadaan, memberi komentar, memberi pendapat, dan mengusulkan	<p>5. Children can identify vocabularies about fruit and vegetables.</p> <p>6. Children can identify the pronunciation of vocabularies and expressions about fruit and vegetables (intonation, stress, etc).</p> <p>7. Children can identify the meaning of vocabularies about fruit and vegetables.</p> <p>8. Children can identify the use of expressions</p>	mango, watermelon, apple, banana, grape, orange, durian, star fruit, dragon fruit, strawberry, cherry, lemon, guava, avocado, melon, pineapple, potato, carrot, tomato, corn, garlic, onion, chili, celery, eggplant, cucumber, mushroom, pumpkin, lettuce, peas, spinach, cauliflower, broccoli	Simple present tense. <ul style="list-style-type: none"> • I like spinach. • I don't like peas. • Do you like apple? • Yes I do. • No I don't. • What is your favorite fruit? • My favorite fruit is orange. 	<ul style="list-style-type: none"> • I like ... • I don't like ... • Do you like ...? • Yes I do. • No I don't. • What is your favorite fruit/vegetable? • My favorite fruit/vegetable is ... 	Descriptive text	<ul style="list-style-type: none"> • Vocabulary: children can identify vocabularies and the pronunciation of the vocabulary in the money of the game. • Expressions: children ask their friends with some
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			about fruit and vegetables correctly (grammar).					language functions from the community chest and chance cards.
Animals	Speaking	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi , memberi pendapat, dan meminta kejelasan.	5. Children can identify vocabularies about animals. 6. Children can identify the pronunciation of vocabularies and expressions animals (intonation, stress, etc). 7. Children can identify the meaning of	tame, wild, horse, chicken, bird, elephant, giraffe, fish, deer, mouse, cat, frog, owl, turtle, pig, crocodile, monkey, koala, bear, snake, tiger, lion, bird, chicken, camel, fox, whale, rhino, squirrel, cheetah,	Simple present tense. • This is an elephant. • It has a trunk. • Where does it live? • It lives in forest. • What does it eat? • It eats	<ul style="list-style-type: none"> • This is a/an ... • It has ... • Where does it live? • It lives in ... • What does it eat? • It eats ... • It is wild/tame animal. • What is your pet? • My pet is a/an... 	Descriptive text	<ul style="list-style-type: none"> • Vocabulary: children can identify vocabularies and the pronunciation of the vocabulary in the money of the game.

			<p>vocabularies about animals.</p> <p>8. Children can identify the use of expressions about animals correctly (grammar).</p>	<p>hippo, turtle, neck, tail, trunk, tusk, body, big, small, tiny, long, short</p>	<p>grass.</p> <ul style="list-style-type: none"> • It is tame animal. • What is your pet? • My pet is a dog. 			<ul style="list-style-type: none"> • Expressions: children ask their friends with some language functions from the community chest and chance cards.
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"THE JOGJA MONOPOLY GAME"
A Thesis by Zarra Wienitya Larasati

Kepada. Yth

Bapak/Ibu **Ani Setyaningsih, S. Pd.**

Dengan hormat,

Bersama surat ini, saya:

Nama : Zarra Wienitya Larasati
NIM : 10202244001
Jurusan : Pendidikan Bahasa Inggris

Memohon kepada Bapak/Ibu untuk memberikan penilaian atau *Expert Judgement* bagi media yang saya susun sebagai syarat untuk mendapatkan pengesahan tugas akhir gelar Sarjana Pendidikan jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta dengan judul "DEVELOPING THE JOGJA MONOPOLY GAME TO TEACH SPEAKING IN PRIVATE LANGUAGE SCHOOLS" yang saya lampirkan bersama surat ini.

Kelengkapan media tersebut adalah sebagai berikut:

1. Course grid
2. Buku petunjuk pemakaian dan peraturan permainan.
3. Papan permainan.
4. Uang-uangan.
5. Kartu hak milik.
6. Kartu dana umum dan kesempatan.
7. Perlengkapan permainan (dadu, rumah, hotel dan bidak).
8. Box pengemas permainan.

Atas kesediaan Bapak/Ibu, saya ucapkan terimakasih.

Zarra Wienitya Larasati

10202244001

"THE JOGJA MONOPOLY GAME"
A Thesis by Zarra Wienitya Larasati

CONTENT EXPERT

Detail of the score

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

a. Media aspect

No	Aspect	Score				
		1	2	3	4	5
1	Appropriateness between media and indicators.				✓	
2	Appropriateness between media and children's need.				✓	
3	Appropriateness between media and children acquisition level.				✓	
4	The media encourage children to learn communicatively.				✓	
5	The media are related to daily life.				✓	

(Pinter: 2006, Tomlinson: 2008)

b. Activities aspect

No	Aspect	Score				
		1	2	3	4	5
1	The activities encourage children to learn communicative language.				✓	
2	The activities are interesting.				✓	
3	The activities are based on the topic.				✓	
4	The activities apply understanding in certain language function.				✓	

(Cameron: 2001)

"THE JOGJA MONOPOLY GAME"

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c. Setting aspect

No	Aspect	Score				
		1	2	3	4	5
1	The media cover several settings (in pair and in group).				✓	
2	The media encourage children to be independent or cooperative.				✓	
3	The media are able to increase children's communicative competence.				✓	

(Hadfield: 1999)

d. Layout aspect

No	Aspect	Score				
		1	2	3	4	5
1	The media and the equipment are arranged orderly.				✓	
2	The materials are well organized and easy to understand.				✓	
3	The media are interesting.				✓	
4	The size and font of the media and the content are readable.				✓	
5	The colors of the media and the equipment are interesting.				✓	

(Brewster: 2003)

e. Revision

No	Items must be revised	Suggestions
-	<p>Background of the player's guide is too crowded.</p> <p>The activities in the course grid are less specific.</p> <p>The game's equipment has some grammatical mistakes.</p>	<p>- Make the background more spacious for the content.</p> <p>- Need more specific activities & detailed activities.</p> <p>- Need revision on the game's equipment.</p>

"THE JOGJA MONOPOLY GAME"
A Thesis by Zarra Wienitya Larasati

Yogyakarta, October 2014

Expert



(Ani Sahaningsih)
NIP. 19780101 200501 2 002

"THE JOGJA MONOPOLY GAME"
A Thesis by Zarra Wienitya Larasati

Kepada. Yth

Bapak/Ibu **Podang Surata, S. Pd.**

Dengan hormat,

Bersama surat ini, saya:

Nama : Zarra Wienitya Larasati
NIM : 10202244001
Jurusan : Pendidikan Bahasa Inggris

Memohon kepada Bapak/Ibu untuk memberikan penilaian atau *Expert Judgement* bagi media yang saya susun sebagai syarat untuk mendapatkan pengesahan tugas akhir gelar Sarjana Pendidikan jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta dengan judul "DEVELOPING THE JOGJA MONOPOLY GAME TO TEACH SPEAKING IN PRIVATE LANGUAGE SCHOOLS" yang saya lampirkan bersama surat ini.

Kelengkapan media tersebut adalah sebagai berikut:

1. Course grid
2. Buku petunjuk pemakaian dan peraturan permainan.
3. Papan permainan.
4. Uang-uangan.
5. Kartu hak milik.
6. Kartu dana umum dan kesempatan.
7. Perlengkapan permainan (dadu, rumah, hotel dan bidak).
8. Box pengemas permainan.

Atas kesediaan Bapak/Ibu, saya ucapkan terimakasih.

Zarra Wienitya Larasati

10202244001

**"THE JOGJA MONOPOLY GAME'
A Thesis by Zarra Wienitya Larasati**

MEDIA EXPERT

a. Aspek Desain Media (*Design aspect*)

No	Aspek (<i>Aspect</i>)	Skor (<i>Score</i>)				
		1	2	3	4	5
1	Komposisi warna media. <i>The composition of color.</i>					✓
2	Pemilihan gambar pada media. <i>The choice of pictures.</i>					✓
3	Pemilihan ukuran gambar pada media. <i>The choice of pictures' size.</i>				✓	
4	Pemilihan ukuran kartu kelengkapan permainan. <i>The choice of cards' size.</i>					✓
5	Pemilihan perlengkapan permainan. <i>The choice of equipment.</i>				✓	
6	Pemilihan ukuran perlengkapan permainan. <i>The choice of equipment's size.</i>					✓
7	Kualitas media. <i>The quality of the media.</i>				✓	
8	Kualitas perlengkapan dan isi media. <i>The quality of the content of media.</i>					✓

(Brewster: 2003)

b. Aspek Penyusunan Media (*Development aspect*)

No	Aspek (<i>Aspect</i>)	Skor (<i>Score</i>)				
		1	2	3	4	5
1	Komponen yang dapat dipindahkan (bidak, dadu, hotel, dan rumah). <i>The movable elements (tokens, dice, hotels, houses).</i>					✓

"THE JOGJA MONOPOLY GAME"
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2	Penyusunan gambar pada media. <i>The development of pictures.</i>				✓	
3	Tulisan yang digunakan pada kartu hak milik, kartu dana umum dan kesenipatan dan papan permainan. <i>Text used in cards, money and game board (choice of fonts, size of fonts).</i>				✓	
4	Penyusunan gambar dan tulisan pada media. <i>The arrangement of pictures and texts.</i>				✓	

(Brewster: 2003)

a. Revisi (Revision)

No	Hal yang harus direvisi <i>(Items must be revised)</i>	Saran (<i>Suggestion</i>)
1. 2. 3.	Maskot Background Garis batas pd gambar	dirubah dgn pakaian adat jogja (Blangkon & sorjan) Ditambah lampu hias Malioboro semua hitam dirubah putih.

Solo, 12 October 2014

Expert


 (Podang Suratna)



Batik Keris

BATIKS - HANDICRAFTS - GARMENTS

Podang Surata

Manager - Visual Merchandiser

Head Office :

Kel. Cemani - Kec. Grogol

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“THE JOGJA MONOPOLY GAME”
A Thesis by Zarra Wienitya Larasati

Detail of the score

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
		1	2	3	4	5
1	The instructions are clear.				✓	
2	The instructions are specific.				✓	
3	The instructions are short and to the point.				✓	
4	The instructions are easy to understand.				✓	
5	The instructions are easy to follow.					✓
6	The choice of the pictures.					
7	The development of the pictures.					✓
8	The size of the pictures.				✓	
9	The color of the background.					✓
10	The type of the font.				✓	
11	The color of the font.					✓
12	The size of the font.				✓	

Respondent



(Rahayu Kurniawati)

“THE JOGJA MONOPOLY GAME”
A Thesis by Zarra Wienitya Larasati

Detail of the score

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
		1	2	3	4	5
1	The instructions are clear.				✓	
2	The instructions are specific.				✓	
3	The instructions are short and to the point.					✓
4	The instructions are easy to understand.			✓		
5	The instructions are easy to follow.				✓	
6	The choice of the pictures.				✓	
7	The development of the pictures.			✓		
8	The size of the pictures.			✓		
9	The color of the background.				✓	
10	The type of the font.				✓	
11	The color of the font.					✓
12	The size of the font.				✓	

Respondent



(Antaipnu.M)

“THE JOGJA MONOPOLY GAME”
A Thesis by Zarra Wienitya Larasati

Detail of the score

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
		1	2	3	4	5
1	The instructions are clear.				✓	
2	The instructions are specific.				✓	
3	The instructions are short and to the point.			✓		
4	The instructions are easy to understand.			✓		
5	The instructions are easy to follow.				✓	
6	The choice of the pictures.				✓	
7	The development of the pictures.			✓		
8	The size of the pictures.				✓	
9	The color of the background.					✓
10	The type of the font.				✓	
11	The color of the font.				✓	
12	The size of the font.				✓	

Respondent



(Danista P W)

“THE JOGJA MONOPOLY GAME”
A Thesis by Zarra Wienitya Larasati

Detail of the score

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
		1	2	3	4	5
1	The instructions are clear.					✓
2	The instructions are specific.				✓	
3	The instructions are short and to the point.				✓	
4	The instructions are easy to understand.				✓	
5	The instructions are easy to follow.			✓		
6	The choice of the pictures.			✓		
7	The development of the pictures.				✓	
8	The size of the pictures.			✓		
9	The color of the background.				✓	
10	The type of the font.				✓	
11	The color of the font.			✓		
12	The size of the font.				✓	

Respondent


(Erika Julia .)

“THE JOGJA MONOPOLY GAME”
A Thesis by Zarra Wienitya Larasati

Detail of the score

1	=	Very poor
2	=	Poor
3	=	Fairly
4	=	Good
5	=	Very good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
		1	2	3	4	5
1	The instructions are clear.				✓	
2	The instructions are specific.				✓	
3	The instructions are short and to the point.				✓	
4	The instructions are easy to understand.			✓		
5	The instructions are easy to follow.			✓		
6	The choice of the pictures.				✓	
7	The development of the pictures.			✓		
8	The size of the pictures.				✓	
9	The color of the background.					✓
10	The type of the font.				✓	
11	The color of the font.				✓	
12	The size of the font.				✓	

Respondent



(RISTI ANI PRIMANINGSOH)

Tuesday, 15 April 2014
First observation.

Z	:	Zarra (teacher)	J	:	Jalu
Ch	:	Children	Dh	:	Dhea
P	:	Panji	A	:	Asa
N	:	Nafis	Ty	:	Tyas
G	:	Giant	Na	:	Nafa
Pr	:	Prima	Jl	:	Jelin

Z	:	Okay kids, we will sing a song. "Little Tea Pot" song.
Ch	:	Okay miss (<i>bored</i>).
Z	:	Take a look on this video. We can do like that (<i>pointed the tea pot on the video</i>).
G	:	<i>Wah jan, kesel e aku.</i>
N	:	<i>Ho'o yo yan. Males ah.</i>
P	:	<i>Dolanan iki wae yo. Angel lagune.</i>
Z	:	Giant, Panji and Nafis, repeat after miss Zarra. <i>I'm a little tea pot...</i>
G, P, N	:	<i>I'm a little tea pot...</i>
G	:	<i>Ah angel miss. Memeng aku.</i>
Z	:	Don't be lazy, Giant. You are a smart kid. Come on sing a song with miss Zarra.
Dh	:	Miss, the tittle?
Z	:	What is the title, miss? Repeat after me.
Dh	:	What is the title, miss?
Z	:	"Little Tea Pot" Dhea.
Jl	:	<i>Ayo miss ulangi lagunya.</i>
Na	:	<i>Dicatet nggak miss?</i>
Z	:	No, no need to take a note.
A	:	<i>Kalo lupa miss?</i>
Z	:	Just repeat after miss Zarra ya.
<i>The boys are busy with their toys. They don't pay attention on the teacher.</i>		
J	:	<i>Fis, nang njobo wae yo. Dolanan iki.</i> (Showing a box of snakes and ladders game)
Pr	:	<i>Ayo, Lu.</i>
Z	:	Boys, what do you want? <i>Kalian pengen belajar apa sekarang?</i>

P	:	<i>Males nyanyi miss. Angel.</i>
Z	:	So, what do you want?
N	:	<i>Dolanan miss. Istirahat lagi ya miss?</i>
G	:	<i>Iya miss, capek e kon obah-obah terus.</i>
Z	:	Okay, I know you are tired, but please sit down here.
Jl	:	<i>Ayo to miss. Sing a song!</i>
Ty	:	<i>Ah njelei e cah lanang-lanang ki.</i>
Na	:	Noisy!
Z	:	Okay, okay. Please listen to miss Zarra. Today, we will sing a song. Tomorrow, I will give you a special game. Like what you want, boys.
Boys	:	Yes!
<i>The class is still in chaos because the boys move here and there but they can follow the teacher's instruction to sing a song with the movements.</i>		

Thursday, 17 April 2014
Second observation.

Z	:	Zarra (teacher)	J	:	Jalu
Ch	:	Children	Dh	:	Dhea
P	:	Panji	A	:	Asa
N	:	Nafis	Ty	:	Tyas
G	:	Giant	Na	:	Nafa
Pr	:	Prima	Jl	:	Jelin

Z	:	Kids, miss Zarra will tell you a story.
A	:	<i>Cerita apa miss?</i>
Z	:	About a very hungry caterpillar (<i>show the children a caterpillar doll</i>). Are you ready?
Ch	:	Yes, miss.
<i>The teacher start to tell them 'Very Hungry Caterpillar' but the children busy with their stationary, talk with friends and move here and there.</i>		
Ty	:	<i>Miss, kapan istirahatnya?</i>
A	:	<i>Iya miss, thirsty.</i>
Jl	:	<i>Bosen miss.</i>
N	:	<i>Mewarnai aja yok.</i>
J	:	<i>Ho'o miss, po ngegame wae penak yo, Ma?</i>
Pr	:	<i>Iya miss, kaya gini lho (show 'Snake and Ladders' game)</i>
Dh	:	<i>Kok nggak ngegame aja sih miss?</i>
Na	:	<i>Iya miss. Kalo cerita tu ngantuk e.</i>
Z	:	Okay Dhea and Nafa. We will play game on the next meeting ya. What kind of games do you want?
N	:	'Most Wanted' miss.
Z	:	'Most Wanted' is computer game, Nafis. You can't play with your friends. <i>Nggak bisa maen bareng kan?</i>
Jl	:	Oh, I know miss. <i>Tiga jadi aja. Kan bisa berdua.</i>
A	:	<i>Monopoli aja miss. Fun. Bisa beli-beli kan.</i>
G	:	<i>Ho'o mbak, aku due nang ngomah.</i>
J	:	<i>Aku yo due. Gambare Naruto.</i>
Z	:	Okay, okay kids. I will bring you monopoly game on the next meeting. But <i>harus belajar Bahasa Inggris juga ya?</i>
Dh	:	<i>Yes, miss. Pasti seru deh.</i>
Z	:	Of course Dhea.
A	:	<i>Bahasa Inggrisnya beli tu kan buy ya miss?</i>

Z	:	You are right, Asa. So, <i>kalo mau bilang 'saya mau beli' apa dong?</i>
Ty	:	I want buy miss.
Na	:	I want to buy <i>to yo, Yas.</i>
Z	:	Yes, 100 for Nafa. Okay, okay. It's time to break. <i>Jangan maen di rel ya, nanti ada kereta.</i>

First Draft

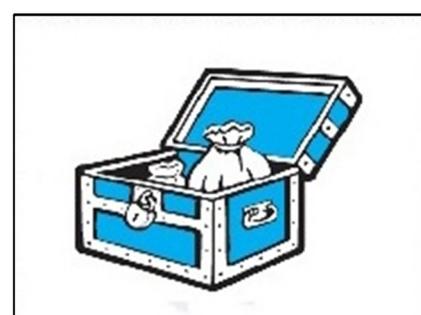
A. Game board



B. Title deed card

GATOT	
RENT	\$ 10
1 house	\$ 5
2 houses	\$ 10
3 houses	\$ 30
4 houses	\$ 60
hotel	\$ 75
mortgage value	\$ 5

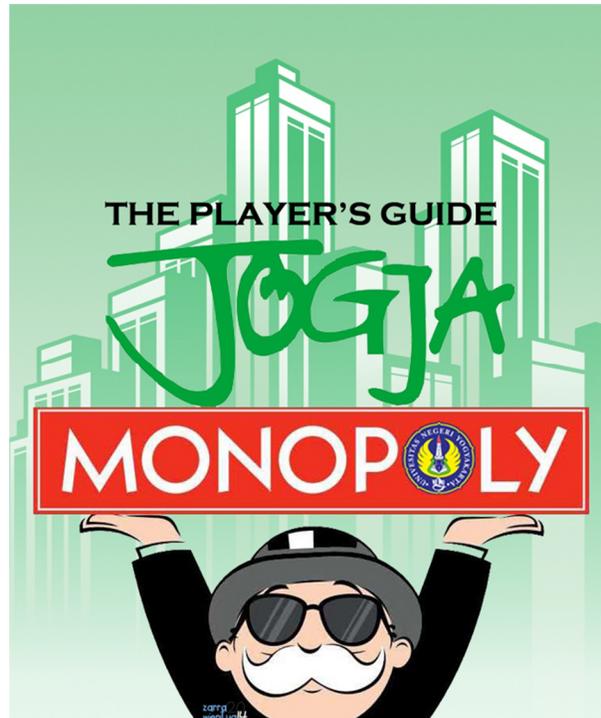
KRATON YOGYAKARTA	
RENT	\$ 50
1 house	\$ 5
2 houses	\$ 20
3 houses	\$ 75
4 houses	\$ 125
hotel	\$ 250
mortgage value	\$ 25

C. Chance card**D. Community chest card**

E. Money

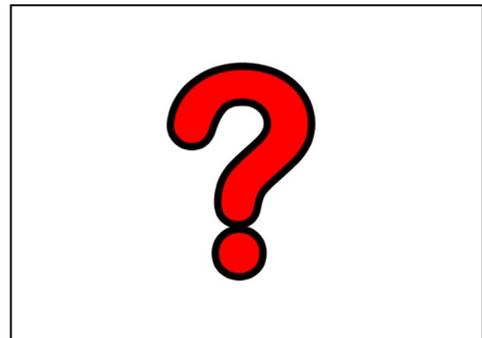
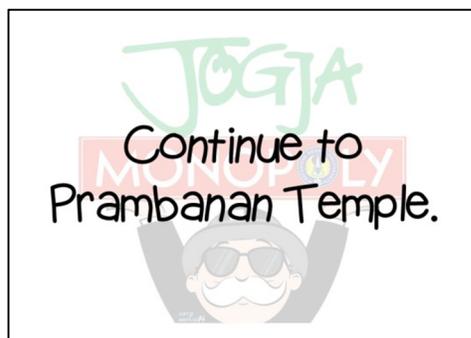
 \$5	 \$5	 \$5	 \$5
 \$5	 \$5	 \$5	 \$5
 \$5	 \$5	 \$5	 \$5

F. Player's guide book

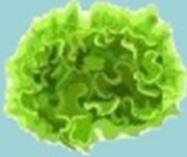


B. Title deed card

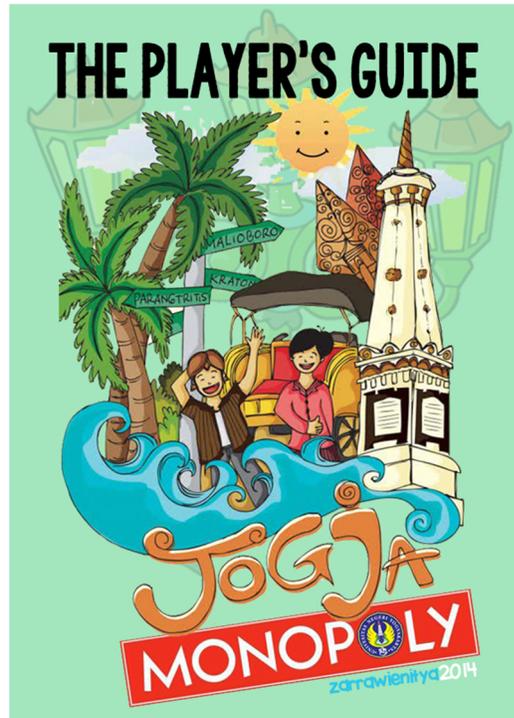
GATOT	
RENT	\$ 10
1 stall	\$ 5
2 stalls	\$ 10
3 stalls	\$ 30
4 stalls	\$ 60
restaurant	\$ 75
mortgage value	\$ 5

C. Chance card**D. Community chest card**

E. Money

 <p>father \$ 50</p>	 <p>mother \$ 50</p>	 <p>lawyer \$ 50</p>
 <p>police \$ 50</p>	 <p>avocado \$ 50</p>	 <p>cherry \$ 50</p>
 <p>lettuce \$ 50</p>	 <p>tomato \$ 50</p>	 <p>cat \$ 50</p>
 <p>frog \$ 50</p>	 <p>tiger \$ 50</p>	 <p>giraffe \$ 50</p>

F. Player's guide book



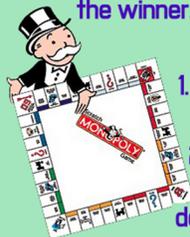
RULES

A. OBJECT

The object of the game is to become the wealthiest player by buying, renting, and selling properties. One who collects more money become the winner.

B. PREPARATION

1. Place the game board on the table.
2. Put the community chest and chance cards facing down on their spaces.
3. Choose a token to represent yourself while traveling around the board.







Photographs











