DEVELOPING ENGLISH TEACHING AND LEARNING MATERIALS THROUGH "THEME BASED TEACHING" FOR KINDERGARTEN

A Thesis

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



by:

ZUYYINATUL FARIKHAH

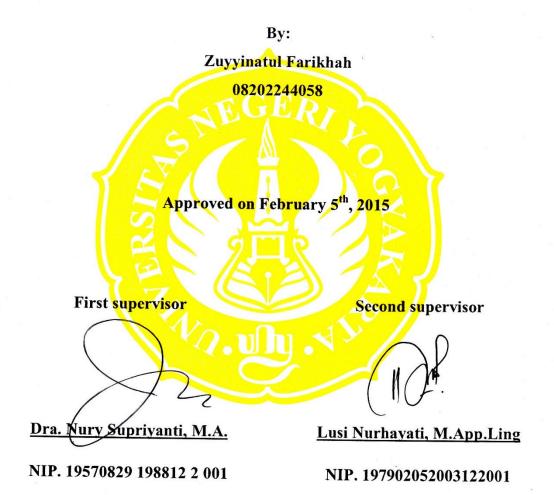
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APPROVAL SHEET

DEVELOPING ENGLISH TEACHING AND LEARNING MATERIALS THROUGH "THEME BASED TEACHING" FOR KINDERGARTEN

A THESIS



RATIFICATION

DESIGNING ENGLISH TEACHING AND LEARNING MATERIALS THROUGH "THEME BASED TEACHING" FOR KINDERGARTEN

A THESIS

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MOTTOS

"Allah does not charge a soul except (with that within) its capacity..." (Qs. Al-Baqarah: 286)

"One will gain nothing without making any efforts..." (Qs. An-Najm: 39)

The greatest reward comes with the greatest trial. When Allah loves a person, He tests them. Whoever accepts it wins His pleasure.

(H.R. Tirmidzi)

And whoever remains patient, Allah will make him patient. Nobody can be given a blessing better and greater than patience.

(H.R. Bukhari)

DEDICATIONS

In the name of Allah, I dedicate my thesis to:

- ♥ My dearest "Bapak" and "Ibu", Bidaini and Sri Harsiti
- ♥ My beloved sisters and brothers: Mba Rofi, Mas Siroj, Mas Muhtar and De Eni

Thank you for all the continuous prayers, supports and endless love

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Finally, the researcher realizes that this research is still far for being perfect. However, she hopes this thesis will give contribution to all of the readers.

Yogyakarta, February 5th, 2015 The Researcher,

Zuyyinatul Farikhah

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ABSTRACT

The objective of this study was to develop and find out the characteristics of the appropriate theme-based materials for Kindergarten as materials for teaching-learning process. The materials were designed based on English for children's theories and children's needs and integrated into four macro skills of Listening, Speaking, Reading, and Writing in different portions based on children's needs.

This study is categorized as Research and Development (R&D), since the purpose of this study is to develop a new product as the materials for the teaching-learning process. There were six steps taken in this research. They were conducting needs analysis, writing the course grid, designing the product, implementing the product, assessing the product and revising the product into the final product. The subjects of the research were 15 participants of A2 class of TK ABA Jogokaryan. The instruments of the data collection were questionnaire, an interview guide, and observation guide. The data of this study were both qualitative and quantitative. The qualitative data were obtained through the interviews and observations, while the quantitative data were obtained from the questionnaires. The qualitative data were analyzed in the form of descriptive narrative text while the quantitative data were analyzed using descriptive statistics.

The results of the study were the development of the appropriate theme-based materials for grade A children of Kindergarten and the characteristics of the appropriate theme-based materials for grade A children of Kindergarten. From the result of the teacher and children responses, it is concluded that the theme-based materials for grade A children of Kindergarten as the product of the study is appropriate to use for the English instruction. Moreover, the percentage score based on the assessment from the teacher is 81.33%. It means that the materials are very good and feasible to use as the materials to teach English to children. Therefore, the characteristics of the theme-based materials were appropriate since they accommodate the teachers in teaching the young learners in the kindergarten effectively.

CHAPTER I INTRODUCTION

A. Background of the Problem

Nowadays, some kindergartens in Indonesia have added English as an extracurricular subject for the students to support the skill building in early age. Besides, the teaching of English in a kindergarten is for facilitating learners to be more prepared and confident to learn English in the higher level of education. As stated in the *Kindergarten's Curriculum Guidebook*, the functions of a kindergarten are to train, build, develop all children's potentials maximally to reach behaviour and basic competences which are suitable with children's development level to prepared children in the next education level. So, when students continue their studies they will have some basic knowledge of English.

There are some benefits in some aspects of introducing English as a foreign language in the kindergarten. First, it offers the children opportunities to widen their horizons and awaken their early enthusiasm and curiosity about language (Pinter, 2006:32). She also states that children are more sensitive to sounds and rhythm of new languages and they enjoy copying new sounds and patterns of intonation. Those facts give more opportunities to young language learners to produce a native-like pronunciation. Second, young children learn easily. Young children learn better and more easily than older children (Brewster, 2002:1). Moreover, if the teacher introduces English to children, the children will get an early start which means they have longer duration of learning. They will easily master English and use it in their future life.

Lastly, teaching English at primary level develops self confidence and communication skills. This relates to its function as a means of communication. Therefore, by mastering a language the communication skill will be better and the self confidence will improve.

Knowing the fact that earlier introduction of English is more beneficial in some aspects, some school stakeholders agree that introducing English in the kindergartens is worth doing. Therefore, school stakeholders provide English as an extracurricular activity. It is important to note that teaching English as a foreign language to young learners is not like teaching adults. Children have their own way of learning based on their special characteristics. It means that the methods used should be appropriate with the student's characteristics and developmental level.

Based on the preliminary observation at TK ABA Jogokaryan Yogyakarta, it was found that English has become a challenging subject for the teacher although it has been for about 4 years that English becomes an extracurricular subject in this kindergarten. Teacher found some difficulties in teaching English. The difficulties were related to the children, fulfilment of the materials and media.

The school have done efforts to provide a good children's book that consisted of some subjects and completed with English materials. However, the books provided by the school have not rich materials and difficult to the teacher for using that book. Moreover, the teachers should prepare the other materials which are suitable with young learner's characteristics. Therefore, the teacher needed an appropriate guidebook that can be used to lead the students to reach the goal. In other hands,

English guidebooks for kindergarten are still rare because English for kindergarten is basically still new. The teacher should design the materials and activities but sometimes teacher has no background knowledge of designing materials and activities for teaching English to young learners. In the teaching and learning process, teacher found some difficulties when teaching English to young learners. The teacher needs some materials as a guide for practicing the teaching and learning English for young learners in TK ABA Jogokaryan. In this case, the students are young learners who like interesting materials and various activities, so that the designed materials should be suitable with their needs.

Based on the fact above, the researcher designed a set of materials for English and learning for Kindergarten which are suited to kindergarten's curriculum. The materials were designed to cover not only students' needs but also teacher's needs. The materials are completed with a set of fun activities to ease the teacher.

B. Identification of the Problem

Based on the preliminary observation at TK ABA Jogokaryan, it was noted that the problem was related to the teacher who have difficulties in finding the materials because there was only a small number of materials provided for English teaching and learning in the kindergarten. The materials that teacher needed are those which appropriate with the students' needs, provided with various and interesting activities, and completed with teachers' manuals and media. Therefore, in this study, the problem related to the lack of suitable materials for the teacher of kindergarten can be solved by

providing an appropriate theme-based teaching guidebook because the materials are completed with teacher's manual and media which will ease them. Moreover, the children would have enjoyable learning because the materials offer many kinds of activities, songs and games. It is expected that the children would be very active in the teaching and learning processes.

C. Limitation of the Problem

There are a large number of materials that can be developed, but this study was limited to materials that supported with the activities based on theme-based teaching. This aimed at fulfilling the needs of the kindergarten teachers especially at TK ABA Jogokaryan who lack the ability for choosing and using good materials for English teaching. Furthermore, this study was also limited for designing materials in the form of a set theme-based materials for grade A of Kindergarten the form of a set materials.

D. Formulation of the Problem

Based on the limitation of the problems above, the problems in this study are formulated as follows:

- 1. What does the design of the material of English learning through Theme Based teaching for kindergarten looks like?
- 2. What are the characteristics of the appropriate materials for teaching English for kindergarten?

E. Objectives of the Study

Regarding to the formulation of the problem, this study aims at:

- 1. designing materials for English teaching and learning through Theme based teaching at grade A of Kindergarten.
- 2. finding out the characteristics of the appropriate materials to teacher for the English teaching and learning at grade A of Kindergarten.

F. Specification of the Products

The main product of this research is a teaching kit for English teacher of grade A in Kindergarten that will be developed using Theme-based teaching approach. The products consist of syllabus, lesson plans, students worksheet, and guidebook for teacher.

The products in this research have some specifications such as:

- 1. The research product is a set of materials developed using theme-based teaching approach.
- 2. The research product is designed to support the English teaching and learning materials in the kindergarten especially in the themes of introduction, fruits and animals.
- 3. The materials based on the curriculum 2006 of kindergarten.
- 4. The more explanations of the products:
 - a) The syllabus which consists of themes, indicators, teaching materials, activities, media, and time allocations.

- b) The lesson plans which consists of class identification, skills, indicators, learning methods, procedures or stages of teaching, and assessment.
- c) The guidebook for teacher which consists of the title, objectives, the stages for delivering the materials, teaching tips, and worksheet for children.

G. Significances

The research is expected to give some contributions to English teachers, learners, schools, governments and book publishers. The significances of this study are:

1. The English Teacher of Kindergarten

This research can help the English teacher of grade A in Kindergarten to select the materials for the students based on the students' needs and characteristics.

2. The Students of Kindergarten

The children of Kindergarten can enjoy the activities, and the objective of giving English to children can be achieved.

3. The Principals of TK ABA Jogokaryan

This research can encourage the principals of TK ABA Jogokaryan to support the English teacher for selecting the materials based on the children needs

4. The Government of Indonesia

The result of this study can encourage the government to write specific English policy for all departments of Kindergarten in Indonesia

5. The English Education Department's student of UNY

The results of this study are expected that can be used as a useful reference for other English Education Department students in writing a thesis related to materials development in teaching English for children.

6. The others researcher

The other researchers can use the methods as an alternative resource in designing their own materials in the similar study.

H. Development Assumptions and Constraints

The development assumptions of this research are:

- The products can help a teacher for delivering teaching English materials in the kindergarten.
- The guidebook can support a teacher about teaching steps for materials in kindergarten.
- 3. The products enrich a teacher about an appropriate material for children.
- 4. The materials make the children have an enjoyable learning process.
- 5. The guidebook completed with soft file materials in the form of CD of the songs for supporting the materials.

On the other hands, the development constraints of this research are:

- 1. The materials product focus on the themes of introduction, animals and fruits.
- 2. The successfulness for implementing this material depends on the teacher capabilities.
- 3. In this research, the development of theme-based materials products focus for the grade A children, especially the children in TK ABA Jogokaryan

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. English Teaching and Learning for Children

a. The Characteristics of Children

Teaching English to children is different from teaching adults. Children tend to have short attention span and a lot of physical energy that makes them need to be physically active. Moreover, children have different characteristics in learning language. In teaching English for young learners, a teacher needs to consider children's social/emotional, cognitive, and physical development (Linse, 2005: 3).

Brewster and Ellis (2002:28) mention some different characteristics between children and adults. The first are *physical and emotional differences*. They state that physically, young learners are still developing motor skills, such as holding a pencil, hopping, skipping, balancing, and the hand-eye coordination required to color in drawing neatly, copy simple letters, and so on. They are also more physically restless than older children and require activities which are short, varied and which occasionally allow them to burn off energy. Besides, very young learners have emotional needs, such as developing self-esteem and confidence in learning. Most children will still operate in egocentric way, where they find it difficult to consider other's needs, tend not to cooperate with others as effectively as older children and become easily frustrated if their needs are not met. The second are *conceptual*,

educational and linguistic differences. Young children are still developing numeracy and literacy in their first language. n the other hand, adults are still learning to master complex grammatical expression.

Brewster and Ellis (2002:29) also state that children in the age of 3-6 years old are capable of symbolic thought, where a picture can be substituted for the real thing. The very young learners need activities which help them to focus and pay attention in order to develop memory on concentration skills. The goals of teaching English to young learners are producing happy, confident, enquiring children interested in life, and enthusiastic about challenges they encounter.

Pinter (2006:2) categorizes a young learners as children at pre-school or in the first couple of years of schooling. Pinter also states that young learners have their own characteristics:

- 1) "Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.
- 2) They have lower level of awareness about themselves as language.
- 3) They have limited ready and writing skills even in the first language
- 4) Generally, they are more concerned about themselves than others
- 5) They have limited knowledge about themselves about their world
- 6) They enjoy fantasy, imagination, and movement."

Each children has unique characteristics. Children within the same age range even in the same context have often significance differences. It is because children learn at their own speed and they change quickly in developing new skills and abilities.

Kindergarten pupils in this research were at the age of 4-5. Children in this stage were able to talk about something they have done or heard so that it was better to

accompany the language learning with actions. They like to play very much and learn best when they are enjoying themselves. However, children at this age still cannot decide what they have to learn, pay attention and concentrate in a long time and differentiate between fact and fiction.

Based on those characteristics, this can be concluded that children are really different with adults so that the way to teach must to be different. The teacher should use appropriate techniques in teaching children. Children like a fun and cheerful atmosphere. Therefore, the activities should be various and interesting for them. By setting up a good atmosphere of the class, it is expected that the goal of teaching and learning process can be achieved.

b. Teaching Foreign Language to Young Learners

A teacher of kindergarten should know that the process of children language acquisition is different from the process of children language learning (Krashen in Linse, 2005:12). The process of children language acquisition is a natural process in which children develop language skills in their native language input such as at home. However, language learning in this kindergarten, is often described in the more formal approach.

Brown (2001:87-90) proposes some principles that can be applied in teaching children. They are intellectual development, attention span, sensory input, affective factors, authentic and meaningful language.

1) Intellectual Development

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centered on the here and now and on the functional purposes of language (Brown, 2001: 88). It is noted that presenting abstract notions will not work well for children. Moreover, Brown suggests that in teaching children explaining grammar and stating rules in abstract concept should be avoided. Some grammatical concepts can be introduced especially for the upper level of children by showing them certain patterns. Certain difficult patterns require repetitions but the activities should not burden and bored them.

2) Attention Span

Limited attention span makes the children easily lost their interest in learning unless with engaging activities. Brown (2001: 88) states that short attention span occurs when children have to deal with materials that are boring, useless and too difficult to them. To keep the children's attention, activities should be designed to capture their immediate interest. Brown (2001: 89) adds that children's natural curiosity can be used to maintain their attention and focus.

3) Sensory Input

The designed activities for children should cover the visual and auditory modes. Since children need to have all five senses stimulated, physical activities like role plays, TPR, projects and games should be included. Those kinds of activities and sensory aids

help children practice meaningful language and internalize the language (Brown, 2001: 89).

4) Affective Factors

Children's learning can be influenced by affective factors. Brown (2001: 89) explains that children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language in communication. To minimize this problem, Brown suggests that the teacher need to be patient and supportive. It is also necessary for the teacher to elicit as much oral participation as possible from students, especially the quiet ones.

5) Authentic and Meaningful Language

Authentic and meaningful language is important for children learning. Brown (2001: 90) states that children are focused on the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. To keep their willingness, an overload of language that is neither authentic nor meaningful should be avoided. Language needs to be contextual in order to give meaningful purposes to language. Storylines, real-life conversation familiar situation and characters will create a context in which language can be used to improve children's attention.

In addition, Brewster and Ellis (2004:39-40) propose some comparisons of processes and condition between fist language and second language learning principles

which teacher need to be aware of. Some of the most important ones are summarized below.

- 1) Children are excellent observers who can understand their first language from body language, intonation, gesture, facial expression, the social context and the language itself. To help the learners make use of this skill, teachers can provide visual support and ensure that language is contextualized.
- 2) In learning their first language children often repeat words and phrases and the repetition stops when they feel that they have learned the words. It is important for teachers to include repetition with variety but they should pay attention on the children's reaction to know the time to stop.
- 3) Children have used their hypothesis-testing skills in acquiring the first language. Teachers can provide inductive exercises in the second language but the language should be contextualized and motivating.
- 4) Children are good in guessing and predicting. Teachers can help the learners to these skills for learning to learn.
- 5) Children like to talk, even when they do not know much language. Learners should be encouraged to do the same thing in learning second language. Teachers should give a lot of opportunities for meaningful communication activities.
- 6) Providing support and providing a challenge in language learning should be balanced. Over-guided language work makes it too easy but too difficult work can make the learners demotivated.

Children tend to be good risk-takers in learning the first language. The willingness to try should be encouraged. Teachers should avoid giving too much constant correction and creating overly strict atmosphere.

c. A Teacher of Children

A teacher is an important factor in the teaching and learning process. Teacher has a great responsibility to transfer her knowledge and skill to the students to guide them in developing their mind, and to educate them on how to absorb, to analyze, and to expand their individual knowledge and skill. The teacher should have some characteristics. According to Slattery (2001:5) the teacher should:

- 1) "Encouraging the students to read in English stories, comics, reading games.
- 2) Encouraging them to find out meaning of words for themselves.
- 3) Explaining things related to language.
- 4) Using a wider range of language input as their model for language use.
- 5) Encouraging creative writing and help them try out the language."

Harmer (2002: 64) suggests that instead of just saying what role teachers should be playing, we can also describe how they should be playing it. Table 1 below shows how teachers might perform in an activity.

Table 1: Describing teacher performance styles

Activity	How teacher should perform
2. Role play	Energetically, encouragingly, clearly, fairly Clearly, encouragingly, retiringly, supportively Commandingly, dramatically, interestingly Efficiently, clearly, supportively

The table shows that it is important for the teacher to be more creative in teaching, for example by using some interesting textbooks, so that the teacher must be selective. The textbooks are not completed with teacher's manuals, the teacher will probably face problems in using them.

2. Theme-based Teaching

a. The Definition of Theme-based Teaching

Cameron (2001:180) mentions that the essential notion of theme-based teaching is an approach that provides the opportunity of dealing with many different activities linked together by their content. Furthermore, Cameron states that the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teacher. The themes connect everything you are going to work with. The theme-based teaching is also known as topic based teaching or content based teaching. A further variation on theme-based teaching is an 'activity-based teaching'. In this study, the term theme-based teaching approach will be used to help the teacher to arrange the activities in teaching and learning to young learners.

In addition, Mumford (2000:4) states that theme-based units are the vehicle for teaching a range of skills by integrating curriculum areas around a topic. This method of teaching can links curriculum strands and emphasize on children's interest, creating sense of purpose, and community in the classroom.

b. The Advantages of Theme-based Teaching

Mumford (2000:4) presents that theme-based teaching can build on children interests, life experience and young people attitudes. Furthermore, this method can develop on skills and knowledge in meaningful way. Theme-based teaching will help the students to understand the material through some fun topics which are they interested in. The students learn both the topic and the functional of language. The appropriate topic can develop their knowledge and the step of the activities develop the language skills of students.

Moreover, Cameron (2001) states that theme-based teaching supported by meaningful content. It makes the children able to work out the meaning of new or unfamiliar language.

c. Planning Theme-based Teaching

Cameron (2001:186) explains that theme-based teaching could plan in two ways. First, it can been tightly planned in advance. Through this way, the teacher decide the theme directly without doing some observations. Second, the teacher uses "on-line" which is a way to arrange the theme-based teaching through dynamic teaching and learning. The dynamic nature of theme-based teaching can be enhanced by building 'choice points', where the students and the teacher have choice over direction, activity or timing.

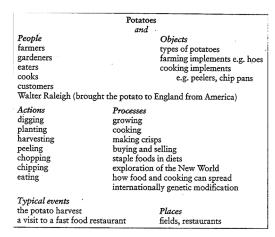
Cameron (2001:185) also proposes some aspects in planning a theme-based approach. They are mentioned below.

1) Finding a theme

There are some resources to find a theme. The theme can come from the children's current interest, from topic being studied in other classes, from a story, or from a local or international festival or event. Moreover, the teacher can also engage the student in the process of finding a theme by asking them to suggest themes or to select a theme for the term from a list.

2) Planning context

According to Cameron, two basic planning tools for theme-based teaching are brainstorming and webs. Brainstorming is a mental process that starts with one idea and than sparks of others through random and spontaneous links. A 'web' is a way of writing down ideas and connections without forcing them into linear form as in a list or in the text. Figure 1 below shows how to develop a theme use brainstorming and Figure 2 below shows as how to develop a theme use a web.



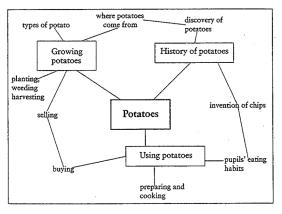


Figure 1: Brainstorming around the

Figure 2: Potato web

3) Planning Language Learning Tasks

theme of potatoes

Planning language learning tasks is where the designer adding the foreign language classroom activities with discourse types and aspects of language use and also guiding the construction of language learning tasks with clear goals and stages. The figure below shows us how to add the activities after have brainstorming and a web steps.

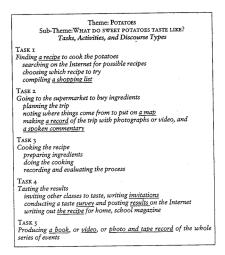


Figure 3: Tasks, activities, and types around the potato theme

3. Materials

Materials play a role as the input of teaching and learning activities. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning (Tomlinson, 1998:2). In addition, the materials is a vital part of learning source consisting of tasks and activities, which enable the students motivation to actively get involved in the teaching and learning process (Hutchinson and waters, 1987:107). As a point of additions, the materials in these manuals also include the tasks, worksheets and answer keys which will support the teacher in such process.

The materials should also follow the concept of readability in order to ease the students to understand them. According to Richards and Schimidt (2002:453), what is meant by readability is how written materials can easily be read and understood. In fact, it depends on many factors which include the average length of sentences in a passage, the number of new words a passage contains, and the grammatical complexity of the language used. Those factors should regard the students' age. One example is by adjusting the materials with the students' characteristics. In this way, the materials for five years old students are not the same with the one for ten years old students. Finally, if the materials follow this concept, the goal of the study will be reached.

As stated before, children are different from adults related to the materials used.

In learning English, the children also need appropriate materials to help them to learn

English effectively. To get the appropriate materials for children, the teacher can

develop their own materials. In this study, the materials are completed with the teacher's manual and media.

a. Definition of Manuals

A manual is a book which gives the readers practical instruction on how to use something (Soanes and Stevenson, 2003). A manual provides instructions which can help people use something. One example is that when a teacher has a manual, the use of media which support the teaching is being easier. In line with that, Hornby (1995:715) states that a manual lexically is a book containing information or practical instructions on a given subject. This is clear that the given information in the manual will lead people to follow what they want to do. For example the manual that provides information related to the steps a teacher has to do in teaching English. When there is a manual, the teacher only reads and practices the guideline written in the manual. In other words, a manual is a book which gives information on how the use of something or how to do something. However, in this study, a manual means a book that provide teachers' guidelines which are completed with media to support the teaching and learning processes.

b. The Component of Manuals

A manual in this study does not only consist of teacher's guidelines, but also the media used. The explanations are as follows.

1) Teachers' guideline

Guideline are independent tools that can assist the teachers in successfully planning and implementing the project. In this study, teacher guidelines are defined as the steps on how the teacher teaches the materials and uses the media. The teacher guidelines offer the steps to take from the opening of the class until its closing in order to help the teacher to run the class well.

2) Media

Media in the teaching and learning process is usually known as instructional technology. This term is defined as the tools and materials that are used by the teacher to facilitate the teaching in order to make the explanation clearer and more interesting for the students. Kozma (1991:180) states that media can be defined by their technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology as well as the mechanical and electronic aspects that determine its function and, to some extent, its shape and other physical features. In addition, Lever-Duffy and McDonald (2009:61) state that media are technologies that are used to facilitate the teacher. One example is the overhead projector transparencies (OHP) that is used by the teacher is the medium used to support, enhance and facilitate the instructional delivery.

The use of media in teaching and learning process is very important because it can improve the quality of the process. Moreover, the students can comprehend the lesson more easily. There are many media that can be used in such process: audio visual, pictures, slide, electronic based, book, magazine, comic, etc. Brinton

(2001:461) states that media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, Brinton summarizes the rationales for using media in the language classroom in the following:

- a) Given the role media play in the world outside the classroom, the students expect to find media inside the classroom as well. Media, thus, serve as important motivator in the language teaching process.
- b) Audio visual materials provide the students with content, meaning, and guidance. The students create a contextualized situation within which language items are presented and practiced.
- c) Media materials and lend authenticity to the classroom situation and show the students direct relation between the language classroom and outside the world.

Moreover, Sudjana and Rifa'i (2009:2) state the rationales of the use of media in teaching and learning process:

- a) The teaching and learning process will be more interesting so that it will improve the students' motivation.
- b) The media will enable the students to master the teaching objectives well, so they will understand the materials easily.
- c) The teaching materials should be various, so that the students will get enjoyable teaching and learning process.

d) The students will be more active because except listen to the teacher explanation, the students also conducts other activities, such as observation, demonstration, etc.

Since many teachers do not have the access to the technology when they are in the classroom, they can actually replace it by using basic teaching media such as flashcards, posters, pictures, diagrams, etc. This aims at supporting the teaching and learning process in order to reach the goal of study.

4. The Material Design

Designing materials belongs to instructional process. All of the planning and devising of an instructional process are known as instructional technology. Borg and Gall (1983:774) state that the instructional technology can be defined as the use of research-validated techniques to bring about pre-specified learning outcomes. By conducting a series of instructional technology, the materials can be developed right on target so teachers can reach the goal of the teaching systematically. A technique of instructional technology which is related to materials development can be said as an instructional design. An instructional design plan is designed to supply the needs of teaching-learning in structural ways.

A material design also has a model that can provide and accommodate various aspects of learning and enhance knowledge and creativity from the developers. Hutchinson and Waters (1987:108-109) provide the model in four element, consist of *input, content focus, language focus* and *task*. The *input* provides stimulus materials for activities, new language items, correct models of language use and opportunities

for learners to use their existing skills and knowledge that may be in the form of a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs. In the *content focus*, non-linguistic content should be exploited to generate meaningful communication in the classroom. In *language focus*, learners have the chance to take the language to pieces, to study how it works and to practice putting it back together again. Whereas *task* leads the learners to use the content and language knowledge they have built up through the unit. The figure 4 presents four elements are combined in the material design model as follows:

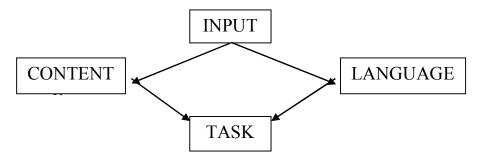


Figure 4: A material design model by Hutchinson and Waters (1987)

It is noted that, the materials are important facilities for teachers to deliver knowledge for their learners; and preparing good materials are necessary to maximize the teaching-learning process. It has to correspond with learners' needs and interests, so it can help them to understand and grasp the new knowledge effectively.

B. Review of Related Studies

There is a study that is relevant to the research in English for children in kindergarten. The study was conducted by Nurwahyuningsih (2010). The study was

focused on designing a story guidebook for teaching English in kindergarten. She stated that there was a limited guidebook for teaching English in the kindergarten. Therefore, in order to help the teachers' preparation, to support the outcome, the researcher intended to develop theme-based materials for kindergarten. It was expected that the materials can be helpful resources to grade A teacher in conducting a teaching-learning process in the grade A of TK ABA Jogokaryan.

C. Conceptual Framework

The objectives of this research are to design materials using theme-based teaching approach to English teaching and learning in kindergarten and to know the characteristics of the materials using theme-based teaching approach in kindergarten which are appropriate to grade A students in TK ABA Jogokaryan Yogyakarta. The English teacher in this school was not has appropriate guidebooks to teach students in the kindergarten. The books existing provided by the school were not suitable with the teacher and the students' needs and were not accessible to the teacher because it was difficult for teacher to use it. This problem influenced the students during the teaching and learning process because the teacher used to use the monotonous methods and activities.

To solve these problems, it is necessary to design materials using theme-based teaching approach to guide the teacher to arrange the suitable English teaching and learning in Kindergarten and to know the characteristics of material using theme-based teaching approach that is accessible to teacher with are appropriate for the grade A

students of TK ABA Jogokaryan Yogyakarta. Theme-based approach is used to explore the content because in theme-based teaching many different activities are linked together by their content. In brief, the theme-based materials are suitable for the children because the materials can facilitate them in learning to meet their special characteristics and needs as young learners.

The following figure 5 presents the procedure in designing materials and activities using theme-based teaching:

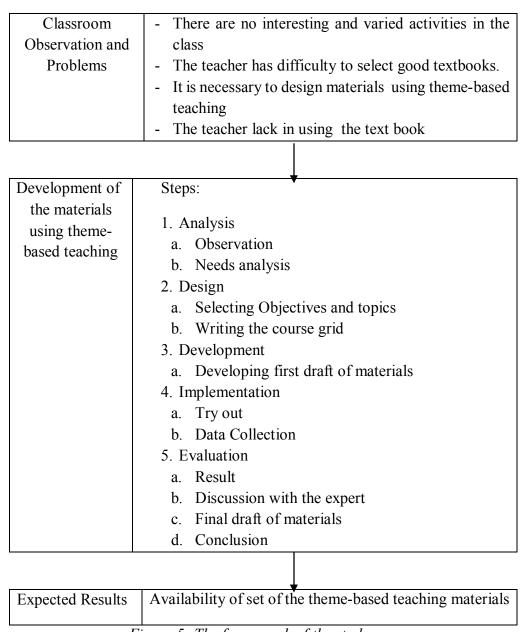


Figure 5: The framework of the study

D. Research Questions

Based on the limitation of the problems, formulation of the problems and the explanations above, then there are some research questions, such as:

- 1. How can the theme-based teaching materials for kindergarten developed?
- 2. Do the products applicable for the English teaching and learning in grade A of TK ABA Jogokaryan?
- 3. How does the response of the teacher and children towards the products?

CHAPTER III RESEARCH METHOD

A. Model Development

The type of this study is Educational Research and Development (R&D). Borg and Gall (1983) explained that R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. Meanwhile, the new products are the products of the study which commonly can be used to support teaching and learning process. The products can be in the form of teaching media, teaching materials, textbooks, or workbooks. In this case, the product of this study was a set of a Themebased teaching materials of grade A children of Kindergarten.

B. Procedure of Development

The research procedure in this research implemented of the R&D model theory proposed by Borg & Gall (1983:775). Those are: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

However, due to the consideration of the limited amount of time, the researcher adapted the theory with the research's field implementation by reducing the steps into seven steps and also shifted the two processes, to be: (1) conducting need analysis, (2) constructing instructional design, (3) designing materials, (4) implementing the

designed materials, (5) assessing the materials, (6) conducting evaluation, and (7) developing the final product of materials. They are explained as follows:

1. Conducting Needs Analysis

The information was collected by doing several analysis to find the children and teachers' needs related to the teaching learning process in Kindergarten, especially about the materials being used. The needs analysis data was collected by having some interviews with the teachers and the students of Kindergarten, and conducting an observation in the teaching process. This first step was important as it gathered the basic information to conduct the next steps.

2. Constructing Instructional Design of the Product

In this step, the instructional design of the product was formulated. The design was formulated by considering the results of the interviews and questionnaires in need analysis. The analysis of the data was conducted to match the developed materials' design with teachers and students' needs. It covered the specification of learning objectives, the indicators, the construction of the content materials, the identification of learning strategies, the determination of the teaching and learning activities, the selection of the materials and activities, and the construction of the evaluation. Those concepts, then, were implemented in the form of course grid, lesson plans and a teacher manual book that consists of units, appendices and teachers' guidelines as the material resources.

3. Designing Materials

The designed materials were based on needs analysis and instructional design the researcher had been collected in previous steps. The materials were designed in three different themes for three days activities. The themes were adapted to any big themes in kindergarten and were adjusted for indoor activities. Most of the materials were in the forms of songs and games that were adjusted with children's needs and interests during the holidays. The materials' resources were collected from textbooks and internet. The materials were then selected and arranged in order to develop the learning materials.

In designing the materials, the researcher had three steps. The first step was designing the course grid. In designing the course grid, the competencies, indicators, themes, materials, language functions, activities, time allocations, media/resources and characters were selected. The designed course grid, then, was consulted to the expert in order to get expert's judgments. The second step was designing the lesson plans based on the course grid and instructional design's procedures to be implemented to English teaching process in kindergarten. The last step was designing a teacher's manual book. The book was the main product the researcher expected to develop in this study. In the book, there were three units in different themes/topics, teachers' guidelines and appendices as the media/resources.

4. Implementing the Designed Materials

After designing the materials, the researcher conducted the tryout of the designed materials. The materials were tried out to A2 class of TK ABA Jogokaryan

for three - meetings teaching-learning activities. The implementation was made as means to get the evaluation from the children and teachers about the developed materials.

5. Assessing the Materials

The assessment was conducted by giving a set of questionnaires, coincided with the teacher's manuals book, to an expert of teaching English in kindergarten. They were two English teachers. The assessment was in the form of experts' judgements towards the revised materials.

6. Conducting Evaluation

The developed materials were revised and evaluated by to the analysis of the data and information that has been collected through interviews to A class children, teachers of TK ABA Jogokaryan and also through the experts' judgments. Those collected data were important thing as the only resources to look out whether the developed materials accomplished the expectation or needed to be revised. The evaluation was done as the whole materials had identified whether it reached the qualification of a suitable material design based on the theories and the collected data and information from the respondents.

7. Designing the Final Product of Materials

Based on the second evaluation and the accumulation of collection data from the theories, children, and teacher the final draft of designed materials were developed and produced. It was expected that the product could be used effectively for teaching grade A children of TK ABA Jogokaryan in the future.

C. Design of Product Testing

1. Testing Design

This study used the R&D model that is based on Borg and Gall. The testing was proposed to know the quality of the product of theme-based materials for grade A at TK ABA Jogokaryan. The testing design of this research was validate by the lecturer. The researcher used the testing results to revise the theme-based teaching materials. The testing design was done by implementation of product in the grade A of TK ABA Jogokaryan.

- a) The researcher implemented the theme-based materials and taking the field notes.
- b) The researcher interviewed the teacher as a collaborator
- c) The researcher interviewed the children

The researcher analyzing the field notes and interview transcripts. Based on the the result of the tests the theme-based materials were revised and they would become the final product.

2. Subject

The study was conducted in TK ABA Jogokaryan. It was located on Jogokaryan, Yogyakarta. The school had several classrooms, a teacher room, some toilets for the teachers and the students, a kitchen, and a parking area. The reasearch subjects were the grade A students of TK ABA Jogokaryan Yogyakarta. Their ages

were varied from five until six years old and came from different social background.

The figure 6 below presents the photograph of the subjects in this study.



Figure 6: The photograph of TK ABA Jogokaryan

3. Techniques and Instruments of Data Collection

a. Techniques of Data Collection

All of the data were collected in three steps. First was the data of the research and information collection. The data in this step were in the forms of scores and interview transcripts. The results of these data and information were used to develope the blueprint of teaching materials. Second, the evaluation questionnaires from the experts were given after the design of English Theme-Based materials was made before the try-out. The results were used to revise and prepare the product to be tried-out. Third was the interviews with the students and the English teachers after the implementations took place. The interviews were aimed at knowing the teachers' and the students' comments and feedbacks on the developed materials. The researcher interviewed for suggestions from the teachers and the students in order to improve the designed materials.

b. Instruments of Data Collection

The instruments used in the study were questionnaires and interview guidelines.

The instruments were used to get the data about the learners and teacher's needs, and the data to revise the designed teaching materials.

1) Questionnaires

A questionnaire is an instrument which is used to gather information through the participants' written responses to list of questions. The data of this instrument were in the forms of questionnaire result scores and percentage. There were two type of questionnaires: questionnaire for collecting the data related to the teacher's needs and questionnaire for evaluating the materials.

a) First Questionnaire

The first questionnaire was given to the teachers in order to find out their opinions and experiences in teaching English for children. It included their motivation in teaching English for children, interest toward teaching for children, course books and teaching aids. The information was useful to develop the theme-based teaching materials.

b) Second Questionnaire

The second type of the questionnaire was the evaluation questionnaire. It was used to collect the information from the teacher. The data were used to revise the design of teaching materials. The evaluation questionnaire for the teacher was given after the first draft of the design of teaching materials was made. The teacher stated the

judgment by giving the check mark $(\sqrt{})$ in each statement according to degrees of agreement.

The degrees were categorized in numbers, i.e. 5= strongly agree, 4=agree, 3=undecided, 2=disagree, 1= strongly disagree.

The teacher were also asked to answer the open-ended questions. The questions were about the evaluation of the materials in general, the weaknesses of the materials, things in the material that should be added or eliminated, and suggestions to improve the designed teaching materials.

2) Interview Guidelines

An interview is a method used to collect information from the respondent through an ask-and-answer activity lead by interviewer. The data of this instrument was in the forms of interview transcripts. The first kind of interview was aimed at knowing the students' needs and the student's interests in learning English. The second interview was aimed at knowing the teachers' and the students' comments and feedbacks on the developed materials.

4. The Technique of Data Analysis

This research applied both qualitative and quantitative methods to collect the data. The analysis of the collected data and information was used to develop the materials and to identify the appropriateness of the developed materials as instructional materials for program.

a. The qualitative data

The qualitative data were obtained through interviews, open-ended questionnaires, and observations including photographs and recording. The data were in the form of descriptions about the effectiveness of developed materials for grade A of TK ABA Jogokaryan. The data were collected by interviewing children and teacher of A2 class of TK ABA Jogokaryan. The interviews and questionnaires followed the guidelines that have been outlined in Validity section in this chapter. The collected data from the interview transcript and the result of the questionnaire were examined by assembling, coding, comparing and building meanings and interpretations to find the evaluation of the developed materials. The result of the data was used to develop, to measure and to revise the designed materials until they reached the ideal qualification of good materials for grade A children of TK ABA Jogokaryan.

b. The quantitative data

The quantitative data was obtained from teacher judgements' questionnaire. To determine the reliability of the data, the researcher used *Likert Scale* for analyzing the data. The researcher used the scale to quantify the teacher' opinion through the questionnaires. The score of the data were formulated in the following key:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Then, the collected data using *Likert Scale* were analyzed by calculating the percentage by using the formula below:

$$\mathbf{P} = \frac{f}{N} x \; \mathbf{100}\%$$

Note:

P= percentage of the item

f= collected scores

N= number of cases

After calculating the percentage, the researcher transformed those percentages into criteria of feasibility. This result is very important to know whether the materials should be revised or not. The materials are called feasible to apply if they get score more than 60%. However, it should be revised if the score less than 60%. The criteria are outlined below:

Table 2: Percentage of feasibility criteria (Purwanto, 2000:103)

Scores (%)	Category
81% - 100 %	very good
61 % - 80%	Good
41 % - 60 %	Fairly
21% - 40%	Poor
≤ 20%	very poor

5. Validity and Reliability

a. Validity and Reliability of the Instruments

1) The First Questionnaire

The first questionnaire was given to the teachers in order to find out their opinions and experiences in teaching English for children. It included their motivation

in teaching English for children, interest toward teaching for children, course books and teaching aids. The information were useful to develop the theme-based teaching materials. Finally, the guidelines of the questionnaires are shown in the Table 3 and the content coverage of the questionnaires can be seen in Appendix A.

Table 3: The Organization of Needs Survey Questionnaire (for Teacher)

Part	Question	Purposes of the questions	References
	Numbers		
A		To get information about	Tomlinson, 1998: 240
		teacher's profile	
В	1-4	To get information about	Harmer, 2001:51 and
		the teacher's motivation of	Hutchinson and
		teaching	Waters 1986: 62
		English	
	5-16	To get information about	Tomlinson, 1998:240
		the teacher's interest in	
		teaching English	
	17-26	To get information about	Hutchinson and
		the course book	Waters 1986: 63
	27-33	To get information about	Hutchinson and
		the teaching aids	Waters 1986: 63

Inter-rater reliability was used to measure the reliability of the open-ended questionnaire guideline. The researcher distributed the questionnaire to teacher of grade A children in the beginning of the program. After getting back the questionnaire, the researcher analyzed the result. If the result was similar, the questionnaire guideline was categorized as an appropriate questionnaire guideline to be used to collect the data.

2) Second questionnaire

The same techniques were used for the other questionnaires to get the validity of the data. The outline of the second questionnaire is shown in the Table 4 below.

Table 4: The Outline of the Second Questionnaire for Evaluating the Materials

Question	Aspects	Indicators References
number		
1-5	Goal	 To find information concerning the relation among the materials, the syllabus and the learning activities Brewster, Ellis and Girard (2002) Kurikulum TK Nunan (2001)
6-12	Input	 To find information concerning the inputs of the developed materials Pinter (2009) Nunan (2001)
13-22	Activities	 To find information concerning the activities of the developed materials Paul (2003) Nunan (2001)
23-25	Setting	• To find information concerning the setting of the task
26-28	Teacher's role	• To find information concerning the teacher's role towards the materials
29-30	Learner's role	• To find information concerning the learner's role towards the materials
31-38	Layouts	• To find information concerning the appearance of the materials • Brewster, Ellis and Girard (2003)

The reliability of this questionnaire was measured by using descriptive analysis of the measurement from *Alpha Cronbach* formula. The questionnaire was given to the material experts of the English for children. In the form of closed-ended questions, there were five possible points from the content expert based on *Likert Scale*, i.e. *Strongly Agree* for 5 points, *Agree* for 4 points, *Neither Agree nor Disagree* for 3 points, *Disagree* for 2 points, and *Strongly Disagree* for 1 point. After the questionnaire

was given back, the researcher made a recapitulation of the score. After that, the data was recapitulated by using *Alpha Cronbach* formula and then it was outlined descriptively.

3) First interview

The first interview was to collect the data about TK ABA Jogokaryan teachers' opinion about their developed materials. To measure the validity of the interview guideline, the technique being used was also the same with the questionnaires. The arrangement of interview guideline was taken from some theories related to the goals, materials input, activities, teacher's role and learner's role in class. The following is the organization of the interview guideline.

Table 5: The Outline of the Interview for Needs Analysis by Teachers

Ques- tion num- ber	Aspects	Indicators	References
1-6	Goal	• To find information concerning the relation among the materials, the syllabus and the learning activities	 Brewster, Ellis and Girard (2002) Pedoman Pembelajaran Bahasa Inggris (2007) Nunan (2001)
7-8	Input	• To find information concerning the inputs of the developed materials	Pinter (2009)Nunan (2001)
9-10	Activiti es	• To find information concerning the activities of the developed materials	Paul (2003)Nunan (2001)
11	Teacher 's role	To find information concerning the teacher's role towards the materials	• Nunan, (1989)

ſ	12	Learner'	•	To	find	information	•	Nunan (2001)
		s role		conc	erning the	learner's role		
				towards the materials				

4) Second interview

The second interview was to collect the data to A2 class teacher of TK ABA Jogokaryan as the researcher's collaborator about the developed materials. The third interview was to collect the data about materials' assessment. Like the other instruments, the last interview's validity was also measured by using construct validity. The arrangement of interview guideline was taken from some theories related to the goals, materials input and activities in class. The following is the organization of the interview guideline.

Table 6. The Outline of the Interview for Materials' Assessment by Collaborator

Question number	Aspects	Indicators	References
1-2	Goal	• The appropriateness of the developed materials with the goals of English teaching and learning	• Nunan (2001)
3-9	Material	 The suitability of the inputs of the materials to the learners' characteristics The attractiveness of the input materials Quality of the supported media Quality of the instructions 	• Nunan (2001)

Similar to the previous interview guideline, inter-rater reliability was used to measure the reliability. The researcher interviewed the collaborator about the

developed materials. After conducting the interviews she made and analyzed the transcript.

5) Third interview

The last interview was to collect the data about children's feeling about the delivered materials. Like the other instruments, the last interview's validity was also measured by using construct validity. The arrangement of interview guideline was taken from some theories related to the materials input and activities in class. The following is the organization of the interview guideline.

Table 7: The Outline of the Interview for Achievement by Grade a Children

Question number	Aspects	Indicators References
1-6	Input	 To find information concerning the inputs of the Pinter (2009) Nunan (2001)
		developed materials
7-11	Activities	• To find information concerning the activities of the developed materials

Similar to the previous interview guideline, inter-rater reliability was used to measure the reliability. The researcher interviewed the A2 children of TK ABA Jogokaryan about their progress after joining the program, especially about the given materials. After conducting the interviews she made and analysed the transcript.

b. Validity and Reliability of the Instruments

For measuring the validity of the instruments, the researcher applied both construct and content validity. In construct validity, the researcher used theories about

materials development for children and the other content that related to it, in order to find the most appropriate materials to be developed based on learner's needs and learning needs. The researcher also conducted consultations the materials to the first consultant in order to find appropriate resources and media to arrange the materials. In developing the materials, the researcher took some references related to activities and materials that appropriate to be delivered to children. The outline of the developed materials is shown in Table 8 below.

Table 8: The Outline of the References related to the Developed Materials

Aspects	Indicators	References
songs	• As linguistics, affective,	• Brewster, Ellis, and Girard
	cognitive and cultural resource	(2002)
		• Linse (2005)
Games	• As the media to enhance	• Brewster, Ellis, and Girard
	children's understanding and	(2002)
	comprehension towards target	• Linse (2005)
	language in fun ways	• Lewis and Bedson (2008)

If a test actually samples the subject matter about which conclusions are to be drawn. If it requires the test-taker to perform the behavior that is being measured, it can claim content validity (Brown, 2001:388). In this research, the content validity was used to measure the validity based on the syllabus in which containing the indicators. The indicators as the measurement of the designed materials elaborate the target language, whether it was appropriate and fulfilled the validity or still needed to be revised.

The same reliability was used to measure the materials. In this measurement, the researcher gave a set of questionnaire to teacher of English for children to give their judgments toward the designed materials. After getting the data from the teacher judgments, she analysed the data whether they were similar or not. If the result found out that it was similar, the materials were categorized as appropriate materials to be used to teach grade A children of Kindergarten.

CHAPTER IV RESEARCH FINDINGS

This chapter explains the research findings and the discussions. The findings are in regard to the objectives of the research which are stated in Chapter I. The first is about designing theme-based teaching materials for children of TK ABA Jogokaryan Yogyakarta. The second is the characteristics of appropriate theme-based materials to be developed in teaching children of TK ABA Jogokaryan.

A. Result of the Development

This section consists of the process in developing the first draft of theme-based materials. The process consists of 6 steps. The steps are needs survey, needs analysis, planning, writing the course grid, and writing the first draft.

1. The need Survey

In order to get some basic information which were needed to support the designing of theme-based materials, a needs survey was conducted. The data collections were conducted to gain information of the needs of the teacher and the target tasks they might face when teaching English in the basic level.

The needs survey was conducted on December 2013 in TK ABA Jogokaryan. The survey was conducted in two ways: observing the English teaching and learning in A2 class of TK ABA Jogokaryan and interviewing the teacher of A2 class. Besides, the researcher delivered a questionnaire for the teacher.

The questionnaire for the teacher consisted of two parts: close-ended parts and open-ended parts. There were 31 multiple choice questions and two open-ended questions. The purpose of this questionnaire was to get data about the teacher profile, motivations and interests in teaching English for children, the course book, and the teaching aids.

The teacher was asked about the experiences in developing materials for children and about the children's needs. In the observation, the researcher observed the learning process, the materials and the response of the children.

The results of the observations were presented in the form of field notes and the results of the interviews were presented in the form of interview transcript. Those are provided in Appendix C and Appendix D. The results of the needs survey were to become the basic information to develop the materials.

1. The Needs Analysis

After conducting the needs survey, the result of questionnaire was analyzed. Three basic information were collected from the analysis such as: the information about teacher profile, the information about teaching and learning process conducted by teacher and the information about teacher's expectation on the theme-based materials.

a) Information about the teacher profile

Tomlinson (1998:241) states that there were two kinds of basic information about teacher's profile namely teacher's personal needs and professional needs. The personal needs included information about the teacher's sex, age, interest, educational

and cultural background, and the language proficiency. The professional needs included the information about the teacher's preferred teaching style, their training experience and the teaching experience.

Based on the needs survey, it was found that the teacher of English in TK ABA Jogokaryan graduated from senior high school. The teacher used Javanese and Indonesian in daily conversations. The respondent had a low interest in teaching English proficiency and stated that her language proficiency is intermediate. However, she never joined any seminar/workshop on that field but she ever joined a short course of teaching English. In terms of the teaching experience, the teacher had been thought English for 6 years.

The brief information about teacher's profile is presented in Table 9 below.

Table 9: The Result of Needs Analysis on the Profile of the Respondents

Category	Information	Explanation
Personal Needs	a. Gender	Female
	b. Age	40 years old
	c. Education background	Senior High School
	d. Cultural background	Java, Indonesia
	e. Interest	Good
	f. Language proficiency	Javanese and Indonesian
Professional	a. Personal teaching style	Teacher-centered
Needs	b. Teaching training	Training from
		Government
	c. Teaching experience	> 4 years (6 years)

Based on the information above, it can be concluded that the respondent was a teacher who had no relevant educational background with her profession. She needed

a reference or guidebook for teaching English in the kindergarten. The respondent was the target people to get the advantages of Theme-based materials.

b) Information about the teaching and learning process

In order to get the information about the teaching and learning process in the classroom, the researcher distributed a questionnaire to the teacher and observed the teaching process in the class. Some aspects to analyze were teacher's motivation in teaching English, teacher's problems and approaches in teaching English, teacher's knowledge of the materials, teacher's practical classroom skills, teacher's access to good activities, and teacher efforts in evaluating and improving their knowledge and skills.

1) Teacher's motivation in teaching English

Teacher's motivation in teaching English was closely related to the teacher's perception and awareness of the importance of Theme-based materials. There were 4 questions given to the respondent related to this issue. The result of the analysis is shown in the Table 10 below.

Table 10: The Result of Need Analysis on Teacher's Motivation in Teaching English

Aspects	Response		
Teacher awareness of the importance	Good		
of theme			
Teacher expectation in general	vocabulary		
Teacher's expectation in micro skills	Reading		
Teacher planning in teaching	Refers to the curriculum,		
	syllabus, and lesson plan		

2) Teacher's problems and approaches in teaching English

One of the important way in helping the teachers to deal with the teaching and learning process was by knowing their problems. Some questions were given to the respondent related to the teacher's problems in teaching English. The result of the analysis is shown in the Table 11 below.

Table 11: The Result of Need Analysis on Teacher's Problem in Teaching

Aspects	Response
Problems in the teaching planning	a) Arranging the indicators
aspect	b) planning the activities
	c) learning sources
	d) guidebook for teaching English
Problems in the classroom skills aspect	a) techniques
	b) activities
	c) providing the media

The data showed that most of the problems occurred on how teacher arranged and planned the activities of teaching, how she got the learning resources to improve the knowledge, and how she got the guidebook to teach English in the kindergarten.

3) The teacher's knowledge of the Theme-based materials

The teacher's knowledge of theme-based materials helped the researcher to know the teacher's perception about this issue. Table 12 presents the result of the teacher's knowledge.

Table 12: The Result of Teacher's Knowledge of Theme-based Materials

Aspects	Response
The experience in using theme-based	Yes
materials	
The topics/themes had been thought	a) Alphabet
	b) Numbers

	c) Fruits
	d) Plants
	e) Animals
The kinds of the activities	Reading and imitating

The data above shows that the teacher relatively has a good basic knowledge about the theme-based materials, but she did not use varied activities that would provided the teaching and learning process.

4) Teacher's practical classroom skills

The information about the teacher's practical classroom skills were collected by conducting the observation and interview with the teacher. The goal of the observation and the interview was to gain the information about the teacher's knowledge of children's characteristics, the practical skills in teaching children, and the practical skills in teaching theme-based materials.

The data of the needs analysis were obtained through interviews with the teacher and observation. The observation in the class showed that the children characteristics were different one from another. Some of them were active and had less attention, while the others were shy, and quiet. This could be seen in the following quotation.

Researcher (R): "Bagaimana karakter dari siswa di kelas, Bu? Apakah mereka aktif ketika KBM berlangsung? / (How about the characteristic of the students in this class, Ma'am Are they active during the teaching process?"

Teacher (T): "Sebagian besar anak di sini cukup aktif saat KBM. Walaupun memang ada beberapa siswa yang kadang kurang memperhatikan, malas mengikuti kegiatan kelas, lari-lari di kelas. Pada umumnya memang karakter siswa di dalam kelas tidak

bisa disamakan. Jadi, guru harus pandai menyajikan materi ke siswa agar mereka mau aktif dan tidak bosan di kelas. / (Mostly, children in this class are active during the teaching process. However, there are some children that do not pay attention, lazy, and run around the class. Generally, student's characteristics in the class cannot be the same. So, teacher should be capable to deliver the materials for children to encourage the children to be active and do not feel bored in the class.)"

Interview Transcript, Appendix D

Moreover, the observation vignette showed that the response of the children in the teaching and learning process was also different from one to another. The following quotation presents the explanation above.

After that, the teacher asked the second group to count from 1 until 10 using English. She said, "Ok next, let's see the next group to perform." but the children did not do the teacher's instructions. Some of them were talking with their friends, running around the class and the others were busy doing another exercise in the book.

Observation Vignette, Appendix C

The conclusion of the result of the analysis is presented on the Table 13 below.

Table 13: The Result of the Needs Analysis in Teaching Practical Skills.

Aspects	Response
Teacher knowledge about children	They were active, cheerful, noisy,
characteristics	interested to play, curious, loved to try
	and experience new things, easily to get
	bored and moody. Some of them were
	shy and quite.
Practical skill in teaching children	Using here and now principles
Practical in teaching English for kids	Teaching about vocabulary
Content of the materials in teaching	Reading words, writing, imitating
theme-based materials	
Teaching techniques and activities	Drilling, writing,
Media	1

a. Information about the teacher's needs and expectation of Theme-based materials

In order to develop the theme-based materials, it is very important to know the expectations of the teachers as the users of the guidebook. Four basic information which were collected from the needs survey was analyzed in this section. The information were the basic need of theme-based materials and the expected content of the guidebook. This information was used to analyze what kinds of theme-based materials which were appropriate with the teacher's expectation.

1) Information about the basic needs of guidebook

The information about the basic need of guidebook consisted of the information about teacher's basic needs and teacher's expectation. The result of the analysis is shown in table 14 below.

Table 14: The Result of Need Analysis on the Teachers Basic Needs of the Materials.

Aspects	Response	
The importance of the activities	Important	
Teacher's need of designing	To improve teacher's knowledge and	
theme-based materials	skills, to be a reference of materials in	
	teaching English, to be a guidance on	
	how to teach English, to be one important	
	teaching kits.	
Teacher expected	providing clear instructions on how	
	to teach English	
	a) providing various activities	

The most important information in this section was that the respondent had similar perception about designing of the guidebook. The respondent concluded that

designing the theme-based materials was important, even very important to conduct. The second, the respondent expected that the guidebook would have a clear guidance on how to teach the materials appropriately, gave additional knowledge and practical skills.

2) The information about the content of the guidebook.

Related to the content of the expected theme-based materials, there were 4 points to emphasize. The aspects were the organization of the guidebook, main contents, the additional contents, and the preferred language style. The result of analysis is shown below.

Table 15: The Result of Needs Analysis on Teacher's Expectation of the Content.

Aspects	Response
Included how to use the book	Yes
Included Various activities	Yes
Information included in the guidebook	Teaching techniques, media.
Language	English and Indonesia
Additional Contents	Songs and games
Language Style	Simple and understood

In brief, the result of needs analysis is explained in the following table:

Table 16: The Result of the Needs Analysis

Analysis	Children	Teachers
Characteristics	They were active, cheerful, noisy, interested to play, curious, loved to try and experience new things, easily to get bored and moody. Some of them were shy and quite.	She had been trained to be patient, kind, friendly and caring to the children.

Needs	 Active children needed activities which were able to make them be active but in proper ways. Quite children needed activities which could make them work silently, but they also needed to be taught to be active. Both needed materials which could make them pay attention to the teachers without making them bored. 	- to fit the materials and activities with the children's characteristics
Lacks	 The active children were difficult to keep silent. The silent children were reluctant to be actively joined the activities. 	- The teacher was lack of time to search and capability to design standard materials based on children's characteristics.
Wants	They wanted to be able to participate actively in each activity. They wanted to have fun learning activities.	 the materials that had been designed was appropriate to the children the activities that could engage children's attention and participation

2. The Result of Planning

The main objective of the product was to help the teacher for teaching English for children in the kindergarten. Based on that objective, there were some strategies that were used in the planning stage. It was related to the specification of the products and the organization of the guidebook.

a. The specification

The product was designed to help the teacher to be a good teacher in teaching English in the kindergarten. There were five basics principles that should be applied in teaching foreign language to young learners (Brown, 2005:12). The principles were intellectual development, attention span, sensory input, affective factors, authentic and meaningful language. Those basic principles were used to decide the appropriate topics, activities and media for children.

Three kinds of products were designed in this study. The main product was the Theme-based guidebook for teacher, while the supplements were a set of materials for students and an audio CD. The materials for students were inserted in the guidebook as an appendix. In other words, the three products were launched in only 2 products. They were the guidebook and an audio CD.

b. The organization of the Theme-based materials guidebook

The title of the guidebook was "A Guidebook for English Teacher: THEME-BASED TEACHING for Kindergarten". The guidebook talked about the guidelines in teaching theme-based teaching approach for teaching English in the kindergarten. The organization of the guidebook is presented the Table 17 as follows.

Table 17: **The organization of the first draft**

Opening Section	Halaman sampul
	Daftar Isi
Main Section	Unit 1
	Unit 2
	Unit 3
Closing Section	Referensi
	Lampiran

The developed materials were presented in 3 units for three meetings activities. The topic for each unit was made different, varied, and fun for each day, since the children belonged to very young learners with their unique characteristics such as moody, easy to get bored and less attention getter. Therefore, with those various and fun topics, it was expected that they would not feel bored to learn English every day.

3. The Result of Organizing the Course Grid

The course grid was focused on the materials that were arranged based on certain themes derived from the needs analysis and the goal of the kindergarten curriculum. Here, the researcher designed the materials based on things that were familiar to the children especially their surroundings, such as *Animal* or *Fruits*. There were three topics designed in the course grid: *Hello, Friends! I have a cat, I like a red apple*.

Moreover, to organize the learning activities, the researcher used PPP (Presentation, Practice, and Production) technique and Total Physical Response approach. The main components of the course grid were theme, language skills, indicators, learning materials that consisted of language functions, learning resources,

vocabulary, pronunciations, grammatical, learning activities, time allocation, media and characters. The complete course grid was compiled in the Appendix B. The appearance of the course grid in the first draft of Theme-based materials is presented in the Table 18 below.

Table 18: The Appearance of the Design of the Course Grid

THE	INDICA	TEACHING	ACTIVITIES	MEDIA	TIME
ME	TORS	MATERIALS			ALLO
					CA-
					TIONS
Hello,	- Childre	• <u>Language</u>	Opening routines:	Puppet	2x35
Friend	n are	<u>functions:</u>	• Teacher and	animals,	minutes
s!	able to	- Introducing	children say a	paper	
	recogniz	myself:	prayer together	hat.	
	e	Hello, my	• Teacher take a		
	English	name is	roll call		
	patterns	- Introducing			
	in	others:	Presentation:		
	having	He is	• Teacher greets		
	introduc	She is	the children using		
	tion.		puppet animal.		
	- Childre				
	n are				
	able to				
	respond				
	to the				
	instructi				
	on				

The goal of the lesson was to make the children able to communicate by using simple language, to recognize English patterns and to respond to simple instructions. Then the goals were put into some indicators. The indicators were used as the benchmark of the teaching success. In other words, the indicators indicated the abilities that should be mastered by the children in the end of the lessons. By using the course

grid that consisted of the outline of materials and activities, the learning goal can be reached. Besides, it would give the children new learning experiences where the children could learn English in a fun and enjoyable environment.

4. Developing the First Draft of the Theme-based Materials

a. Designing teacher's manual, materials and media

After developing the course grid, the next process was designing the teacher's manuals, materials and media. This process was aimed at creating and integrating the teaching and learning system which could be used in the classroom.

The teacher's manuals include what teacher should do and use in the teaching and learning process. In other words, the manuals should consist of the steps used by the teacher in teaching English classroom. The steps in this material used the PPP methods. There were five stages in each unit: "Opening Routines", "Presentation", "Practice", "Production" and "Closing Activity".

The materials were related to the topics and objective. Here, the materials were designed based on things that were familiar to children especially their surroundings. Three topics were designed in the course grid: *Hello, friends!*, *I have a cat*, and *I like a red apple*. There were many expressions and picture which were used to helps the students to understand the materials. Moreover, the use of the games and songs made the materials more interesting and enjoyable for the students who were the young learners.

In addition, the media were also provided to support the materials. They were hands puppet, pictures, cards, ball and realia which were used in the teaching and learning process. Finally, after the teacher's manuals, materials, and media were designed, all of them were compiled into the first draft of the Theme-based materials. The design of the theme-based materials is presented in the Figure 7 below.

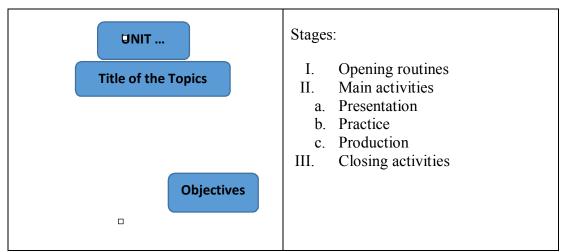


Figure 7: The Design of Teacher's Manuals

b. The Description of the first draft of Theme-Based Materials

On the design of the cover of the first draft, there were some information input such us the title of the book, the writer and the department that provided the book. Those information input are proposed to help the teacher to know the main objectives of the product and the specification of the product at once. Figure 8 presents the appearance of the cover in the first draft of theme-based materials guidebook.

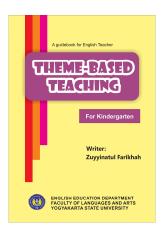


Figure 8: The appearance of the cover in the first draft

1) Unit 1



Figure 9: The Appearance of the cover Unit in the first draft

The topic in this unit is "Hello Friends!" It is about the introduction of oneself to the others. The skills being developed in this unit are listening and speaking. The goals of the unit were explained in the indicators as mentioned in the course grid. The activities were designed to make the students be able to greet and introduce themselves. This unit also presents the activities in which the students are able to understand meaning in simple short functional text. The key vocabulary in this unit is related to

the expressions of introduction. Therefore, common expressions that are put in this unit are related to greeting and introduction such as *Hello, Hi, Good morning, My, Name, You, Your, His, Her*. The key structure in this unit was S+V+C. The formula is used to express introduction.

In "Opening" stage, there are morning routines. These routines enhance the children to attract their attention span before they go to the materials. As the first meeting, the teacher greets the children and introduce themselves for the first time. Then, they pray together. After that, the teacher check children's attendance lists.

In the second stage "*Presentation*", the teacher tell the children how to introduce oneself. She uses a puppet when introducing herself. The puppet is used to interest the children.

In "Practice" stage, children practice introducing themselves and then singing "Hello" song together. The language focus in the song is simple utterances of greeting.

In "Production" stage, the teacher tells about "a Ball" game and ask the children to play the game. The purpose of the game is to improve the children's concentration, participation and memory in introducing their friends' name. Last, in "Closing" stage, children are taught "Good Bye" song. After singing the song, they are asked about what they have learned on the day and asked for their reflection whether they are happy or not. The last activities are the teacher tells the students to end the class by asking them to pray and sing "Good Bye" song.

a. Unit 2

The topic in this unit is "I have a cat". It is about animals. The skills being developed in this unit are listening and speaking. The goal of the unit is to implement the indicators as mentioned in the Appendix B. In "Opening" stages, there are morning routines as mentioned in Unit 1.

In the second stage, "*Presentation*", the teacher tells the children about animals. To help the children understanding the materials, the teachers show some colorful flash cards while explaining the name of animals. This activity is used to build children's background knowledge or recalling their current knowledge about animals. To make it easier in teaching animal's name, the teachers use her hands to control the children to pronounce the words.

In "*Practice*" stage, the children are asked to sing the song together, guided by the teachers. After that, the teacher asks them to write the animals name on the work sheet. The children were asked to prepare their pencil to do the task. The teacher checks their understanding one by one.

In "Production" stage, teacher and children play the "Whispering" game. In this game, the children are divided into two groups. Each group makes a line and all children look in the front. The child standing in the back should whisper the name of animal to the children in the front until it comes to the last children. Then the last children should guess and choose the correct picture as soon as possible. After that, the right picture should be stuck on the wall based on their group. If all pictures are already stick on the wall, the teacher ask the result of each group using a song. The game is expected to encourage children's understanding about animals and their cooperation.

In "Closing" stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teacher ends the class by asking them to pray and sing "Good Bye" song.

b. Unit 3

The topic in this unit is "I like a red apple!" It is about introducing fruits and colors. The skills being developed in this unit are listening and writing. The goals of the unit are implemented in the indicators as mentioned in the Appendix B. In "Opening" stages, there are morning routines as mentioned in Unit 1. In the third unit, the morning routines are started by greeting the children and asking them to pray. The stage is ended by singing "Hello" song together.

In the second stage, "Presentation", the teacher shows the pictures about fruits and their names. The pictures have a function to help the children's understanding. After that, teacher asks the children to sing "If you're happy" song together. In "Practice" stage, the children practice to sing "Color" song led by the teachers. Before starting the song, teacher asks the children to make a circle. Then, she explains the rule in playing with this song. The song is expected to encourage children to recognize colors around the class. In "Production" stage, the teacher tell about coloring activity. In this activity, the children are given a paper containing some fruit pictures. The children are expected to match the picture with the appropriate color and then color it.

In "Closing" stage, children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the

teachers tell about the activity for the next day and end the class by asking them to pray and sing "Good Bye" song.

B. Result of the Product of the First Draft Testing

The first draft of the materials then were tried-out to the A2 children of TK ABA Jogokaryan. The researcher and her collaborator acted as the teachers. After conducting the try-out, the researcher did an evaluation. The evaluation was conducted by making reflection from field notes and by interviewing the teacher and the children. From the result of the interviews and field notes, the researcher analyzed the first draft to know the result of the try-out about the appropriateness of the materials.

The try-out of the first draft was conducted for 3 days in TK ABA Jogokaryan from 21st to 23th of May 2014. There were three meetings for three units. The explanations of the meetings are described in the following sections.

a. First Meeting

This meeting was held on Wednesday, May 21st 2014, starting from 08.00 a.m. to 09.00 a.m. in A2 class. There were 10 children who attended this meeting. In implementing the materials, the researcher was helped by the class teacher as the collaborator. The implemented materials were Unit 1 entitled "Hello Friends!" In this unit, the children were expected to know each other by having communication in English. The target skills being developed were listening and speaking. The listening

skill was developed by listening to the teachers and friends while introducing themselves, whereas the speaking skill was developed by introducing self to the others. The delivered materials consisted of simple utterances and vocabulary related to having introduction, in the form of "*Hello*" song and "*Ball*" game.

At the first meeting of the implementation, the teacher greets the children and the leader of the class led the children to have a prayer. The teacher explained to the children that the researcher would like to teach them in the three days. The teacher let the researcher to start teaching the class.

At the opening routines, the researcher greeted the children, then, she asked them for having a prayer. She did "the rolling up" activity and showed the children to hold up their hands and take them in fronts of their shoulder and rolling up, then put them up and then put them down and put them out and put them in. The" rolling up" activity was interesting for the children and they could prepare to pray easily and effectively. The response of the children can be seen in the quotation below.

After that, the children were prepared to have a pray by doing a rolling-rolling up together. At the first time, the researcher gave the example for the children. She said "rolling-rolling up-up, rolling-rolling down-down, rolling-rolling out-out, rolling-rolling in". Then, she asked the children to follow her. They looked exited and laughed while practicing the rolling-rolling activity. After done the rolling-rolling activity, the researcher told the children," Let's say a Basmallah". The children say a Basmallah together.

Field note 1, Appendix C

Then, the researcher continued the lesson by greeting the class and introducing herself using a hand puppet. The children were very enthusiastic and answered the greeting well. This is seen in the quotation below.

At the next stage, the researcher took out a puppet and started to introduce herself, she said, "Hello, children...My name's Miss. Ika." The puppet brought a nice smile in the children's face and they said, "Itu apa Miss.? Lucu miss..." The researcher told them about the puppet and repeated her introduction, "Hello, children... My name's Miss Ika." Then, she told them how to answer her greeting until they understood and said together, "Hello, Miss Ika... nice to meet you"

Field note 1, Appendix C

In the practice stage, the children were asked to practice introducing their names one by one. Each child used a hand puppet and practice introduce their names. The other children responded by saying hallo. Children looked enthusiastic to practice that activity. The quotation below shows the response of the children.

In the practice stage, the children asked to come forward and introduce themselves one by one by using a hand puppet. The researcher gave an explanation and example at the first time." Oke, for the example, I will practice it first. If I say: Hello, friends my name's Miss Ika. Then, you should answer: Hello, Miss Ika and waving your hands like this. Ok?" The children answered, "Ok, Miss". Then, the teacher said, "Good! Ok, are you ready" They answered, "Yes, I'am ready" The children started to introduce themselves one by one. They looked enthusiastic.

Field note 1, Appendix C

Then, the researcher was inviting the children to sing Hello song. Before singing a song, she asked the children to make a circle by using a song and body movement. The children enjoyed and were interested in that activity.

Then, the teacher began inviting the students to sing "Hello" song together. She told the children to sing a Hello song. She said, "Do you know Hello song?" The children kept silent. The teacher repeated, "Ada yang tahu lagu Hello?" Some children said, "No..." Then, she asked the children to stand up and make a big circle. The teacher said "Make a small circle 3x, Make a big circle3x." After that, she gave the example by singing the song together, lyric by lyric. "Okay, give applause!" "That is "Hello" song. Then, teacher asked children one by one. "Jadi kalau ditanya, 'Hello, how are you?' you can say, 'I'm fine', or 'I'm good', or 'I'm great' or 'I'm wonderful'. Okay, Kayla, how are you?" The children answered, "I'm good, I'm...." teacher said, "Choose one". The children said, "I'm good". She continued asking each children. Many of them could answer teachers' question well, but some others still felt difficult.

Field note 1, Appendix C



Figure 10: The children sing a "Hello" song

The teacher continued the lesson by asking the children to use a paper hat. She delivered the paper hat for the children. Each child have a paper hat with a new character. The children used the picture in the paper hat as their new identities. After that, the researcher explained that they were going to play a ball game. The children were given a ball and they should introduce his/her new name.

Next, teacher told about a "ball game" Do you know ball game?" Some children said, "No..." "Okay then, let me tell you how to play the game." "If I throw this ball to you and its mean that you're pointed, then the one who is pointed has to introduce his or her name" by showing teacher example. The children pointed, "umm...." The teacher helped by said, "My name is Upin" Then, he followed speaking. "Dan yang lain... the rest of you say," hello Upin... Understand?" Then, teacher asked the child

who has pointed out to take turn be in charge throwing the ball and pointing one of his/her friends until all of the children got the turn.

Field note 1, Appendix C

Finally, in the last stage, the researcher closed the lesson by inviting the children to sing a goodbye song.

b. The second meeting

This meeting was held on Thursday, May 22nd of 2014, starting from 08.00 a.m. to 09.00 a.m. Different with the first meeting, this meeting was attended by 14 children of A2 class.

Unit 2 is about animals entitled "I have a cat!" In this unit, the children were expected to know animals and their name with target skills of listening and writing. The listening skill was developed by listening to the teachers' instructions and explanation, whereas the writing skill was developed through writing animal's name in the paper sheet. The materials in this unit consisted of vocabulary and simple English functions, in the form of animals' pictures.

At the beginning, the researcher prepared the children to enter the class. She used the opening routines like a day before. The children made a line to enter the class, the teacher greeted the children and started the lesson by saying a prayer. The researcher checked the attendance list.

Then, teacher checked the attendance list by using a song, "where is (Nana), where is (Nana)". The children answered, "Here I am... here I am..."

Field note 2, Appendix C

The next stage the researcher explained about animal's name to the children using the flash cards. The media was used to help the children for understanding the materials. However the size of the cards were not big enough for all children to see the picture clearly. This is shown in the quotation below.

In the presentation stage, Teacher told the children about animal's name using flash card, "Let's see the picture. What is it? Good, this is a cow." The children repeated the name of the animal one by one. However, some children could not see the picture clearly because the size of the picture not big enough. After that, the teacher asked the children sang a song together, "I have a cat as you can see..." The children looked happy.

Field note 2, Appendix C



Figure 11: The Researcher showed the Flashcards

The next activity, the researcher asked the children to follow her in pronouncing the animal's names by clapping their hands. The example of this activity could be seen in the video on the CD. The children imitated the researcher happily.



Figure 12; The Children Practice Pronouncing Animal's Name.

At the practice stage, the children were asked to write the animal's name. The researcher delivered the worksheet to the children.

Next, teacher told the children to practice the writing exercise. She passed the paper one by one to children and asked them to prepare their pencils. The children took their pencils in their bags. Teacher looked around all children to check their work. The children looke happy and enjoyed the writing. "Miss, aku tulisnya rapi lho..." Teacher said,"Oh, that's good Alya..." After all children finished, they collected their writing exercises.

Field note 2, Appendix C

The last stage was a production activity. In this part, the researcher invited the children to play a game. The children liked the game.

In the next stage, teacher asked children to play a whispering game. She divided the children into 2 groups. Each groups were to compete to guess the right picture. After taking the right picture they stuck the picture on the board. The groups that has more number of right picture would be the winner. The children looked happy and enjoyed the game. They tried to run faster to get the right picture.

Field note 2, Appendix C

From those materials, there was one material which could not be well implemented, i.e. singing "Whispering game" song. It was due to the time that did not enable the teacher to teach the game effectively.

c. Third Meeting

The third meeting was held on Friday, May 23rd 2014, started from 08.00 a.m. to 09.00 a.m. Similar to the first and second meetings, this meeting was attended by 12 children of A2 class. The researcher and her collaborator taught about fruits and color in Unit 3 entitled "*I like a red apple*". In this unit, the children were expected to know fruit's name and color of them with target skills of listening and speaking.

The listening skill was developed by listening to the teachers' instructions and explanation, whereas the speaking skill was developed through playing "color" song and singing "If you're happy" song. The materials delivered in this unit consisted of pictures of fruits and the coloring activity.

At the implementation in the class, the researcher started the lesson with opening routines like the day before. Then, she showed the flashcards of the fruit's name and asked the children about what fruits they like and what fruits they don't like.

In the presentation stage, Teacher told the children about fruit's name using flash card "Let's see the picture. What is it? Good, this is a banana." The children repeated the name of the fruits name one by one. Then, the researcher asked, "Do you like banana?". Some of them said, "Yes". The researcher continued her questions, "What is the color of the banana?". Then, children answered, "Yellow". After that, the

teacher asked the children sang a song together, "If you're happy" and the children looked happy. "Miss, ulang lagi lagunya..." asked the children.

Field note 3, Appendix C



Figure 13: The Children learned about Color

In the practice stage, the children learned to identify the color around the class. The researcher explained the rule in singing the color song related to the task that they should done. They were asked to find the appropriate things with the correct color. They competed each other to find the correct color.

Next, teacher told the children to practice the "color" song. She explained how to play the song. Firstly, teacher gave them example for 2 times. The children were enjoying the song. They competed to find the correct color around the class.

Field note 3, Appendix C

The last activity was conducted by the researcher using a worksheet. The children were asked to put their crayons and then colored the picture. The children looked happy with that activity.

In the next stage, teacher asked children to color the fruits picture. She passed the paper to children one by one. Each child had to color four pictures. All children shouted, "Hore… Aku suka mewarnai Miss/Horrey, I like coloring". Before children started to color the pictures, teacher introduced the picture's name and also explained how to color all of the pictures.

Fieldnote 3, Appendixe C



Figure 14: The Children were Coloring the Pictures

C. Product Revision

The first draft of the developed materials was evaluated after it had been triedout. It was evaluated through reflection, questionnaires and interviews. The reflection
was made every day along with the descriptive field note. The questionnaires for the
children and teacher were also done. The reflection was about what the researcher felt,
saw and thought upon the delivered materials for each day. The questionnaire given to
the teacher of TK ABA JOGOKARYAN was to evaluate the material, while the
interviews were aimed to know the respondents' feedback (children and teachers of A2
class) on the implemented materials. Based on the evaluation, the analysis of the first
draft was conducted. The complete descriptions of the analysis are described in the
following sections.

a. Evaluation from the respondents

In this research, the researcher gathered opinion and suggestions from the respondents, i.e. the children and teacher of the A class of TK ABA Jogokaryan to evaluate the developed materials. The information was gathered through interviews and an open-ended questionnaire that was analyzed descriptively. The results of the data analysis were used to support the revision of the first draft. Those were classified into several points as the following table:

Table 19: The Result of the Evaluation from the Respondents

	Respondents' evaluations			
Opinions	a.) The materials were good, fun and interesting and matched with			
	children characteristics.			
	b.) The activities were interesting and challenging to the children.			
	c.) Both the materials and activities had corresponded to children's			
	ages.			
	d.) The instructions of the developed materials were easy to			
	understand.			
	e.) The developed materials could help the A2 teachers of TK ABA			
	in teaching their young learners.			
	f.) The given materials and activities could encourage children to be			
	brave and active in front of the others.			
	g.) The materials enriched new vocabulary to the children.			
Suggestions	a.) Create more observation activities, such as science experiments,			
	etc.			
	b.) Create more communicative atmosphere and interactions in			
	English.			
	c.) Make the instruction simpler to the children.			

b. Evaluation from the teacher

From the researcher's point of view, there were seven important aspects to consider related to the developed materials for A2 class of TK ABA Jogokaryan. Those were goals, the input, activities, teachers' role, learners' role, and layouts. Considering that those are important, teacher's judgments is needed in order to make good materials. Therefore, she asked a teacher from TK ABA Jogokaryan to judge her developed materials. Then, she calculated the judgment that can be seen in Appendix A entitled EVALUATION FROM THE TEACHERS' JUDGMENT. The result of the judgments' calculation is presented as follows:

GOALS

The goal aspect reaches 21 points out of 25 points as the expected score and the percentage of that aspect is 84 %. It can be concluded that the goal aspect of the materials is good. In addition, the 84 % percentage means that the materials can accommodate the children's need considering the goals that the children can achieve from the materials.

INPUT

The input aspect is 33 points out of the expected score 35 and the percentage of the aspect is 94.3 %. It means that the input aspect of the materials is good and it offers quite various and good exposures to the children. The evaluation of this aspect is aimed at monitoring the needs of the children related to exposures for learning.

ACTIVITIES

The activity aspect is 40 out of total score 50. Besides, the percentage obtained from the expert judgment is 94%. It can be concluded that the activity aspect of the materials is good. It also means that the materials provide fun activities for the children in order to get better learning process. The evaluation of this aspect is aimed at monitoring the needs of fun activities in learning.

SETTING

The setting aspect is 13 out of total score 15 and the percentage obtained from the expert judgment is 86.7%. The score means that the setting aspect is good and provides various techniques to apply and the enjoyment for learning since the teaching and learning process is not only held inside the class but also outside the classroom.

TEACHERS' ROLE

The teachers' role aspect is 13 out of total score 15 and the percentage is 86,7%. It can be concluded that the teachers' role aspect is good. By 86,7%, it also means that the teachers were not dominant during the teaching and learning process. The instructions used were also quite clear to the children. The evaluation of this aspect is to monitor teachers' role in the class.

LEARNERS' ROLE

The learners' role aspect is 8 out of total score 10 and the percentage is 80%. It can be concluded that the learners' role aspect is good. By 80%, it also means that the children could do the task well and they were also well cooperative in doing the activities. The instructions used were also quite clear to understand by the children. The evaluation of this aspect is to monitor the learners' role in the class and how well they enjoyed the learning process.

LAYOUTS

The percentage of the layout aspect is 97.5% since it reaches 39 from 40 of total score. It means that the layout aspect of the materials is good. The evaluation of this aspect is aimed at evaluating how effective and efficient the materials are.

c. Evaluation from the reflections

1) UNIT 1

This unit was implemented in A2 class in the Wednesday. The analysis of the teacher's manuals is presented below.

a) Opening Routine

As the first day, the morning routines were not mastered yet by the children. However, they could follow the teachers' instructions quite well, though still being shy. Teacher said, "Good morning class?". The children still quite at the first time. The teacher repeated her greeting, then the children answered, "Good morning, Mom".

(Reflection 1, Appendix C)

The aim of this step was to stimulate the children to build their attention about introduction. Almost all of them paid attention well.

b) Presentation

In this step, the children to introduce themselves. After all of them introduced themselves, the teachers told them about "Hello" song. The children paid attention to teachers' explanation. It is supported by the quotation below.

The researcher opened the class by inviting the students to sing "Hello" song together. She told the children to sing a Hello song. The children kept silent. The teacher repeated, "Ada yang tahu lagu Hello?" Some Children said, "No.... Then teacher asked the children to stand up and make a big circle. The teacher "Make a small circle 3x, Make a big circle3x." After that, Teacher gave the example by singing the song together, lyric by lyric. "Okay, give applause!" "That is "Hello" song. Then, Teacher asked Children one by one. "Jadi kalau ditanya, 'Hello, how are you?' you can say, 'I'm fine', or 'I'm good', or 'I'm great' or 'I'm wonderful'. Okay, Kayla, how are you?" The Children answered, "I'm good, I'm...." Teacher said, "Choose one". The Children said, "I'm good". Teacher continued asking each children. Many of them could answer Teachers' question well, but some others still felt difficult.

(Reflection1, Appendix C)

While telling the song, the teachers taught the targeted language functions.

They told the children how to greet others through the song. Many of them could

answer Ts' question well, but some others were still confused to choose the answers, as shown in the following reflection.

When teacher asked the children "how are you?" after singing the song, many of the children could answer Ts' question about their news well, but some others were still confused to say "I'm fine" or "I'm good" or "I'm great" or "I'm wonderful" by mentioning all of the choices, but then they could answer by choosing one of those answers.

(Reflection 1, Appendix C)

c) Practice

In this step, the teacher invited the children to introduce themselves in front of the class one by one. They used the puppet when introducing their names. The children looked interested and happy, because they were using a puppet.

d) Production

In this step, the children were told about a "ball" game. The game was to check children's memory about their new friends' name and about how to introduce others correctly. The teachers needed to explain the game several times until the students understood how the game worked, as mentioned in the reflection below.

In delivering explanation about the "ball" game, firstly, the children still found quite difficulties in understanding the explanation, but after the teacher gave them some other examples; they could follow the game well. All of them wanted to join the game. They looked curious and excited with the game.

(Reflection, Appendix C)

e) Closing

In the last step, the teacher asked the children about their feeling of the day, told about the activity for the next day and asked them to pray. Some of the children wanted to lead the prayer excitedly. However, the "*Good Bye*" song could not be taught intensively because the time was over and the children wanted to go outside the class to take a break time as shown in the following reflection.

Many of them said they were happy but some of them kept silent. It might be because they were still shy. Then, when the teachers asked one of them to lead the prayer, some of them enthusiastically raised their hands. But then, the children were too excited to go outside to have a break time so Teacher could not teach "Good Bye" song intensively, but just sang the song while shaking Children's hand.

(Reflection 1, Appendix C)

2) UNIT 2

a) Opening Routines

This step was to accustom the children's morning routines. The lesson was started with preparing the children to enter the class, then greeting the children and having a prayer together followed by taking the roll. The children were asked to tell their names after being called by the teacher. They were excited in doing the activity. The situation can be seen in the reflection below.

Children were excited to tell their name when the teacher called the name of the child one by one....

(Reflection 2, Appendix C)

b) Presentation

The lesson was continued with the introduction of animals' names through pictures. The step was to build the children's background knowledge about the materials and activities they were going to do. The teachers retold the animals names by clapping their hands to train the children pronouncing the name. After that, teacher asked the children to sing a song about "A cat" They seemed like the song.

c) Practice

In this step, the children were supposed to do the writing exercise. The children learned how to write the animals name by copying the letters in the box on the paper, as mentioned in the reflection below.

The children took their pencil from their bags. Teacher looked around all children to check their work. The children looked happy and enjoyed the writing. "Miss, aku nulisnya rapi lho..." Teacher said,"Oh, that's good Alya..." After all children finished, they collect their writing exercises.

(Reflection 2, Appendix C)

d) Production

The step was continued by having whispering game. The activity was to build the children for practicing the listening competence. The teacher divided the children into two groups. Each groups was to compete to guess the right picture. After taking the right picture, they stuck the picture on the board. The groups that had more numbers of the right picture would be the winner. The children looked happy and enjoyed the games as shown in the following reflection.

The children looked happy and enjoyed the game. They tried to run faster to get the right picture.

(Reflection 2, Appendix C)

e) Closing

In the last stage, the children took a rest for a while. After that, the teachers asked them what they had learned from the animal's names and some of them could take the correct pictures. Then, the teachers asked whether they were happy or not, and they said that they were happy. Next, the teacher told the materials for the next day and what they should bring. The children paid attention to the teachers and could answer teachers' questions well.

At the end of the stage, the teacher asked the children their feeling when they were studying the lesson. The children told that they enjoyed the lessons that day.

(Reflection 2, Appendix C)

To end the lesson, teachers asked one of the children to lead the prayer and then sang "Good Bye" song together. Some children wanted to lead the prayer, but the teachers chose one of them who had not got the turn yet. Since the song was new for them, they sang the song slowly.

3) UNIT 3

a) Opening

The step was to build their attention towards the lesson. In this unit, the morning routines could be done well. The children had been trained before to have morning routines.

The morning routines could be done well. The children were looked so happy and enthusiastic when they tried to do the morning routines as the day before.

(Reflection 3, Appendix C)

b) Presentation

To build the first knowledge about fruits, the teacher told the names of fruits using flash cards. Teacher showed the children some pictures of fruits one by one while pronouncing it for three times. The children repeated the her explanation.

In the presentation stage, Teacher told the children about fruit's name using flash card "Let's see the picture. What is it? Good, this is a banana." Coba diulang tadi ini gambar apa? "This is a banana..." Children repeated, "This is a banana." Children were happy and enthusiastic looking at the pictures.

(Reflection 3, Appendix C)

c) Practice

Next, teacher told the children to practice the "color" song. She explained how to play the song. Firstly, teacher gave them the example for two times. The children enjoyed the song. They competed to find the correct color around the class.

The children looked enjoying the song. They competed to find the correct color around the class..

(Reflection 3, Appendix C)

d) Production

In the next stage, teacher asked the children to color the fruits picture. She passed the paper to children one by one. Each children had to color four pictures. Before children started to color the pictures, teacher introduced the picture's name and explained how to color all of the pictures.

In the next stage, teacher asked children to color the fruits pictures. She passed the paper to children one by one. Each children had to color four pictures. All children shouted, "*Hurray… I like coloring*".

(Reflection 3, Appendix C)

e) Closing

After the children had colored the pictures, the teachers asked for reflection. To end the class, the teachers asked one of the children to lead the prayer and to sing the "Good Bye" song.

At the end of the stage, the teacher asked the children about their feeling when they were studying the lesson.

(Reflection 3, Appendix C)

The revisions of the Theme-Based Teaching Materials are presented in Table.

20 below.

Table 20: Revision of the theme-based teaching materials.

Revision	Unit	Comments/	Action Taken	
Number		Suggestions		
1	Cover	-The color is less interesting	- Change the color into the interesting color	
2	Cover unit	-The same picture in every cover unit	- The picture in cover unit is change into the representative picture for each unit	
3	All unit	-Less clarity in the instructions	to make some of the instructions clearer in whether the children should be in individual, pairs or groups work	
4	All unit	the targeted vocabulary was unclear	 to elicit the vocabulary to add some vocabulary practice to add a list of targeted vocabulary 	
5	All unit	the inconsistency in some terms	to be consistent in some terms	
6	All unit	Check grammar and spelling	to change some grammar and spelling mistakes	

8	3	All unit	there is no translation to	to add the translation	
			some teachers' talks	to some teachers'	
				talks	

After the revision the first draft, the final draft of the theme-based teaching materials could be produced. The final product of this stage was the final draft of Theme-based Materials for A class of TK ABA Jogokaryan. The final draft of the kits could be seen in Appendix F.

D. Analysis of the Final Product

The findings are related to the appropriateness and effectiveness of the developed theme-based materials used in teaching-learning process for A2 class of TK ABA Jogokaryan. The discussions are related to the products, the implementation and the evaluation.

1. The Characteristics of Good Developed Theme-Based Materials for A2 Children of TK ABA Jogokaryan

Based on the discussion, the characteristics of the appropriate theme-based materials that were developed for A2 children of TK ABA Jogokaryan are described below:

a. Material

 The content of the materials should match the standard competencies, basic competences, and indicators.

- 2) The title of the topic should be interesting
- 3) The materials and activities should be varied and interesting
- 4) The materials and activities should be able to make the students more active

b. The Manual

- 1) The teacher's guideline should be easy to use
- 2) The teacher's guidelines should suit with the teacher needs
- 3) The instruction of the teacher's guideline should be clear

c. Media

- 1) The media should be interesting
- 2) The media should be easy to use
- 3) The color should be interesting
- 4) The size should be appropriate with the children
- 5) Suitable with the topic of the material
- 6) The media should be able to motivate the children to learn English.

2. The Developed Theme-Based Materials for grade A of TK ABA Jogokaryan

The researcher developed the materials based on the characteristics, theories and the needs of both the teachers and children. The materials were arranged under the kindergarten goals that offer cheerfulness, friendliness, care and establish good interaction among children. Moreover, this program also served environments and activities in English atmosphere with different themes every year.

In general, there were three different topics for a three-day teaching-learning process in grade A of TK ABA Jogokaryan. The topics were related to each other and have their own aims. The first topic was about introducing self and others. It was due to the reason that generally in the first meeting, many of the children were not known each other yet. Therefore, the activities were in the form of introduction games that can encourage the children to get acquainted to each other actively. In the second topic was about asking and giving information. Here, the children were introduced about many animals around the environment. The activities in this unit were related to the writing and listening skill. Children were introduced the animal's name, write the animal's name and play a game that intended to covering the understanding of animals called whispering game. The third topic was about like/dislike. The children were introduced about fruits and color, i.e. an apple, a mango, where the children were familiar with. The teacher asked about their favorite fruits. The activities in this unit were about coloring and games about color.

Based on the implementation, the children were fond of the materials. It can be proven that they were excited to present to the class and to join the class activities with their friends. They showed great enthusiasm and interest in each material, task, activity and the media. They also showed significant changes during the lesson. They gave positive responses by contributing actively in each activity in the given topic. They also braved to speak and showed longer concentration towards the materials. Since

those materials have accommodated their needs, it can be concluded that the themebased materials are appropriate to A2 children of TK ABA Jogokaryan.

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGESTIONS

A. Conclusions

The purpose of this research is to develop appropriate materials for children of Kindergrten. This research is conducted to solve the problem in the teaching-learning activities. It is because there are no standard materials to be used during the teaching-learning activities. Based on the research findings and discussions, the conclusions are explained as follows:

1. The Development of Theme-Based Materials for Kindergarten

In order to design appropriate theme-based materials, the materials were developed by considering the theories and the analysis of the needs surveys and were revised through the result of evaluations. The product is formulated into course grid, lesson plans and a teacher's manual book as the teacher's guideline that contain the developed materials. The materials in the teacher's manual book consist of three units with three different themes. The themes for three units are: "Hello, Friends!", "I have a cat!", and "I like a red apple!". Each unit consists of some stages: "Opening routines", "Preparation", "Practice", "Production" and "Closing". Each stage consists of activities that are arranged orderly through Presentation, Practice and Production methods to stimulate the children's awareness of what they are learning. The materials are delivered to the children in the form of songs, games and supported by interesting media, based on their developmental stages.

One of the findings in this research is that varied integrated learning activities from the themes could maintain children's attention span, curiosity and interests to the materials. Children could learn English in fun and joyful ways wish were in line with the purpose of the learning. These activities also encouraged them to be brave to communicate in English and increased their self confidence in learning English. They felt positive outcome after learning English with the developed materials.

2. The Characteristics of Appropriate Theme-Based Materials for grade A Children of Kindergarten

The appropriate theme-based materials that can be used to in the teaching-learning process for Kindergrten should have the following criteria:

a. Material

- The content of the materials should match the standard competencies, basic competences, and indicators.
- 2) The title of the topic should be interesting
- 3) The materials and activities should be varied and interesting
- 4) The materials and activities should be able to make the students more active

b. The Manual

- 1) The teacher's guideline should be easy to use
- 2) The teacher's guidelines should suit with the teacher needs
- 3) The instruction of the teacher's guideline should be clear

c. The Media

- 1) The media should be interesting
- 2) The media should be easy to use
- 3) The color should be interesting
- 4) The size should be appropriate with the children
- 5) Suitable with the topic of the material
- 6) The media should be able to motivate the children to learn English.

B. Implications

Based on the result of the study, there are two implications that can be drawn below. First, the theme-based materials for grade A children of Kindergarten were designed based on the needs analysis obtained from observation and interviews. The observation was conducted in A2 class by observing its teaching-learning process. The interviews were conducted by interviewing the teachers of Kindergarten. The final product was designed by considering the assessment from the implementation process and from the interviews to the children and the teacher of Kindergarten. Moreover, the average score based on the teachers' judgments implies that the instructional materials are very good and feasible to use in English instruction. The results of the developed theme-based materials after the implementation and evaluation imply that the materials are appropriate and feasible to be implemented in the teaching-learning process to grade A children of Kindergarten.

Second, the research findings show that since the materials fulfill the characteristics of appropriate theme-based materials for grade A children of Kindergarten, they can stimulate the children's awareness and attention towards the given materials. It shows that children's interests to English are higher than before. It can be concluded that when teachers want to create instructional materials, it is suggested that she/he can use theme-based approach to increase children's awareness towards the materials. Yet, they also have to fulfil the characteristics of appropriate theme-based materials. The implications of these findings are that the teachers and other researchers can create appropriate theme-based instructional materials for their learners if they consider about the characteristics of their learners' needs.

C. Suggestions

Based on the conclusion and implication, some suggestions are offered related to this research study. The suggestions are addressed to the English for children, to the other researchers who are interested in this field, to materials developer, and to English Education Departments Students of Yogyakarta State University. These are presented below.

1. For the English for Kindergarten teachers

It is expected that by using the developed materials, the grade A teachers can teach their young learners appropriately to support the teaching-learning process in Kindergarten and to fulfil the goal of English learning, i.e. to make the children more interested in English instructional process. Moreover, it is expected that the other

teachers in the kindergarten who want to create other theme-based materials for their young learners, consider the characteristics of the appropriate theme-based instructional materials for the children.

2. For the material developers and other researchers

The other researchers who have any interest in developing materials in the same field can make this study as a reference by creating different themes and activities. They are expected to consider the characteristics of the children in their class. They should provide appropriate activities that meet the children's characteristics by analysing the children's needs and by understanding the related theories. Therefore, the result of this study can be used as a beneficial reference for those who want to conduct a similar study.

3. For the English Education Department Students of Yogyakarta State University

The other English Education Department students can conduct the same study in different schools or programs with different topics and materials. However, they should consider the characteristics of the appropriate theme-based materials for the children before they develop the materials by having deep need analysis and observation to meet those characteristics.

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APPENDICES

APPENDIX A QUESTIONNAIRES

ANGKET UNTUK GURU

A. PROFIL GURU		
Nama	:	
Umur	:	
Jenis Kelamin	:	
Pendidikan terakhir	: SMA	□ D3
	☐ Mahasiswa/i S1	□ S1
	☐ Mahasiswa/i S2	□ S2
Asal Universitas	:	
Bahasa	:	
Suku	<u>:</u>	
a. Basicb. Inter2. Sudah berapaa. 0-2 t	c mediate lama Bpk/Ibu mengajar ahun	a Inggris Bpk/Ibu pada level apa? c. Advance Bahasa Inggris? c. > 4 tahun
b. 2-4 t 3. Apakah Bpk Bahasa Inggr a. Pern	x/Ibu pernah mengikuti is?	i program pelatihan/pendidikan/kursus b. Tidak Pernah
	is untuk anak-anak?	i workshop/seminar/training mengajar b. Tidak Pernah
5. Apakah Bpk/ a. Ya	Ibu mengajar Bahasa Ing	gris berdasarkan kurikulum saat ini? b. Tidak
6. Apakah Bpk/	Ibu mengajar berdasarka:	n silabus?

a.	Ya	b. Tidak
*Jika`	Ya, silabus dari mana?	
-	Bpk/Ibu mengajar berdasarkan l	•
		c. Kadang- kadang
b.	Tidak	
satu.		apak/Ibu sulit? Boleh pilih lebih dari
	Menentukan tujuan pembelajara	n d. Merancang kegiatan
	Menyusun indikator	e. Melakukan evaluasi
C.	Memilih materi	f. Lain-lain:
9. Saat pe	lajaran Bahasa Inggris, apakah Ba	apak/Ibu hanya mengajar vocabulary?
a.	Ya	c. Kadang - kadang
b.	Tidak	
10. Saat pe	lajaran Bahasa Inggris, apakah Ba	apak/Ibu mengajar grammar?
-		c. Kadang - kadang
	Tidak	
11. Apakah	n Bpk/Ibu mengajar menggunakar	n topik/tema?
		c. Kadang - kadang
b.	Tidak	
12. Topik/t dari sat		berikan untuk siswa? Boleh pilih lebih
a.	Alphabet	d. Plants
b.	Numbers	e. Animals
c.	Fruits	f. Lainnya:
	as Bahasa Inggris apa yang seri pilih lebih dari satu.	ng Bpk/Ibu lakukan di dalam kelas?
a.	Memberikan penjelasan / menerangkan materi	d. Tanya jawab
b.	Mencatat	e. Permainan
c.	Latihan soal	f. Lainnya:
14. Menuru	nt Bpk/Ibu, lebih senang mengaja	r di dalam atau di luar ruangan?
		c. Di dalam dan luar ruangan
	Di luar ruangan	8

15. Bpk/Ibu suka buku a. Ya	Bahasa Inggris yang	g tampilannya berwarna atau tidak? c. Kadang-kadang
b. Tidak		
Inggris atau Bahas	a Indonesia?	ang instruksinya menggunakan bahasa
a. Bahasa Ingb. Bahasa Ing		Bahasa Inggris dan Bahasa Indonesia
-	berkelompok? Boleh	am buku dikerjakan secara individu, a pilih lebih dari satu. c. Kelompok
18. Apakah buku pak a. Ya b. Tidak	et dapat membantu p	pemahaman Bahasa Inggris siswa? c. Kadang-kadang
		Boleh pilih lebih dari satu.
a. Teksb. Dialog		c. Gambar d. Lainnya:
20. Berapa harga buku	•	iswa?
a. < Rp 5.00 b. Rp 5.000,	0,00 00 – Rp 10.000,00	c. > Rp 10.000,00
21. Berapa harga buku	yang sesuai untuk g	guru?
a. < Rp 10.0 b. Rp 10.000	00,00 0,00 – Rp 15.000,00	c. > Rp 15.000,00
22. Apakah Bpk/Ibu lo mengajar?	ebih suka mengguna	akan buku paket Bahasa Inggris dalam
a. Ya b. Tidak		c. Kadang-kadang
23. Apakah Bpk/Ibu s Bahasa Inggris?	ering menjumpai ke	esulitan saat menggunakan buku paket
a. Ya b. Tidak		c. Kadang-kadang

	mengajar kelengkapan	
dari sat	u.	
	Buku Guru	e.Media
	Buku Siswa	f. Lainnya:
	Panduan Games	
d.	Kaset/VCD	
25. Apakah	n permainan (games) da	apat membantu Bapak/Ibu dalam mengajar?
a.	Ya	c. Kadang-kadang
b.	Tidak	
26. Berapa	banyak jenis permaina	ın yang Bpk/Ibu tahu?
a.	• • •	c. > 5
b.	1-5	
Tolong	sebutkan:	
a.	n lagu-lagu (songs) dap Ya Tidak	at membantu Ibu dalam mengajar? c. Kadang-kadang
a. b.	Ya	c. Kadang-kadang
a. b. 28. Berapa	Ya Tidak	c. Kadang-kadang
a. b. 28. Berapa a.	Ya Tidak lagu yang Bpk/Ibu tah	c. Kadang-kadang u?
a. b. 28. Berapa a. b.	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu	c. Kadang-kadang u?
a. b. 28. Berapa a. b.	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5	c. Kadang-kadang u?
a. b. 28. Berapa a. b. Tolong	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5 sebutkan:	c. Kadang-kadang u? c. > 5 dapat membantu Bpk/Ibu dalam mengajar?
a. b. 28. Berapa a. b. Tolong	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5 sebutkan:	c. Kadang-kadang u? c. > 5
a. b. 28. Berapa a. b. Tolong	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5 sebutkan:	c. Kadang-kadang u? c. > 5 dapat membantu Bpk/Ibu dalam mengajar?
a. b. 28. Berapa a. b. Tolong 29. Apakah a. b.	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5 sebutkan:	c. Kadang-kadang u? c. > 5 dapat membantu Bpk/Ibu dalam mengajar? c. Kadang-kadang
a. b. 28. Berapa a. b. Tolong 29. Apakah a. b.	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5 sebutkan: n cerita-cerita (stories) Ya Tidak rapa banyak cerita yang	c. Kadang-kadang u? c. > 5 dapat membantu Bpk/Ibu dalam mengajar? c. Kadang-kadang
a. b. 28. Berapa a. b. Tolong 29. Apakah a. b. 30. Ada ber c. d.	Ya Tidak lagu yang Bpk/Ibu tah Tidak tahu 1-5 sebutkan: n cerita-cerita (stories) Ya Tidak Tidak rapa banyak cerita yang	c. Kadang-kadang u? c. > 5 dapat membantu Bpk/Ibu dalam mengajar? c. Kadang-kadang g Anda punya?

31.	Media]	pembelajaran apa yang sering An	da gunakan?
	a.	Gambar	c. Benda-benda nyata
	b.	Kartu bergambar (flashcards)	d. Lainnya:
UR	AIAN		
1.	Kriteria	a buku Bahasa Inggris yang Bpk/I	bu perlukan seperti apa?
2.	Menuru	ıt Bpk/Ibu, buku Bahasa Inggris y	yang bagus kira-kira isinya apa saja?
	U R .	a. b. URAIAN 1. Kriteria	a. Gambarb. Kartu bergambar (<i>flashcards</i>)

Questionnaire of Designed Materials Evaluation for Expert Judgment

The questionnaire aims at obtaining feedback on the first draft of the designed tasks. The result of the questionnaire will be used to improve the tasks. As a respondent of this research, you are asked to state your judgment on these designed tasks that are enclosed.

Respondent's Identity	
Name	:
Occupation	:
Educational Background	: *SI/S2/S3
Teaching Experience	:years
*circle the most appropriate one	
X	

You are asked to choose one of the opinions by giving a check $(\sqrt{})$ according to the degrees of agreement, which are categorized as follows:

5 = strongly agree
4 = agree
3 = fairly
2 = disagree
1 = strongly disagree

	Desmandants' Evaluation		Degree of					
No	Respondents' Evaluation	Agreement						
			2	3	4	5		
	A. GOALS			•				

1.	The materials being developed are appropriate to the			
	indicators and the course grid			
2.	The materials being developed are appropriate to the			
	children's needs			
3.	The materials being developed are appropriate to the			
	children's language acquisition's level			
4.	The materials being developed encourage the children to			
	learn communicatively			
5.	The materials being developed are related to daily life			
	B. INPUT	1	ı	
6.	The inputs (songs/ games/ stories) in the materials are			
	various			
7.	The inputs (songs/ games/ stories) in the materials are			
	interesting			
8.	The inputs (songs/ games/ stories) in the materials are			
	appropriate to the children's ability			
9.	The inputs in tasks encourage the children's acquisition			
	through listening, speaking, reading and writing activities			
10.	The inputs of materials use language function models			
	correctly			
11.	The inputs of materials give extra vocabulary to children			
12.	The vocabulary in each task is simple and easy to			
	understand			
	C. ACTIVITIES			
13.	The activities on the tasks encourage children to			
	communicate in English			
14.	The activities are interesting			
15.	The activities are various and not monotonous			

16.	The materials being developed include macro skills of			
	English			
17.	The materials being developed include activities to			
	understand certain language functions			
18.	The materials being developed include activities that			
	apply understanding in certain language functions			
19.	The activities in the materials are well developed based on			
	the topics			
20.	The activities stimulate the work of the left and right brain			
	(through music, coloring, listening, speaking, painting,			
	sticking, moving, etc.)			
21.	The tasks are developed from the easier to more difficult			
	tasks.			
22.	The activities are done inside and outside of the			
	classroom.			
	D. SETTING			
23.	The activities cover several settings in class (individuals,			
	pairs, groups, whole class)			
24.	The activities in individual tasks are able to encourage			
	children to be independent			
25.	The activities in pairs, groups and whole class tasks are			
	able to increase children's communicative competence			
	E. TEACHERS' ROLE			
26.	Teachers take a role more as facilitators in delivering tasks			
27.	Teachers take a role more as guides when the children			
	doing the tasks			
28.	The instructions used in each task are clear and easy to			
	understand			
	F. LEARNERS' ROLE			

29.	Children are able to do the given task independently			
30.	Children are able to actively participate in teaching-			
	learning process by doing the given tasks			
	G. LAYOUTS			
31.	The materials are arranged orderly			
32.	The orders of the materials are well organized and easy to			
	be followed			
33.	The layouts are being developed interestingly			
34.	The layouts are easy to understand			
35.	The size and font in the texts are just right and interesting			
36.	The layouts are just right and not too complex			
37.	The illustrations in the tasks are interesting			
38.	The color of the pictures and illustrations are interesting			

The suggestions for the developed materials

1.	What is your opinion about this developed materials?
_	
2.	Is there any lacks in this developed materials?
3.	Is there any suggestions to fulfill the lacks?

It could be conclude that the developed materials is considered to be *)

- 1. Feasible to apply without revision
- 2. Feasible to apply with suggested revision
- 3. Less feasible to apply
 - *) circle one of the statements

Yogyakarta,2014

The Evaluator

APPENDIX B COURSE GRID & LESSON PLANS

DESIGNING THEME-BASED COURSE GRID FOR CLAS A CHILDREN OF TK ABA JOGOKARYAN

THEME	INDICATORS	TEACHING MATERIALS	ACTIVITIES	MEDIA	TIME ALLOCA
					-TIONS
Hello, Friends!	 Children are able to recognize English patterns in having introduction. Children are able to respond to the instruction using body language correctly. Children are able to deliver short information involving functions: introducing themselves and others. 	 Language functions: Introducing myself: Hello, my name is Introducing others: He is She is Learning materials: 1. 'Hello song' 2. 'Good Bye' song 3. 'Ball' game 4. 'Hello' game 	Opening routines: Teacher and children say a prayer together Teacher take a roll call Presentation: Teacher greets the children using puppet animal. Teacher introduce her/himself using puppet animal. Teacher tells the children how to introduce oneself. Teacher teachs the children to sing "Hello" song liric by liric. Teacher and children sing "Hello" song together. Practice: Children are asked to introduce themselves one by one.	Puppet animals, papper hat.	2x35 minutes

		 5. 'How Are You?' song Vocabulary: Hello, hi, good morning, my, name, you, your, his, her Grammar: S+V+C 	 Children introduce themselves to others. Teacher tell the ball game Teachers give example of the game step by step by inviting some of the children to play. Children implement their practice by playing 'ball' game together. Production: Ask the children to use the papper hat Teacher divide the children into two groups. Each child introduce theirself in the group depends on their new character. Clossing: Teachers and children sing 'Good Bye' song together. 		
I have a cats!	 Children are able to pronounce some basic language functions about animals and numbers correctly. Children are able to mention the vocabulary 	• Language functions: Asking for/ giving information: - Is it a cat?	Opening routines: Teacher and children say a prayer together Teacher take a roll call Presentation	Animal flash cards, paper sheet, board	2x35'

related to animals and numbers. - Children are able to recognize information related to animals and numbers. - Children are able to respond to the written instructions correctly.	 Yes, it is a cat / no, it is not a cat. How many cat is this? / This is one cat. Learning materials: 1. 'If You're Happy' song 2. Animal pictures 3. An 'Animal' song 4. A 'Numbers' song 5. Guessing animal game 6. Practice activity: counting the animal pictures 7. 'Good Bye' song 	 Teachers tell about animals by showing animal pictures. Teachers show an 'Animals' song. Teachers and Children sing a 'Numbers' song. Practice Teachers tell children about animal guessing game. Teachers tell about numbers in the form of animal pictures in many total numbers. Children are asked children to match animals number. Production Teacher divide the children into two groups. Children stand up and make a line in the each groups. Children that standing in the front from the group should compete to 	
	7. 'Good Bye' song	from the group should compete to found the picture of the animal.	

		Back up: Animal origami Vocabulary: Animals: horse, cow, chicken, dog, cat, duck, elephant, monkey, bird, frog,, goat, Numbers: one, two, three, four, five, six, seven, eight, nine, ten. Grammar: S+V+C To be + S + C +?	 In the end, the teacher and children count the result of each group. Closing: Teachers and children sing 'Good Bye' song together. 		
I like a red Apple.	 Children are able to recognize the information related to fruit. Children are able to deliver some basic 	 Language functions: Asking for like/dislike: Do you like Yes, I like No, I don't like 	Opening routines: • Teacher and children say a prayer together • Teacher take a roll call Presentation	Fruits pictures, paper sheet, board	2x35'

language functions about like and dislike. - Children are able to mention the vocabulary related to fruits. • Learning resources: 1. 'If you are Happy' song 2. 'Colours' song 3. 'What do you like' song 4. Worksheet about fruits 5. 'Good Bye' song • Vocabulary: Apple, banana, mango, watermelon, orange • Teachers and Children sing 'If you're happy' song. • Teachers tell about fruits by showing some pictures. • Teachers tell about 'colours' so like'' song • Teacher and children pract the color song • Teacher and some children ask child using "what do you like "song one by one • Teachers tell children to do coloring activity a pictures of fruits	ong. ice ou
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		• Teachers and children sing 'Good Bye' song together.	

LESSON PLAN 1

A. The Lesson Plan

UNIT 1: HELLO FRIENDS!

I. Class Identification

1. Grade : A

2. School : Kindergarten

3. No. of sessions : 2x meeting (35 minutes)

4. Number of Ch : 15 children

5. Ch' intellectual capacity : basic

II. Skills

Listening and speaking

III. Indicators

- Children are able to recognize English patterns in having introduction.
- Children are able to respond to the instruction using body language correctly.
- Children are able to deliver short information involving function : introducing themselves to others.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

A. Opening (5 minutes)

1. The teacher (T) greets the children (Ch) and leads them to pray.

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you?

 $T\ :$ Let us introduce ourselves. My name is Zuyyinatul Farikhah. You can call me Miss Ika.

- T : Before we start our class today, let's pray together. Who wants to lead a prayer? Okay, Andra say to your friends, "Let's pray together, shall we?" Thank you.
- 2. The teacher takes a roll call. E.g.: "Let's take a roll call. Anyone absent?"
- 3. T gives probing question to Ch.
 - E.g.: "Have you known your friends' name?"
- 4. T tells Ch that today they are going to learn about the goal of lesson.

A. The Cycles of Teaching-Learning (60 minutes)

Presentation

- Teachers repeat introducing themselves. "Hello, my name is Miss Ika"
- Teachers tell children how to introduce oneself. "Hello my friends, my name is Andra."

Practice

- Children are asked to introduce themselves one by one while teachers checking their utterances.
- Children introduce themselves to others. "Hello, my name is Ais."
- Teachers teach the children to sing '*Hello' song* lyric by lyric. "Do you know '*Hello' song*?". "Hello…hello…hello how are you? I'm good, I'm great, I'm wonderful…"
- Teachers and children sing 'Hello' song together.
- Teachers ask comprehending questions to children, e.g. "Hi Clara, how are you?"

Production

- Teachers tell how to play 'Ball' game. "Now, we're going to play 'Ball' game."
- Teachers give example of the game step by step by inviting some of the children to play. "If I say –Zip- and I point to you, then you have to mention the name of your friend in your left side and if I say –Zap- you have to mention the name of your friend in your right side."
- Children implement their practice by playing 'Zip-Zap' game together with teachers.

VI. Closing (5 minutes)

Pre-Closing

- Teachers tell children about 'Good Bye' song. "Do you know 'Good Bye' song?"
- Teachers teach children to sing 'Good Bye' song lyric by lyric. "Good bye good bye see you again..."
- Teachers and children sing 'Good Bye' song together.

Closing

- T concludes the materials have been taught.
 - T : O.K class, what have you learned today?
- T gives a reflection.
 - T : Do you enjoy our activities today?
- Teachers tell about what they will learn next meeting.
- T closes the class and leads them to pray.
 - T: It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you. Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

No.	Aspect	Score	
1.	Accuracy	5	Very good
	(using the correct	4	Good
	vocabulary and	3	Enough
	pronunciation)	2	Poor
		1	Very poor
2.	Fluency	5	Very good
	(speaking without	4	Good
	hesitation and too many	3	Enough
	stops and pauses)	2	Poor
		1	Very poor
3.	Content	5	Very good
		4	Good

	3	Enough
	2	Poor
	1	Very poor

VIII. References

Lewis, Gordon. and Gunther, Bedson. 2008. Games for Children. New York: Oxford University Press.

UNIT 2: I HAVE A CAT!

I. Class Identification

1. Grade : A

2. School : Kindergarten

3. No. of sessions : 2x meeting (35 minutes)

4. Number of Ch : 15 children

5. Ch' intellectual capacity : basic

II. Skills

Listening and writing

III. Indicators

- Children are able to pronounce some basic language functions about animals and numbers correctly.
- Children are able to mention the vocabulary related to animals and numbers.
- Children are able to recognize information related to animals and numbers.
- Children are able to respond to the written instructions correctly.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

1. The teacher (T) greets the children (Ch) and leads them to pray.

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

T: Before we start our class today, let's pray together. Who wants to lead a prayer? Okay, Andra say to your friends, "Let's pray together, shall we?" Thank you.

- 4. The teacher takes a roll call. E.g.: "Let's take a roll call. Is there anyone absent?"
- 5. Teachers and children sing 'Hello' song together.
- 6. T gives probing question to Ch.
 - E.g.: "What animals do you know?"
- 4. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (60 minutes)

Presentation

- Teachers tell children about animals by showing some pictures of Animals that the children will see. "This is a Cat" / "That is a horse".
- The teacher ask the children to pronounce the animal's name by clapping their hands.

Practice

- Teachers tell children about animal guessing game.
- Children are asked children to match animal's number.

Production

- Teacher divide the children into two groups.
- Children stand up and make a line in the each groups.
- Children that standing in the front from the group should compete to found the picture of the animal.
- In the end, the teacher and children count the result of each group.

VI. Closing (5 minutes)

Closing

- T gives a reflection.
 - T : Do you enjoy our activities today?
- Teachers tell about what they will learn next meeting
- T closes the class and leads them to pray.
 - T: It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you.
- Teachers and children sing 'Good Bye' song together.

Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

No.	Aspect	Score	
1.	Accuracy	5	Very good
	(using the correct	4	Good
	grammar, vocabulary and	3	Enough
	pronunciation)	2	Poor
		1	Very poor
2.	Fluency	5	Very good
	(speaking at the normal	4	Good
	speed, without hesitation	3	Enough
	and too many stops and	2	Poor
	pauses)	1	Very poor
3.	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

VIII. References

Mart, Linda. 2005. Fun Songs for the Early Ages. Scholastic Ltd.

DAY 3: I LIKE A RED APPLE

I. Class Identification

1. Grade : A

2. School : Kindergarten

3. No. of sessions : 2x meeting (35 minutes)

4. Number of Ch : 15 children

5. Ch' intellectual capacity : basic

II. Skills

Listening and speaking

III. Indicators

- Children are able to recognize the information related to fruit.
- Children are able to deliver some basic language functions about like and dislike.
- Children are able to mention the vocabulary related to fruits.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

- 1. The teacher (T) greets the children (Ch) and leads them to pray.
- T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

- T : Before we start our class today, let's pray together. Who wants to lead a prayer? Okay, Andra say to your friends, "Let's pray together, shall we?" Thank you.
 - 2. The teacher takes a roll call. E.g.: "Let's take a roll call. Is there anyone absent?"

- 3. Teachers and children sing 'Hello' song together.
- 4. T gives probing question to Ch.

E.g.: "What animals do you know?"

4. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (50 minutes)

Presentation

- Teachers tell children about animals by showing some pictures of Animals that the children will see. "This is a Cat" / "That is a horse".
- The teacher ask the children to pronounce the animal's name by clapping their hands.

Practice

- Teachers tell children about animal guessing game.
- Children are asked children to match animal's number.

Production

- Teacher divide the children into two groups.
- Children stand up and make a line in the each groups.
- Children that standing in the front from the group should compete to found the picture of the animal.
- In the end, the teacher and children count the result of each group.

VI. Closing (5 minutes)

Closing

- Teachers and children sing 'Goodbye' song together.
- T gives a reflection.
 - T : Do you enjoy our activities today?
- Teachers tell children about barbecue for the next day and children's job.
- T closes the class and leads them to pray.
 - T: It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you. Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

No.	Aspect	Score	
1.	Accuracy	5	Very good
	(using the correct	4	Good
	grammar, vocabulary and	3	Enough
	pronunciation)	2	Poor
		1	Very poor
2.	Fluency	5	Very good
	(speaking at the normal	4	Good
	speed, without hesitation	3	Enough
	and too many stops and	2	Poor
	pauses)	1	Very poor
3.	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

VIII. References

Lewis, Gordon. and Gunther, Bedson. 2008. *Games for Children*. New York: Oxford University Press.

Primary i-Dictionary. Cambridge University Press.

APPENDIX C FIELD NOTES

Observation Vignete

Date : 13th Desember, 2013

Time : 08.15-08.45 a.m.

The researcher came to the class at 08.15 a.m. In the class she observed how the teacher conducting the English teaching and learning activities is. The teacher came to the class together with the researcher. She greated the children by saying "Hi..." The children answered by saying "Hallo..". They did the Hi&Hallo greetings repeated for three times. After that, she said "Assalamu'alaikum warahmatullahi wabarokatuh". The children answered by saying, "wa'alaikumsalam warahmatullahi wabarokatuh". The teacher asked the children, "Are you ready?. The students said "Yes, I am ready". And then the teacher introduced the researcher to the children. Then she introduced the researcher to the children.

The teacher asked, "Who are still remember the last lesson? One, two, three..." the children answered, "I'm, miss". The class so noisy that day. Then the teacher divided the children into two groups. There are the right side group and the left side group. She said "Ok, class! Let's see mb Raya's group to count from 1 until 10." The cildren belongs to Mb Raya's group said, "one, two, three, four, five,....ten.". Then the teacher asked the children to give apploused for mb Raya's group. After that, the teacher pointed to the second group to count from 1 until 10 using English, "Ok next, let's see the next group to perform." But the cildren did not do the excersise. Most of them were talking with their friends and also were doing their excersise in the book. The teacher asked them to sing a song "Watermelon, peneapple, banana, tomato2x..." Then, the she asked children to sing a song again, "Good morning papa 2x, good morning everybody, lalalala..."

The teacher asked the children to come forward to have assessment about number. She mentioned the name of the children one by one. She started from Abi. And then, Abi count from 1 until 10 using English. But, the other children didn't give the attentention to the teacher. There were the children were talking with the other children, going outside, and playing. The teacher assistant asked the children to do the writing task in the book, while the main teacher was assesing Abi to count from 1 until 10 using English.

The bell rang and the teacher asked the chidren to submit the book, and allowed them to go outside to have break time. The students went outside to to the yard.

Field Note 1

Implementation of UNIT 1

Date : 21st of May 2014

Time : 08.00-09.00 a.m.

After the bell rang, the children made lines in the yard. They did the preparation activities together with the other children that belongs to others class. The leader of the class directed them to enter the class orderly. Then, the English teacher and the researcher entered the class. Teacher said, "Good morning class?" "Good morning, Mom", said the children. The leader led to greet the teacher and have a prayer together. "Doa mau belajar..." Then, the teacher introduced the researcher to the children and told them that the researcher will teach them for three days. The techer let the reasercher to start the teaching process.

The researcher started with greeted the children, "Assalamu'alaiku wr.wb...Good morning everyone? How are you?" Then, the children answered, "God morning..." The researcher told the children the way to answer her greeting and repeated to practice the greeting. After that, the children were prepared to have a pray by doing a rolling-rolling up together. At the first time, the researcher gave the example for the children, "rolling-rolling up up, rolling-rolling downdown, rolling rolling out out, rolling-rolling in". Then, asked the children to follow her. They looked exited and laughed while practicing the rolling-rolling activity. After done the rolling-rolling activity, the researcher told the children," Let's say a basmallah". The children say a basmallah together.

At the next stage, the researcher took out a puppet and started to introduce herself, she said, "Hello, children...My name's Miss. Ika." The puppet brought a nice smile in the children's face and they said, "Itu apa miss? Lucu miss..." The researcher told them about the puppet and repeated her introduction, "Hello, children... My name's Miss Ika." Then, she told them how to answer her greeting until they understood and said together, "Hello, Miss Ika... nice to meet you"

Then, the researcher began inviting the students to sing "Hello" song together. She told the children to sing a Hello song. She said," *Do*

you know Hello song?" The children still silent. The teacher repeated, "Ada yang tahu lagu Hello?" Some Children said, "No..." Then teacher asked the children to stand up and make a big circle. The teacher "Make a small circle 3x, Make a big circle3x." After that, Teacher gave the example by singing the song together, lyric by lyric. "Okay, give applause!" "That is "Hello" song. Then, Teacher asked Children one by one. "Jadi kalau ditanya, 'Hello, how are you?' you can say, 'I'm fine', or 'I'm good', or 'I'm great' or 'I'm wonderful'. Okay, Kayla, how are you?" The Children answered, "I'm good, I'm...." Teacher said, "Choose one". The Children said, "I'm good". Teacher continued asking each children. Many of them could answer Teachers' question well, but some others still felt difficult.

In the practice stage, the children asked to come forward and introduce theirselves one by one by using a puppet. The researcher gave an explanation and example at the first time." Oke, for the example, I will practice it first. If I say: Hello, friends my name's Miss Ika. Then, you should answer: Hello, Miss Ika and waving your hands like this. Ok?" The children answered, "Ok, Miss". Then, the teacher said, "Good! Ok, are you ready" They answered, "Yes, I'am ready" The children started to introduce theirselves one by one.

Next, Teacher told about a "ball game" Do you know ball game?" Some children said, "No..." "Okay then, let me tell you how to play the game." "If I throw this ball to you and its mean that you're pointed, then the one who is pointed has to introduce his or her name" by showing Teacher example. The children pointed, "umm...." The Teacher helped by said, "My name is Hakam" Then, he followed speaking. "Dan yang lain... the rest of you say, hello Hakam... Understand?" Then, Teacher asked the Child who has pointed out to take turn be in charge throwing the ball and pointing one of his/her friends until all of the Children got the turn.

After played the game, the Teacher explained that they all were going to use paper hat. She deliver the paper and picture. The children sticked the picture on the paper. Then, the children used the paper hat. Teacher asked them to tell their new name based on the picture. Teacher gave the example" Hello, friends. My name is Upin." She asked all children to have opportunity for introducing their picture's name.

Field Note 2

Implementation of UNIT 2

Date $: 22^{nd}$ of May 2014

Time : 08.00-09.00 WIB

Like a day before, the students made a line in front of the class when the gymnastic morning has already finished. The researcher of the class directed them to enter the class orderly. They entered the class by said, "Let's get in... Let's get in!" Then, the teacher and the collaborator entered the class. Teacher opened the class "Assalamu'alaikum...", then, greet the children using a song and showing her hand's movement, "Good morning to you.... Good morning dear children... good morning to you". After that, she led the children to answer her song "Good morning to you...Good morning dear teacher... good morning to you." Teacher repeated the song until three times to make children understood. Then, teacher asked children to pray together. She said" Rolling-rolling up up, rolling-rolling down down, rollingrolling out out rolling-rolling in" and showed her hands movement. Children repeated it, and teacher told them to say a prayer "Let's say basmallah..." The children said "Bismillahirrahmanirrahim..." Then, teacher checked the attendance list by using a song"where is (Nana), where is (Nana)". The children answered,"Here I am... here I am..."

In the presentation stage, Teacher told the children about animal's name using flash card, "Let's see the picture. What is it? Good, this is a cow." The children repeated the name of the animal one by one. There were some children could not see the picture because the size of the picture not big enough. After that, the teacher asked the children sang a song together, "I have a cat as you can see..." The children looked happy.

Next, teacher told the children to practice the writing excercise. She passed the paper one by one to children and asked them to prepare their pencil. The children took their pencil in their bags. Teacher looks around all children to check their work. The children look happy and enjoy the writing. "Miss, aku tulisnya rapi lho..." Teacher said,"Oh,

that's good Alya..." After all children finished, they collect their writing exercises.

In the next stage, teacher asked children to play a wishpering game. She divided the children into 2 groups. Each groups were competed to guess the right picture. After took the right picture they sticked the picture on the board. The groups that has more number of right picture could be the winner. The children looked happy and enjoyed the game. They tried to run fastly to get the right picture.

At the end of the stage, the teacher asked the children their feeling when they were studying the lesson. The children told that they enjoyed the lessons that day.

Field Note 3

Implementation of UNIT 3

Date : 23rd of May 2014

Time: 08.00-09.00 a.m.

Like a day before, the students made a line in front of the class when the gymnastic morning has already finished. The teacher of the class directed them to enter the class orderly. They entered the class by said, "Let's get in... Let's get in!" Then, the teacher and the collaborator entered the class. Teacher opened the class by saying "Assalamu'alaikum....", then, greet the children using a song and showing her hand's movement, "Good morning to you.... Good morning dear children... good morning to you". After that, she led the children to answer her song "Good morning to you...Good morning dear teacher... good morning to you..." Children were did the morning routines well. Then, teacher asked children to pray together. She said" Rolling-rolling up up, rolling-rolling down down, rolling-rolling out out rolling-rolling in" and showed her hands movement. Children repeated it, and teacher told them to say a prayer, "Let's say basmallah..." The children said "Bismillahirrahmanirrahim..." Then, teacher checked the attendance list by using a song" where is (Nana), where is (Nana)". The children answered "here I am... here I am..."

In the presentation stage, Teacher told the children about fruit's name using flash card "Let's see the picture. What is it? Good, this is a banana." The children repeated the name of the fruits name one by one. Then, the researcher asked, "Do you like banana?" Some of them said, "Yes" the researcher continued her questions, "What is the color of the banana?". Then, children answered, "Yellow". After that, the teacher asked the children sang a song together, "If you're happy" and the children looked happy. "Miss, ulang lagi lagunya..." asked the children.

Next, teacher told the children to practice the "color" song. She explained how to play the song. Firstly, teacher gave them the example for 2 times. The children looked enjoyed the song. They competed to find the correct color around the class.

In the next stage, teacher asked children to color the fruits picture. She passed the paper to children one by one. Each children have to color four pictures. All children sought, "Horrey... I like coloring". Before children started to color the pictures, teacher introduced the picture's name and also explained how to color all of the pictures.

At the end of the stage, the teacher asked the children their feeling when they were studying the lesson.

REFLECTIONS OF THE IMPLEMENTATIONS

A2 CLASS OF TK ABA JOGOKARYAN

Reflection 1

Unit	:1
Meeting	:1
Theme	: Hello, friends
	Stage
Opening Routines	The opening routines run well enough. Teacher said, "Good morning class?" "Good morning, Mom", answered the children. The leader led to greet the teacher and have a prayer together. "Doa mau belajar" Then, the teacher introduced the researcher to the children and told them that the researcher will teach them for three days.
Presentation	The researcher opened the class by inviting the students to sing "Hello" song together. She told the children to sing a Hello song. She said," Do you know Hello song?". The children kept silent. The teacher repeated, "Ada yang tahu lagu Hello?" Some Children said, "No Then teacher asked the children to stand up and make a big circle. The teacher "Make a small circle 3x, Make a big circle3x." After that, Teacher gave the example by singing the song together, lyric by lyric. "Okay, give applause?" "That is "Hello" song. Then, Teacher asked Children one by one. "Jadi kalau ditanya, 'Hello, how are you?' you can say, 'I'm fine', or 'I'm good', or 'I'm great' or 'I'm wonderful'. Okay, Kayla, how are you?" The Children answered, "I'm good, I'm" Teacher said, "Choose one". The Children said, "I'm good". Teacher continued asking each children. Many of them could answer Teachers' question well, but some others still felt difficult. When Teacher asked the Children "how are you?" after singing the song, many of the Children could answer Ts' question about their news well, but some others were still confused to say "I'm fine" or "I'm good" or "I'm great" or
	"I'm wonderful" by mentioning all of the choices, but then they could answer by choosing one of those answers.

Practice	In this stage, the teacher asked the children to introduce themselves one by one. She explained the rule in introducing one self clearly. The children still found difficulties in understanding the instructions, but after the teacher gave them more examples in how to do the activity; they could follow her well. All of them wanted to do the activity. They looked curious and excited about the puppet.
Production	In delivering explanation about the "ball" game, firstly, the children still found quite difficulties in understanding the explanation, but after the teacher gave them some other examples; they could follow the game well. All of them wanted to join the game. They looked curious and excited with the game.
Closing	Many of them said they were happy but some of them kept silent. It might be because they were still shy. Then, when the teachers asked one of them to lead the prayer, some of them enthusiastically raised their hands. But then, the children were too excited to go outside to have a break time so Teacher could not teach "Good Bye" song intensively, but just sang the song while shaking Children's hand.

Reflection 2

Unit	: 2	
Meeting	: 2	
Theme	: I have a cat	
Stage		
Opening	Like a day before, the opening routines run well. The	
Routines	children started with make a line to prepare for entering the class. Children looked exited to Children were excited to tell their name when the teacher called the name of the child one by one	
Presentation	The teachers retold the animal's names by clapping their	
	hands to train the children pronouncing the name. After	
	that, teacher asked the children to sing a song about "A cat"	
	They seemed like the song.	

Practice	
	The children took their pencil from their bags. Teacher
	looked around all children to check their work. The children
	looked happy and enjoyed the writing. "Miss, aku nulisnya
	rapi lho" Teacher said,"Oh, that's good Alya" After all
	children finished, they collect their writing exercises.
Production	
	The children looked happy and enjoyed the game. They
	tried to run faster to get the right picture.
Closing	At the end of the stage, the teacher asked the children their
	feeling when they were studying the lesson. The children
	told that they enjoyed the lessons that day.

Reflection 3

Unit	: 3		
Meeting	: 3		
Theme	: I like a red Apple		
	Stage		
Opening	The morning routines could be done well. The children		
Routines	were looked so happy and enthusiastic when they tried to do the morning routines as the day before.		
Presentation	In the presentation stage, Teacher told the children about fruit's name using flash card "Let's see the picture. What is it? Good, this is a banana." Coba diulang tadi ini gambar apa? "This is a banana" Children repeated, "This is a banana." Children were happy and enthusiastic looking at the pictures.		
Practice	The children looked enjoying the song. They competed to find the correct color around the class they tried to be the winner.		
Production	In the next stage, teacher asked children to color the fruits pictures. She passed the paper to children one by one. Each children had to color four pictures. All children shouted, " <i>Hurray I like coloring</i> ".		
Closing	At the end of the stage, the teacher asked the children about their feeling when they were studying the lesson. They look		

APPENDIX D INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINE FOR TEACHER

A. Need Analysis

- 1. Bagaimana karakter anak di sekolah ini?
- 2. Bagaimana pengajaran bahasa inggris di sekolah ini?
- 3. Bagaimana Penggunaan media di sekolah ini?

B. After Implementation

- 1. Bagaimana pendapat Anda dengan materi hari ini?
- 2. Apakah menurut Anda materi yang disampaikan terlalu sulit untuk anak-anak?
- 3. Menurut Anda, apakah anak-anak memahami arahan dari guru?
- 4. Apakah aktivitas terlalu banyak, kurang atau sudah bagus?
- 5. Menurut Anda bagaimana reaksi anak-anak setelah mendapatkan materi?
- 6. Adakah materi yang tidak dapt disampaikan?
- 7. Bagaimana menurut Anda dengan keaktifan anak-anak?
- 8. Bagaimana dengan media pendukungnya?
- 9. Adakah saran atau kritik?

INTERVIEW GUIDELINE FOR CHILDREN

A. Need Analysis

- 1. Apakah adik suka pelajaran bahasa Inggris?
- 2. Suka kegiatan apa saja? Menyanyi/mewarnai/bermain?

B. After Implementation

Interview Questions:

- 1. Bagaimana tadi pelajarannya menurut adik?
- 2. Apakah kegitaannya menyenangkan dan mudah?
- 3. Adakah yang menurut adik terlalu sulit?
- 4. Adakah saran untuk pelajaran ke depan?

Interview Transcript

(Need analysis for teacher)

Researcher: R

Teacher : T

R :"Assalamu'alaikum..."

T :"Wa'alaikumsalam... Silahkan mbak masuk. Ini mbaknya yang kemarin kesini ya. Dari UNY? Ada yang bisa dibantu?"

R : "Iya bu, saya yang kemarin kesini dari UNY. Sebelumnya perkenalkan nama saya Zuyyi, dari Pendidikan Bahasa Inggris UNY. Begini bu, kemarin saya sudah menemui bu kepala Sekolah untuk meminta izin melakukan penelitian di sekolah ini, tentang pengajaran Bahasa Inggris untuk anak-anak. Dari bu kepala, meminta saya untuk bertemu dengan Bu Tari."

T : "Oya mbak, kemarin bu kepala juga sudah memberitahu saya. Jadi, apa yang bisa saya bantu?"

R : "Begini bu, saya mau menanyakan beberapa hal terkait pengajaran bahasa Inggris di sekolah ini bu."

T : "Oh... ya silahkan Mbak."

R : "Oya bu tari, sebelum saya wawancara, saya punya kuesioner, minta tolong untuk diisi terlebih dahulu ya bu?"

T : "Oya mbak, saya isi sekarang kuesionernya."

R : "Terimakasih Bu."

T : "Ini mb, sudah selesai isi kuesionernya."

R : "Inggih, Bu.. Emm bisa langsung saya lanjutkan ke wawancara sekarang Bu?"

T : "Oya mbak silakan."

- R : "Dari kuesioner yang ibu isi disini, berarti ibu sudah mengajar lebih dari 4 tahun ya bu?"
- T : "Iya Mbak, saya sudah 6 tahun mengajar disini."
- R : "Ibu mengajar kelas berapa Bu?
- T : "Oh, saya mengajar bahasa Inggris di semua kelas A1, A2, B1 dan B2"
- R : "Bagaimana karakter dari siswa di kelas, Bu? Apakah mereka aktif ketika KBM berlangsung?"
- T : "Sebagian besar anak di sini cukup aktif saat KBM. Walaupun memang ada beberapa siswa yang kadang kurang memperhatikan, malas mengikuti kegiatan kelas, lari-lari di kelas. Pada umumnya memang karakter siswa di dalam kelas tidak bisa disamakan. Jadi, guru harus pandai menyajikan materi ke siswa agar mereka mau aktif dan tidak bosan di kelas."
- R : "Kondisi belajar seperti apa yang dibutuhkan siswa dalam belajar Bahasa Inggris, Bu?"
- T : "Suasana yang menyenangkan mbak. Jadi anak-anak dapat senang belajar dan tidak mudah bosan."
- R : "Kalau dalam mengajar bahasa Inggris untuk anak-anak ibu menemukan kesulitan tidak bu?"
- T : "Anak-anak kan memang mudah bosan. Jadi memang terkadang sulitnya mengatur anak-anak biar tidak mudah bosan."
- R :"Aktivitas yang paling anak-anak suka apa saja bu kalau dalm belajar bahasa Inggris?"
- T : "Anak-anak suka menyanyi, menggambar, mewarnai, berhitung, dll itu anak-anak suka"

- R : " Dalam mengajar bahasa Inggris, ibu senang memakai tema atau berbasis skill bu?"
- T :" Sebenarnya kalau di TK, kita mempunyai tema harian. Tapi, dalam mengajar bahasa Inggris terkadang saya menyesuaikan saja. Lebih banyak memberikan tambahan kosakata biar anak-anak tahu dulu.
- R : "Kalau media yang ibu pakai dalam mengajar apa saja bu?
- T : "Saya pakainya sederhana kok Mba, misalnya papan tulis, atau kertas saja."
- R : "Ada buku pegangan tidak bu, untuk ibu mengajar?"
- T : "Saya cuma ada majalah-majalah bahasa inggris untuk anak mba, kalau yang khusus untuk guru saya belum punya. Kalau mba punya referensi boleh itu mba, saya sedang cari."
- R : "Untuk buku pegangan guru, ibu membutuhkan yng seperti apa?"
- T : "Buku yang bisa jadi pegangan saya mengajar bahsa inggris buat anakanak, ada tips-nya, ada macam-macam lagunya, dan juga permainanan, karena saya minim koleksi lagu dan permainan."
- R :"Ada lagi tidak bu, yang mungkin menjadi harapan ibu untuk buku pegangan guru?"
- T : "Ya, seperti yang tadi mba, dan harapannya simple, mudah dibawa..."

Interview Transcripts

Interview 1

Unit 1

Day : 21st of May 2014

Date: Wednesday

Time : 09.05-09.15 a.m.

R : Hello

S1 : Hello

R : Nama adik siapa?

S1 : Ulayya

R : Bagaimana tadi pelajarannya?

S1 : Seneng

R : Tadi belajar tentang apa?

S1 : Kenal-kenalan.

R : Materi yng disampaikan tadi mudah tidak?

S1 : Mudah.

R : Materi tadi ada yang susah tidak?

S1 : Tidak.

R : Suka nggak tadi belajar pakai boneka tangan?

S1 : Suka.

R : Tadi seneng nggak sama nyanyiannya?

S1 : Seneng banget, miss...

R : Latihannya tadi mudah tidak?

S1 : Mudah, miss...

R : Media yang digunakan tadi menarik tidak? Ada bola, kartu,

boneka tangan?

S1 : Menarik

R : Yang paling menarik yang mana?

S1 : Boneka tangan miss, aku suka boneka...

R : Kegiatan apa yang adik suka hari ini?

S1 : Menyanyi.

R : Ada masukan atau tambahan nggak buat kegiatan hari ini?

S1 : Ndak miss...

R : Ok, Thank you, Mb Ullaya...

S1 : Sama-sama Miss.

.....

Interview 2

Unit 1

Day : Thursday

Date : 21st of May 2014

Time: 09.15-09.25 a.m.

R : Hello

S2 : Hello

R : Nama adik siapa?

S2 : Hakam

R : Bagaimana tadi pelajarannya?

S2 : Seru, miss...

R : Tadi belajar tentang apa?

S2 : Perkenalan

R : Materi yang disampaikan menarik tidak?

S2: iya, menarik.

R : Materi tadi ada yang sulit tidak?

S2 : Tidak ada.

R : Adik bisa tidak kegiatannya?

S2 : Bisa.

R : Aktivitasnya menyenangkan tidak?

S2 : Menyenangkan.

R : Tadi suka nggak ketika belajar pakai boneka tangan?

S2 : Suka

R : Paham nggak dik tadi ketika dijelasin pakai boneka tangan?

S2 : Paham.

R : Permainan yang tadi pake bola bagaimana dik, suka tidak?

S2 : Suka, miss... menyenangkan...

R : Kegiatan saling memperkenalkan diri dan menyapa tadi bisa

membuat adik latihan berbicara bahasa Inggris tidak?

S2 : Bisa.

R : Ada masukan atau tambahan nggak buat kegiatan hari ini?

S2 : Ndak miss...

R : Ok, thank you, Mas Hakam...

S2 : Ya Miss.

.....

.....

Interview 3

Unit 1

Day : Wednesday

Date : 21st of May 2014

Time : 09.30-09.45 a.m.

R : Selamat pagi bu?

T : Selamat pagi.

R : Bagaimana penilaian ibu tentang materi yang disampaikan tadi?

T : Sudah cukup mengasyikkan. Cukup variatif.

R : Terlalu sulit tidak materinya tadi?

T : Tidak, anak-anak tadi saya lihat bisa mengikuti.

R : Bagaimana dengan instruksi-instruksinya bu? Apakah mudah dipahami?

T : Ya, mudah

R : Bagaimana penilaian ibu dengan materi yang ada?

T : Materinya sudah bagus.

R : sudah sesuai untuk siswa TK?

T : Ya, sudah sesuai.

R : Bagaimana dengan respon siswa bu?

T : Siswa semngat mengikuti pelajarannya.

R : Apakah materinya sudah sesui dengan kemmpun dan kebutuhan siswa bu?

T : Sudah, sudah cocok untuk anak-anak.

R : Siswa merasa senang dengan aktivitasnya?

T : Senang mereka aktif.

R : Apakah kegiatan permainan dengan bola tadi bisa membantu siswa berkomunikasi dengan Bahasa Inggris?

T : Iya, mbak tadi anak bisa praktek mengenalkan diri pakai Bahasa Inggris.

R : Apakah siswa memahami instruksi dalam materi?

T : Ada yang paham, ada juga yang masih bingung...

R : Maksudnya bu?

T : Ya karena tiap anak punya kemampuan yang berbeda. Ada yang langsung bisa paham, ada juga yang lama pahamnya.

R : Bagaimana dengan lagu-lagunya apakah bisa mempermudah

anak-anak memahami materinya?

T : Mereka suka... Iya bisa mempermudah.

R : Kalau media yang digunakan dalam materi apakah sudah sesuai?

T : Sudah, bagus.

R : Kalau menggunakan boneka tangan tadi gimana bu?

T : Bagus, anak-anak jadi tertarik.

R : Bagaimana dengan media topi kertas tadi bagaimana bu?

T : Anak-anak suka tadi antusias.

R : Kalau dilihat dari semuanya bagaimana dengan materi di unit 1

Bu?

T : Sudah bagus

R : Kekurangannya apa saja bu?

T : Sudah pas, udah bagus.

R : Ada saran untuk materi unit 1 hri ini bu?

T : Tidak mba, udah bagus.

R : Terimakasih Bu...

T : Sama-sama, mba...

Interview 4

Unit 2

Day : Tuesday

Date : 22nd of May 2014

Time : 09.05-09.15 WIB

R : Hello

S3 : Hello

R : Nama adik siapa?

S3 : Alyaa

R : Bagaimana tadi pelajarannya?

S3 : Seneng

R : Tadi belajar tentang apa?

S3 : Nama-nama hewan.

R : Materi yng disampaikan tadi mudah tidak?

S3 : Mudah.

R : Materi tadi ada yang susah tidak?

S3 : Tidak.

R : Suka nggak tadi belajar pakai *game*?

S3 : Suka.

R : Tadi seneng nggak sama nyanyiannya?

S3 : Seneng banget, miss...

R : Latihannya tadi mudah tidak?

S3 : Mudah, miss...

R : Latihan yang menulis tadi suka tidak?

S3 : Suka

R : Media yang digunakan tadi menarik tidak? Ada kartu

bergambar?

S3 : Menarik

R : Kegiatan apa yang adik suka hari ini?

S3 : game. Tadi seru miss...

R : Ada masukan atau tambahan nggak buat kegiatan hari ini?

S3 : Ndak miss...

R : Ok, Thank you, Mb Alyaa...

S3 : Sama-sama Miss.

.....

.....

Interview 5

Unit 2

Day : Tuesday

Date : 22nd of May 2014

Time: 09.15-09.25 a.m.

R : Hello

S4 : Hello

R : Nama adik siapa?

S4 : Zidhan

R : Bagaimana tadi pelajarannya?

S4 : Seru, miss...

R : Tadi belajar tentang apa?

S4 : Binatang

R : Materi yang disampaikan menarik tidak?

S4: iya, menarik.

R : Materi tadi ada yang susah tidak?

S4 : Tidak ada.

R : Adik bisa tidak kegiatannya?

S4 : Bisa.

R : Aktivitasnya menyenangkan tidak?

S4 : Menyenangkan.

R : Tadi suka nggak ketika belajar pakai *game*?

S4 : Suka

R : Paham nggak dik tadi ketika dijelasin pakai kartu bergambar?

S4 : Paham.

R : Nyebutin nama binatang yang tadi pake tepuk tangan

bagaimana dik, suka tidak?

S4 : Suka, miss.. menyenangkan..

R : Kegiatan menulis nama binatang tadi bisa membuat adik latihan

mengenal hewan dalam bahasa Inggris tidak?

S4 : Bisa.

R : Ada masukan atau tambahan nggak buat kegiatan hari ini?

S4 : Ndak miss..

R : Ok, thank you, Mas Zhidan..

S4 : Ya Miss.

.....

....

Interview 6

Unit 2

Day : Tuesday

Date : 22nd of May 2014

Time : 09.30-09.45 a.m

R : Selamat pagi bu?

T : Selamat pagi.

R : Bagaimana penilaian ibu tentang materi yang disampaikan tadi?

T : Mengasyikkan,

R : Terlalu sulit tidak materinya tadi?

T : Tidak, anak-anak tadi bisa mengikuti

R : Bagaimana dengan instruksi-instruksinya bu? Apakah mudah

dipahami?

T : Ya, mudah

R : Bagaimana penilaian ibu dengan materi yang ada?

T : Materinya sudah bagus.

R : sudah sesuai untuk siswa TK?

T : Ya, sudah sesuai.

R : Bagaimana dengan respon siswa bu?

T : Siswa semngat mengikuti pelajarannya.

R : Apakah materinya sudah sesui dengan kemmpun dan kebutuhan siswa bu?

T : Sudah, sudah cocok untuk anak-anak.

R : Siswa merasa senang dengan aktivitasnya?

T : Senang mereka aktif.

R : Apakah kegiatan permainan dengan bola tadi bisa membantu siswa berkomunikasi dengan Bahasa Inggris?

T : Iya, mbak tadi anak bisa praktek mengenalkan diri pakai Bahasa Inggris.

R : Apakah siswa memahami instruksi dalam materi?

T : Ada yang paham, ada juga yang masih bingung...

R : Maksudnya bu?

T : Ya karena tiap anak punya kemampuan yang berbeda. Ada yang langsung bisa paham, ada juga yang lama.

R : Bagaimana dengan lagu-lagunya apakah bisa mempermudah anak-anak memahami materinya?

T : Mereka suka... Iya bisa mempermudah.

R : Kalau media yang digunakan dalam materi apakah sudah sesuai?

T : Sudah, bagus.

R : Kalau dilihat dari semuanya bagaimana dengan materi di unit 2 Bu?

T : Sudah bagus

R : Kekurangannya apa bu?

T : Sudah pas, udah bagus.

R : Ada saran untuk materi unit 2 hari ini bu?

T : Tidak mba, udah bagus.

R : Terimakasih Bu...

T : Sama-sama, mba.

.....

....

Interview 7

Unit 3

Day : Tuesday

Date $: 22^{nd}$ of May 2014

Time : 09.05-09.15 a.m.

R : Hello

S5 : Hello

R : Nama adik siapa?

S5 : Kayla

R : Bagaimana tadi pelajarannya?

S5 : Seneng

R : Tadi belajar tentang apa?

S5 : Buah dan warna

R : Materi yng disampaikan tadi mudah tidak?

S5 : Mudah.

R : Materi tadi ada yang susah tidak?

S5 : Tidak.

R : Suka nggak tadi belajar pakai *game*?

S5 : Suka.

R : Tadi seneng nggak sama nyanyiannya?

S5 : Seneng banget, miss...

R : Latihannya tadi mudah tidak?

S5 : Mudah, miss...

R : Latihan yang menulis tadi suka tidak?

S5 : Suka

R : Media yang digunakan tadi menarik tidak? Ada kartu

bergambar?

S5 : Menarik

R : Kegiatan apa yang adik suka hari ini?

S5 : game. Tadi seru miss..

R : Ada masukan atau tambahan nggak buat kegiatan hari ini?

S5 : Ndak miss...

R : Ok, Thank you, Mb Kayla...

S5 : Sama-sama Miss.

...

Interview 8

Unit 3

Day : Friday

Date : 23rd of My, 2014

Time : 09.15-09.25 a.m

R : Hello

S6 : Hello

R : Nama adik siapa?

S6 : Bilqiez

R : Bagaimana tadi pelajarannya?

S6 : Seru, miss...

R : Tadi belajar tentang apa?

S6 : Buah dan warna

R : Materi yang disampaikan menarik tidak?

S6: iya, menarik.

R : Materi tadi ada yang susah tidak?

S6: Tidak ada.

R : Adik bisa tidak kegiatannya?

S6 : Bisa.

R : Aktivitasnya menyenangkan tidak?

S6 : Menyenangkan.

R : Tadi suka nggak ketika belajar pakai *game*?

S6 : Suka

R : Paham nggak dik tadi ketika dijelasin pakai kartu bergambar?

S6: Paham.

R : Nyebutin nama bintang yang tadi pake tepuk tangan bagaimana dik, suka tidak?

S6 : Suka, miss... menyenangkan...

R : Kegiatan menulis nama binatang tadi bisa membuat adik latihan mengenal hewan dalam bahasa Inggris tidak?

S6 : Bisa.

R : Ada masukan atau tambahan nggak buat kegiatan hari ini?

S6 : Ndak miss...

R : Ok, thank you, Mba Bilqiez...

S6 : Ya Miss.

.....

• • •

Interview 9

Unit 3

Day : Friday

Date : 23rd of May 2014

Time : 09.30-09.40 a.m

R : Selamat pagi bu?

T : Selamat pagi.

R : Bagaimana penilaian ibu tentang materi yang disampaikan tadi?

T : Mengasyikkan,

R : Terlalu sulit tidak materinya tadi?

T : Tidak, anak-anak tadi bisa mengikuti

R : Bagaimana dengan instruksi-instruksinya bu? Apakah mudah

dipahami?

T : Ya, mudah

R : Bagaimana penilaian ibu dengan materi yang ada?

T : Materinya sudah bagus.

R : sudah sesuai untuk siswa TK?

T : Ya, sudah sesuai.

R : Bagaimana dengan respon siswa bu?

T : Siswa semngat mengikuti pelajarannya.

R : Apakah materinya sudah sesui dengan kemmpun dan kebutuhan

siswa bu?

T : Sudah, sudah cocok untuk anak-anak.

R : Siswa merasa senang dengan aktivitasnya?

T : Senang mereka aktif.

R : Apakah kegiatan permainan dengan bola tadi bisa membantu

siswa berkomunikasi dengan Bahasa Inggris?

T : Iya, mbak tadi anak bisa praktek mengenalkan diri pakai Bahasa Inggris.

R : Apakah siswa memahami instruksi dalam materi?

T : Ada yang paham, ada juga yang masih bingung...

R : Maksudnya bu?

T : Ya karena tiap anak punya kemampuan yang berbeda. Ada yang langsung bisa paham, ada juga yang lama.

R : Bagaimana dengan lagu-lagunya apakah bisa mempermudah anak-anak memahami materinya?

T : Mereka suka... Iya bisa mempermudah.

R : Kalau media yang digunakan dalam materi apakah sudah sesuai?

T : Sudah, bagus.

R : Kalau dilihat dari semuanya bagaimana dengan materi di unit 3 Bu?

T : Sudah bagus

R : Kekurangannya apa saja bu?

T : Sudah pas, udah bagus.

R : Ada saran untuk materi unit 3 hari ini bu?

T : Tidak mba, udah bagus.

R : Terimakasih Bu...

T : Sama-sama, mba...

APPENDIX E FIRST DRAFT

A guidebook for English Teacher

THE BASED THATHAGHING

For Kindergarten

Writer:

Zuyyinatul Farikhah



LIST OF CONTENTS

UNIT 1 "Hello, friends!"

UNIT 2 "I have a cat"



UNIT 3 "I like a red apple"







 Prepare the children to enter the class/menyiapkan siswa untuk memasuki kelas.



Make a line, please. Let's get in...



Let's get in... Let's get in...

o Greet the children/menyapa anak-anak.



Assalamu'alikum wr.wb. Good morning everyone. How are you?



Wassalamu'alaikum Wr.Wb. Good morning Mom. I'm fine and you?



I'm fine, too. Thanks you.

O Ask the children to pray/mengajak anak-anak untuk berdoa.



Before we start our class today, let's pray together. Everybody, are you ready?



Yes, I am ready!

"Rolling-rolling up up...



Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in...."



let's say a basmallah..



Bismillahirrahmanirrohim....

o Check the attendance/mengecek kehadiran.



Let's check your attendance.

Where is (Nana)... Where is (Nana)...Here I am 2x





ACTIVITY 1



 Greet the children and introduce yourself using a puppet/ Menyapa anak-anak dan perkenalkan diri menggunakan wayang.



Hello, children... My name's Miss. Zuyyi. Nice to meet you..



Hello Miss Zuyyi, nice to meet you too ..!

EXAMPLE:



HELLO! MY NAME'S......

Activity 3



 Ask the children to make a circle and sing a Hello song/Meminta siswa untuk membentuk lingkaran dan menyanyikan lagu Hello.



Do you know Hello song? Let's sing a song together.

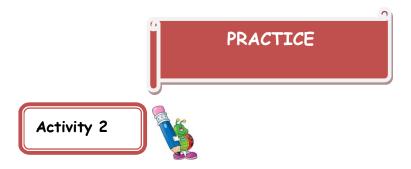
Hello song

Hello how are you?

Hello Hello ..

I'm good! I'm great! I'm wonderful!





 Children introduce themselves one by one using a puppet/Anak-anak memperkenalkan diri satu per-satu.



It's your turn to introduce yourself. Please come forward one by one and tell us your name.



Hello, My name's Kayla. Nice to meet you. My name is Azka.

Activity 4



 Ask children to wear a paper hat/Meminta siswa untuk menggunakan topi kertas.



Let's wear a paper hat and then introduce your new name.

Note: teacher can prepare the paper hat/ask children to make the paper hat together.

- Buatlah topi kertas dengan gambar sesuai tokoh favoritmu.
- Pakailah topi tersebut, kemudia n perkenalkan dirimu sesuai dengan tokoh yang ada di topimu.

❖ Perhatikan contoh yang akan diberikan Bapak/Ibu guru.

Topi Kertas

Alat dan bahan: Kertas, gunting, lem, dan gambar favorit.

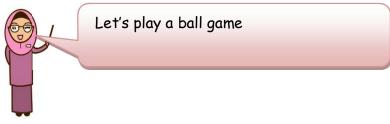
Cara membuat:

- 1. Potong kertas dengan bentuk persegi panjang, dengan lebar sekitar 6-10 cm dan panjang disesuaikan dengan lingkar kepala siswa.
- 2. Tempelkan gambar di bagian tengah kertas tersebut.
- 3. Rekatkan ujung-ujung kertas dengan lem.
- 4. Topi kertas sudah dapat digunakan.

The example:



o Then, ask children to play a ball game.



- 1. Siswa membentuk lingkaran besr dan 1 teacher berdiri di tengah.
- 2. Pertama, teacher memperkenalkan diri dengan mengucpkan "My name is"
- 3. Kemudian teacher melemparkan bola ke salah satu siswa. Siswa yang mendapatkan bola harus memperkenalkan diri dengan mengucapkan "My name is..."
- 4. Siswa yang sudah memperkenalkan diri melemparkan bola kepada siswa lainnya sampai semua siswa mendapat giliran memperkenalkan diri.
- 5. Setelah semua siswa memperkenalkan diri, permainan dilanjutkan ke tahap selanjutnya. Teacher ikut bergabung dalam lingkaran. Kemudian, teacher melemparkan bola kepada salah satu siswa dengan memanggil nama siswa tersebut lebih dulu.
- 6. Siswa yang mendapat bola harus melempar bola ke siswa lain dengan memanggil lebih dahulu.
- 7. Permainan dilanjut hingga selesai.



Reflection/refleksi



I think that we are running out of the time, so we should finish the class. Can you tell me what we have learned today?



OK. Thank you... any one else?

o Sing a good bye song/menyanyikan lagu "good bye".

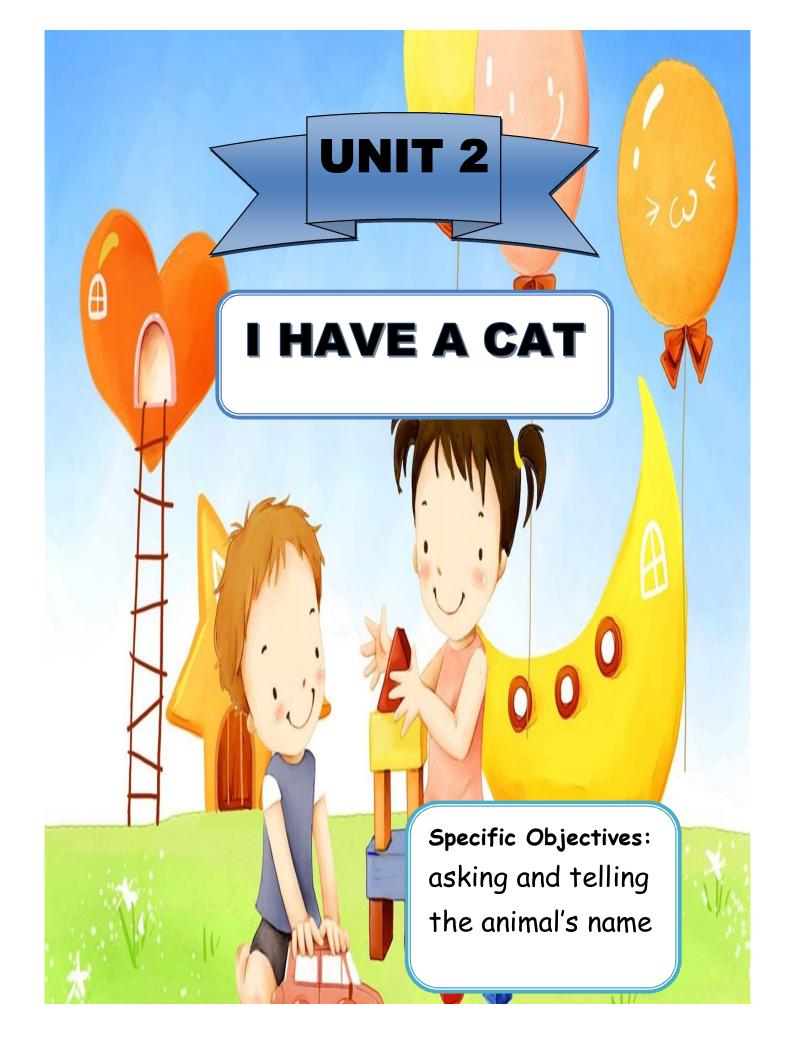


Let's sing a good bye song to closs the class.

Good bye Song

"Good bye good bye see you again
Good bye good bye see you my friends
Good bye good bye I have fun today..."







O Prepare the children to enter the class



Make a line please. Let's get in...



Let's get in... Let's get in....

o Prepare Greet the children/menyapa anak-anak.



Assalamu'alikum wr.wb. Good morning everyone. How are you?



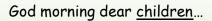
Wassalamu'alaikum Wr.Wb. Good morning Mom. I'm fine and you?



I'm fine, too. Thank you.

Good morning

Good morning to you 2x



God morning to you...

Good morning to you 2x

Good morning dear teacher

Good morning to you

O Ask the children to pray/mengajak anak-anak untuk berdoa.

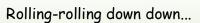


Before we start our class today, let's pray together. Everybody, are you ready?



Yes, I am ready!

"Rolling-rolling up up...



Rolling-rolling out out...

Rolling-rolling in...."





let's say a prayer/basmallah..



Bismillahirrhmanirrohim....

o Check the attendance/mengecek kehadiran.



Lets check your attendance!

Where is (Nana)... Where is (Nana)...Here I am 2x



PRESENTATION

ACTIVITY 1



 Teacher tell the children about animals name using flash cards/ Guru memberitahu siswa nama-nama hewan menggunakan kartu bergambar.



Now, let's see the picture. What is it? Good, this is a cow.



 Teacher retell the children about animal's name by claps the hand's to train the children for pronouncing the name/ Guru kembali memberitahu siswa tentang nama-nama hewan dengan menepuk kedua tangan untuk melatih anak dalam mengucapkan nama.



Now, repeat after me... LION

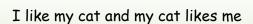
/ˈlaɪ.ən/



Ilustration

o Sing a song together

I have a cat as you can see



My little cat says miaow

Miaow miaow miaow miaow





o Do the writing excercise/Mengerjakan latihan menulis.

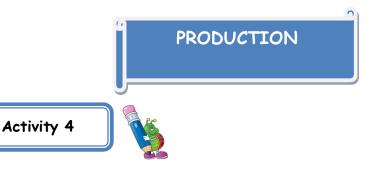


Now, we are going to learn how to write the animal's name. Miss will give you one. Ok? So, prepare your pencil. Please..!



Have you finished? Collect the paper, please!

OK, Good! Thank you..



o Tell children to play a wishpering game.



Do you know 'Wishpering' game? Let's play the game...

Wishpering Game

- 1. Buatlah 2 kelompok.
- 2. Masing-masing kelompok berbaris sesuai kelompok yang telah dibentuk.
- 3. Seluruh anggota kelompok hadap ke depan, kemudian siswa yang paling belakang dibisikan nama hewan. Setelah itu siswa yang paling belakang membisikkan gambar tersebut kepada teman di depanny sampi paling depan. Kemudian siswa yang pling depan memilih gambar yang paling sesuai dari yang telah disediakan.
- 4. Setelah itu, gambar yang diambil di tempel di papan sesuai kelompok masing-masing.
- 5. Setelah selesai bertanyalah berapa jumlah hewan yang kelompok lain miliki dengan menyanyikan lagu di bawah ini.

How many 3x birds do you have?

How many 3x sheeps do you have?

How many 3x cats do you have?





Reflection/refleksi



I think that we are running out of the time, so we should finish the class. Can you tell me what we have learned today?



OK. Thank you.... any one else?

o Sing a good bye song/menyanyikan lagu "good bye".



Let's sing a good bye song to close the class.



Good bye Song

"Good bye good bye see you again

Good bye good bye see you my friends

Good bye good bye I have fun today..."





 Prepare the children to enter the class/ Menyiapkan siswa untuk memasuki kelas.



Let's enter the class. Let's get in...



Let's get in... Let's get in...

o Greet the children/menyapa anak-anak.



Wassalamu'alaikum Wr.Wb. Good morning Mom. I'm fine and you?



Assalamu'alikum wr.wb. Good morning everyone. How are you?



I'm fine, too. Thank you.





Hello, hello

How are you? 3x

Hello, hello

How are you

I'm fine thank you

O Ask the children to pray/mengajak anak-anak untuk berdoa.



Before we start our class today, let's pray together. Everybody, are you ready?



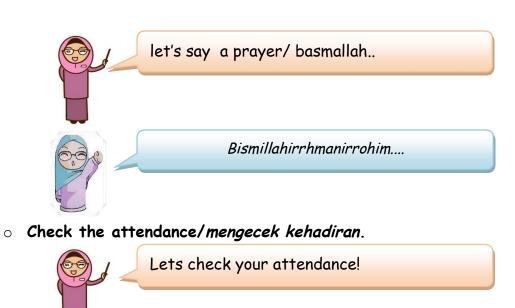
Yes, I am ready!

"Rolling-rolling up up...

Rolling-rolling down down...

Rolling-rolling out out ...

Rollina-rolling in...."



PRESENTATION





 Show the pictures about fruits and its names./memperlihatkan gambar-gambar buah dan namanya.



Let's see these pictures. What picture is it?

 Pronounce about the names of fruits followed by children/ melafalkan nama-nama buah diikuti oleh anak-anak.



This is a banana..

Activity 2



Sing "If you happy song" together with children/menyanyikan lagu
 "If you're happy" bersama dengan anak-anak.



Do you know "If you're happy song"? let's sing this song together.

If you're happy song...



If you're happy and you know it clap your hands *2x. If you're happy and you know it and you really want to show it, if you're happy and you know it clap you're hands

Note:

(clap your hands, shake your head, say horey)

PRACTICE

Activity 3



 Teacher tell the children the steps to play using color song/ Guru memberitahu langkah-langkah menggunakan lagu warna.



Now we are going to play the color song. If the songs stop in Blue color. Try to find a thing that has the correct color. Do you

Color Song



Blue....

I see something blue

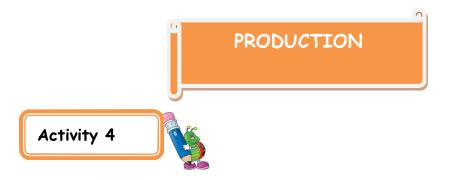
Blue, blue, blue,

I see something blue.

Find something blue....

*Blue, yellow, red, purple

I see colors everywhere....



 Teacher tell children to color the pictures in the paper/ Guru memberitahu siswa untuk meawarnai gmbar di dalam kertas.



Then, let's color the pictures in this paper?

CLOSING ACTIVITY

Reflection/refleksi



I think that we are running out of the time, so we should finish the class. Can you tell me what we have learned today?



OK. Thank you.... any one else?

o Sing a good bye song/menyanyikan lagu "Good Bye "



Let's sing a good bye song to close the class.

Good bye Song



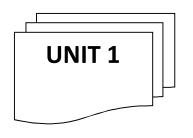
"Good bye good bye see you again

Good bye good bye see you my friends

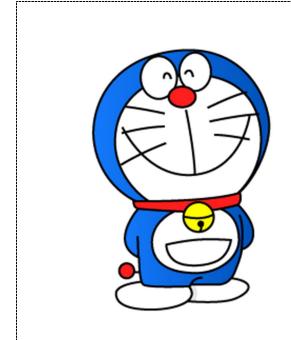
Good bye good bye I have fun today..."

APPENDICES





PAPER HAT SAMPLE PICTURES



DORAEMON



SIZUKA





PUTRI SOFIA





UNIT 2

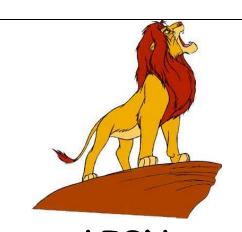
ANIMALS CARD



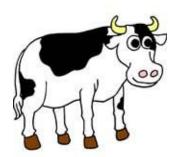
CAT /kæt/



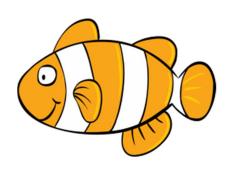
TIGER / tai.gə r /



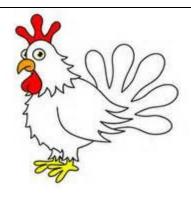
LION /ˈlaɪ.ən



COW/kau/



FISH /fɪʃ/



CHICKEN
/'tsik.en/



MONKEY
/ˈmʌŋ.ki/



HORSE /hairs/

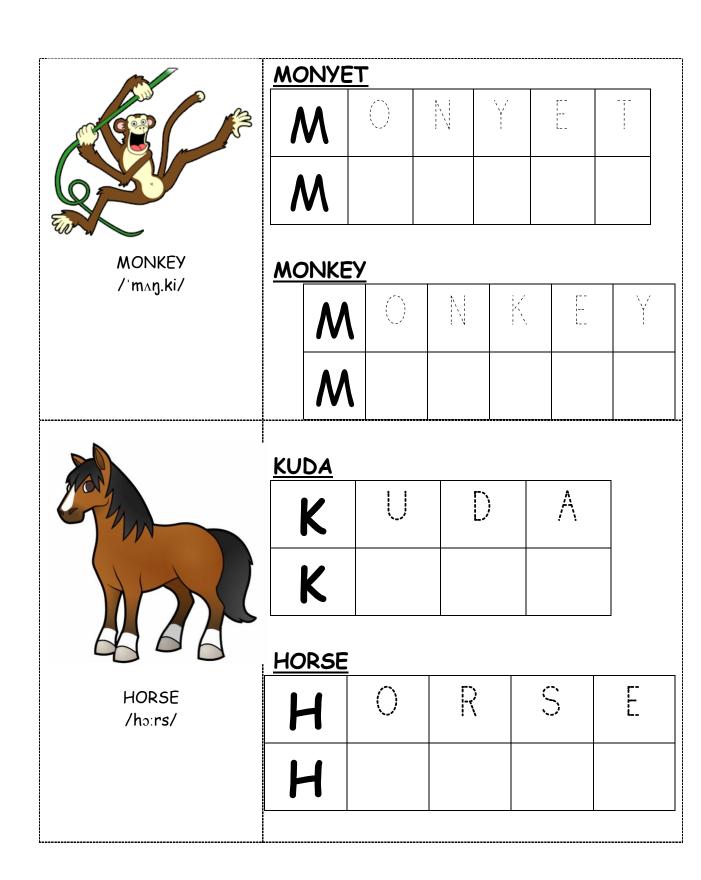


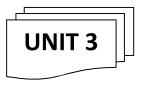
Bold the letters bellow and write down in the box.

	KUCING							
CAT /kæt/	K	K U C		1		G		
	K							
	CAT		-	С		',		
				C		`.		
	HARI	MAU						
	Н	/ \	[-\]	 ! ! ! !	N/I	<u> </u>		
TIGER /'tai.gar/	Н							
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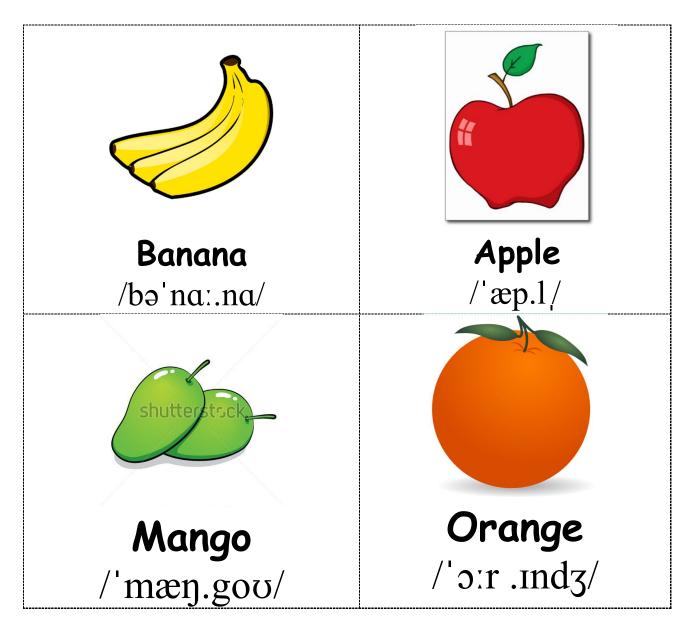
	5	<u>.</u>	1	1	0		A	
	S							
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LION /ˈlaɪ.ən/	L							
	SAPI							
	5							
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	<u>cow</u>							
COW /kaʊ/					C	0	\	
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FISH /fɪʃ/	<u>FISH</u>						
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			T				
	AYAM						
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	A						
CHICKEN	CHICK	<u>(EN</u>					
CHICKEN /'tʃik.en/	CHICK	CEN			K	E	N
					K		N. I. V.





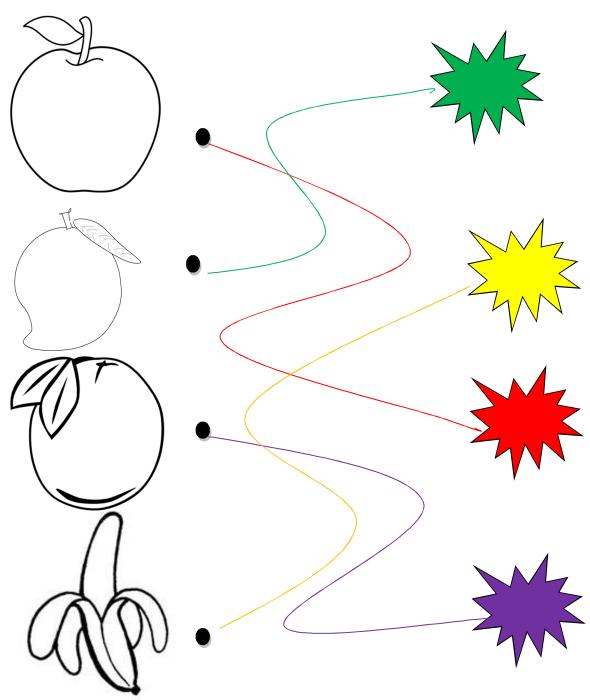
FRUIT CARDS



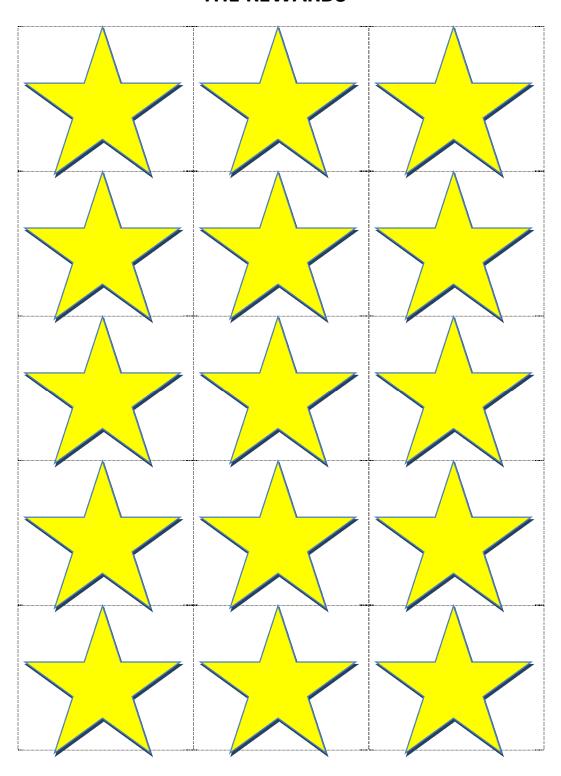
RED	
BLUE	
GREEN	
YELLOW	
PURPLE	

Name : _____





THE REWARDS



APPENDIX F FINAL DRAFT



a Guidebook

for Kindy Teacher

FUN&EASY ENGLISH



LIST OF CONTENTS

UNIT 1 "Hello, friends!"

UNIT 2 "I have a cat"



UNIT 3 "I Like a red apple"









 Prepare the children to enter the class/menyiapkan siswa untuk memasuki kelas.



Make a line, please. Let's get in...



Let's get in... Let's get in...

o Greet the children/menyapa anak-anak.



Assalamu'alikum wr.wb. Good morning everyone. How are you?



Wassalamu'alaikum Wr.Wb. Good morning Mom. I'm fine and you?



I'm fine, too. Thanks you.



O Ask the children to pray/mengajak anak-anak untuk berdoa.



Before we start our class today, let's pray together. Everybody, are you ready?



Yes, I am ready!



"Rolling-rolling up up...



Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in...."



let's say a basmallah..



Bismillahirrahmanirrohim....

o Check the attendance/mengecek kehadiran.



Let's check your attendance.

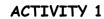


where is (Nana)... Where is (Nana)...Here I am 2x











 Greet the children and introduce yourself using a puppet/ Menyapa anak-anak dan perkenalkan diri menggunakan wayang.



Hello, children... My name's Miss. Zuyyi. Nice to meet you..



Hello Miss Zuyyi, nice to meet you too ..!

EXAMPLE:



HELLO! MY NAME'S.....





Activity 2



 Children introduce themselves one by one using a puppet/Anak-anak memperkenalkan diri satu per-satu.



It's your turn to introduce yourself. Please come forward one by one and tell us your name.



Hello, My name's Kayla. Nice to meet you. My name is Azka.

Activity 3



 Ask the children to make a circle and sing a Hello song/Meminta siswa untuk membentuk lingkaran dan menyanyikan lagu Hello.



Let's make a big circle.

Catatan: guru memberikan contoh "a big circle" menggunakan tangan.

"Make a big circle 3x....

Make a small circle 3x...

Make a big circle 3x...."







Do you know Hello song? Let's sing a song together.

Hello song

Hello Hello

Hello how are you?

I'm good! I'm great! I'm wonderful!



Activity 4



 Ask children to wear a paper hat/Meminta siswa untuk menggunakan topi kertas.



Let's wear a paper hat and then introduce your new name.

Note: teacher can prepare the paper hat/ask children to make the paper hat together.

- ❖ Buatlah topi kertas dengan gambar sesuai tokoh favoritmu.
- Pakailah topi tersebut, kemudia n perkenalkan dirimu sesuai dengan tokoh yang ada di topimu.
- Perhatikan contoh yang akan diberikan Bapak/Ibu guru.

The example:



o Then, ask children to play a ball game.



. Lets play a ball game



- 1. Siswa membentuk lingkaran besr dan 1 teacher berdiri di tengah.
- 2. Pertama, teacher memperkenalkan diri dengan mengucpkan "My name is"
- 3. Kemudian teacher melemparkan bola ke salah satu siswa. Siswa yang mendapatkan bola harus memperkenalkan diri dengan mengucapkan "My name is..."
- 4. Siswa yang sudah memperkenalkan diri melemparkan bola kepada siswa lainnya sampai semua siswa mendapat giliran memperkenalkan diri.
- 5. Setelah semua siswa memperkenalkan diri, permainan dilanjutkan ke tahap selanjutnya. Teacher ikut bergabung dalam lingkaran. Kemudian, teacher melemparkan bola kepada salah satu siswa dengan memanggil nama siswa tersebut lebih dulu.
- 6. Siswa yang mendapat bola harus melempar bola ke siswa lain dengan memanggil lebih dahulu.
- 7. Permainan dilanjut hingga selesai.



CLOSING ACTIVITY

Reflection/refleksi



I think that we are running out of the time, so we should finish the class. Can you tell me what we have learned today?



OK. Thank you... any one else?

o Sing a good bye song/menyanyikan lagu "good bye".



Let's sing a good bye song to closs the class.



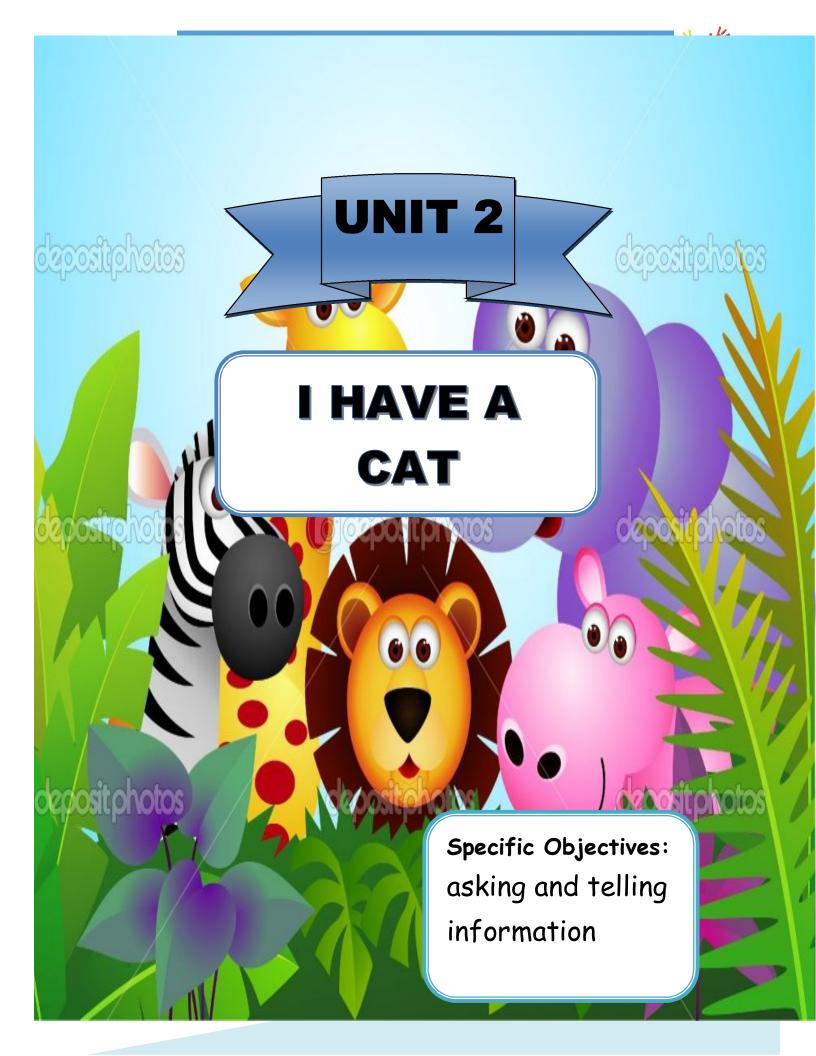
Good bye Song

"Good bye good bye see you again

Good bye good bye see you my friends

Good bye good bye I have fun today..."







OPENING ROUTINES

O Prepare the children to enter the class



Make a line please. Let's get in...



Let's get in... Let's get in....

o Prepare Greet the children/menyapa anak-anak.



Assalamu'alikum wr.wb. Good morning everyone. How are you?

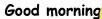


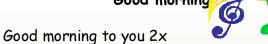
Wassalamu'alaikum Wr.Wb. Good morning Mom. I'm fine and you?



I'm fine, too. Thank you.







God morning dear children...

God morning to you...

Good morning to you 2x

Good morning dear <u>teacher</u>

Good morning to you

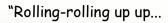
O Ask the children to pray/mengajak anak-anak untuk berdoa.



Before we start our class today, let's pray together. Everybody, are you ready?



Yes, I am ready!



Rolling-rolling down down ...

Rolling-rolling out out...

Rolling-rolling in...."





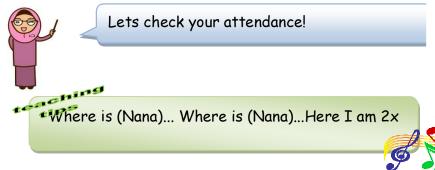
let's say a prayer/basmallah..





Bismillahirrhmanirrohim....

o Check the attendance/mengecek kehadiran.





ACTIVITY 1



 Teacher tell the children about animals name using flash cards/ Guru memberitahu siswa nama-nama hewan menggunakan kartu bergambar.



Now, let's see the picture. What is it? Good, this is a cow.



Activity 2



 Teacher retell the children about animal's name by claps the hand's to train the children for pronouncing the name/ Guru kembali memberitahu siswa tentang nama-nama hewan dengan menepuk kedua tangan untuk melatih anak dalam mengucapkan nama.



Now, repeat after me... LION

/ˈlaɪ.ən/



Ilustration

o Sing a song together



I have a cat as you can see

I like my cat and my cat likes me

My little cat says miaow

Miaow miaow miaow miaow





PRACTICE

Activity 3



o Do the writing excercise/Mengerjakan latihan menulis.



Now, we are going to learn how to write the animal's name. Miss will give you one. Ok? So, prepare your pencil. Please..!



Have you finished? Collect the paper, please!

OK, Good! Thank you..



PRODUCTION

Activity 5



Tell children to play a wishpering game.



Do you know 'Wishpering' game? Let's play the game...

Wishpering Game

- 6. Buatlah 2 kelompok.
- 7. Masing-masing kelompok berbaris sesuai kelompok yang telah dibentuk.
- 8. Seluruh anggota kelompok hadap ke depan, kemudian siswa yang paling belakang dibisikan nama hewan. Setelah itu siswa yang paling belakang membisikkan gambar tersebut kepada teman di depanny sampi paling depan. Kemudian siswa yang pling depan memilih gambar yang paling sesuai dari yang telah disediakan.
- 9. Setelah itu, gambar yang diambil di tempel di papan sesuai kelompok masing-masing.
- 10.Setelah selesai bertanyalah berapa jumlah hewan yang kelompok lain miliki dengan menyanyikan lagu di bawah ini.







o Reflection/refleksi



I think that we are running out of the time, so we should finish the class. Can you tell me what we have learned today?



OK. Thank you... any one else?

o Sing a good bye song/menyanyikan lagu "good bye".



Let's sing a good bye song to close the class.



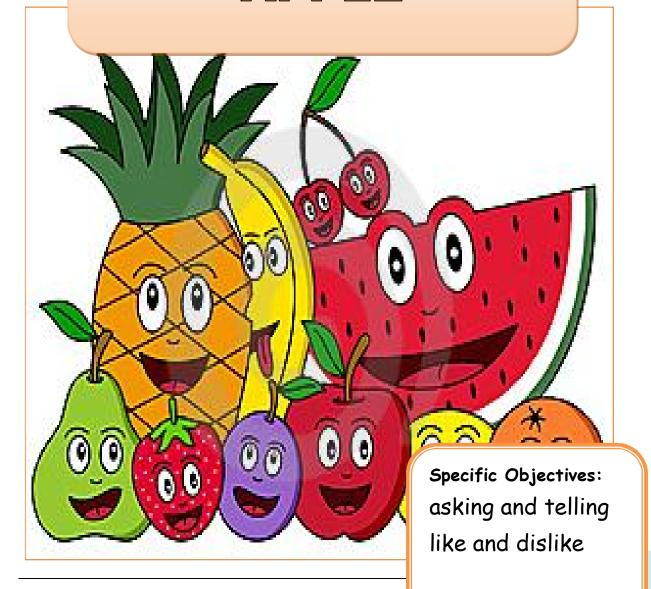


Good bye Song

"Good bye good bye see you again
Good bye good bye see you my friends
Good bye good bye I have fun today..."



I LIKE A RED APPLE





OPENING ROUTINES

 Prepare the children to enter the class/ Menyiapkan siswa untuk memasuki kelas.



Let's enter the class. Let's get in...



Let's get in... Let's get in...

o Greet the children/menyapa anak-anak.



Wassalamu'alaikum Wr.Wb. Good morning Mom. I'm fine and you?



Assalamu'alikum wr.wb. Good morning everyone. How are you?



I'm fine, too. Thank you.

THEME-BASED TEACHING MATERIALS





Hello, how are you?

Hello, hello



How are you? 3x

Hello, hello

How are you

I'm fine thank you

O Ask the children to pray/mengajak anak-anak untuk berdoa.



Before we start our class today, let's pray together. Everybody, are you ready?



Yes, I am ready!



"Rolling-rolling up up...

Rolling-rolling down down...

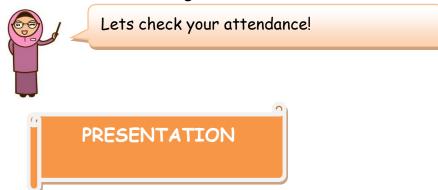
Rolling-rolling out out...

Rollina-rolling in...."





o Check the attendance/mengecek kehadiran.





 Show the pictures about fruits and its names./memperlihatkan gambar-gambar buah dan namanya.



 Pronounce about the names of fruits followed by children/ melafalkan nama-nama buah diikuti oleh anak-anak.

THEME-BASED TEACHING MATERIALS





This is a banana..

Activity 2



Sing "If you happy song" together with children/menyanyikan lagu
 "If you're happy" bersama dengan anak-anak.



Do you know "If you're happy song"? let's sing this song together.

If you're happy song...



If you're happy and you know it clap your hands *2x. If you're happy and you know it and you really want to show it, if you're happy and you know it clap you're hands

Note:

(clap your hands, shake your head, say horey)



PRACTICE

Activity 3

 Teacher tell the children the steps to play using color song/ Guru memberitahu langkah-langkah menggunakan lagu warna.



Now we are going to play using the color song. If the songs stop in Blue color. Try to find a thing that has the correct color. Do you understand?

Color Song

Blue....

I see something blue, Blue, blue, blue, blue, I see something blue....
Find something blue....

*Blue, yellow, red, purple
I see colors everywhere....







Activity 4



 Teacher tell children to color the pictures in the paper/ Guru memberitahu siswa untuk meawarnai gmbar di dalam kertas.



Then, let's color the pictures in this paper?

CLOSING ACTIVITY

Activity 6



o Reflection/refleksi



I think that we are running out of the time, so we should finish the class. Can you tell me what we have learned today?



OK. Thank you.... any one else?



o Sing a good bye song/menyanyikan lagu "Good Bye "



Let's sing a good bye song to close the class.

Good bye Song



"Good bye good bye see you again

Good bye good bye see you my friends

Good bye good bye I have fun today..."

REFERENCES

Maley, A. 1999. Games for children, Oxford University Press.

APPENDICES





PAPER HAT SAMPLE PICTURES



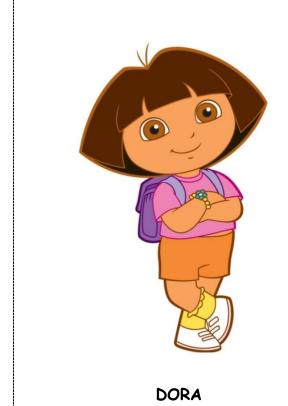
DORAEMON



SIZUKA

THEME-BASED TEACHING MATERIALS







PUTRI SOFIA









ANIMALS CARD



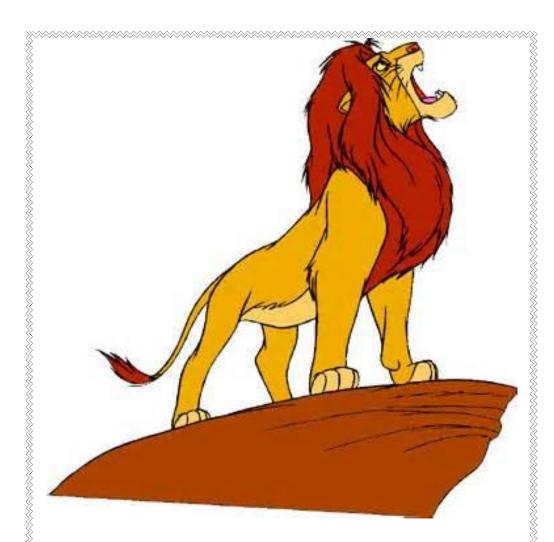
CAT /kæt/





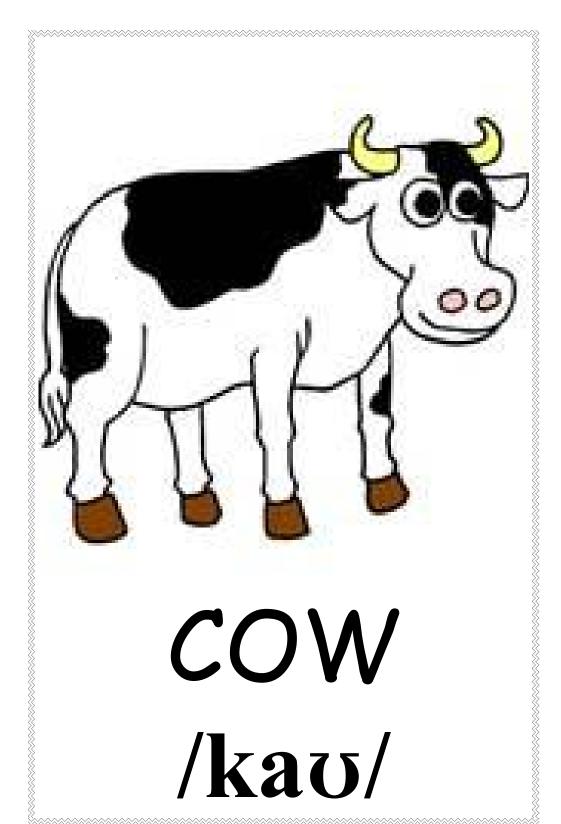
TIGER /'tai.gə r /



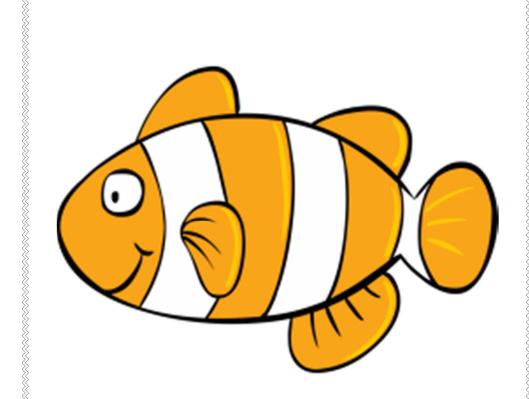


LION /'lai.ən



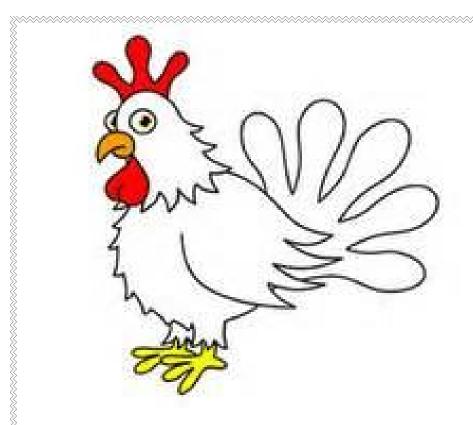






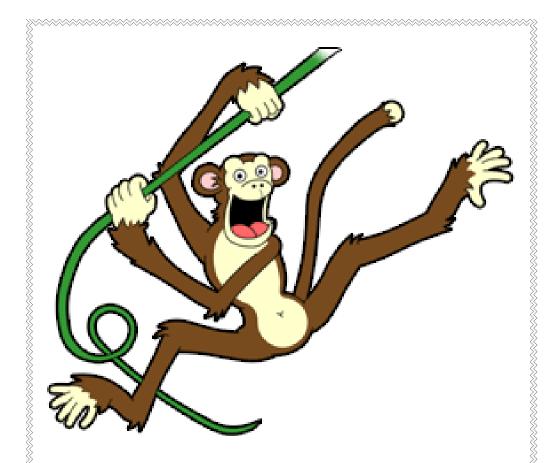
FISH /fiʃ/





CHICKEN /'tsk.en/





MONKEY /'mʌŋ.ki/







Name	:			
Class	:			



Bold the letters bellow and write down in the box.



CAT

C	^	
C		

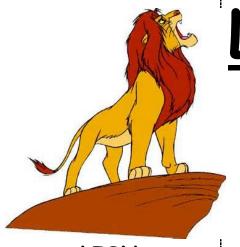
CAT /kæt/

TIGER / tai.gə r /

TIGER

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T		

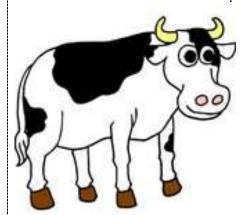




LION /ˈlaɪ.ən/

LION

L		k
L		



COW /kaʊ/

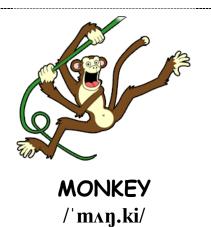
COW

C	\
C	



	FI	:5	<u>H</u>				
			F			;	
FISH /fɪʃ/			F				
			CH	<u> </u>	CI	(E	N
Sur Company	C	 	1		K	[[N
The state of the s	C						
CHICKEN /'tʃik.en/							





MONKEY

M	N 1 1 1 1 1 1 1 1 1	 	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
M			



HORSE /ha:rs/

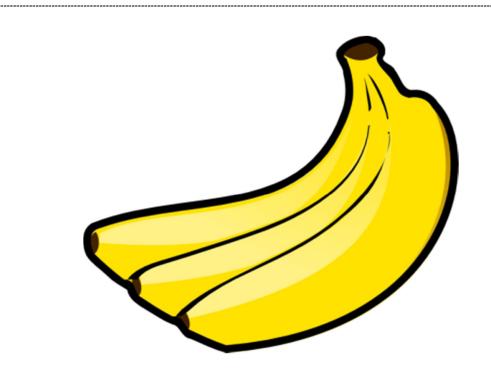
HORSE

Н	0	\bigcap	(J)	
Н				



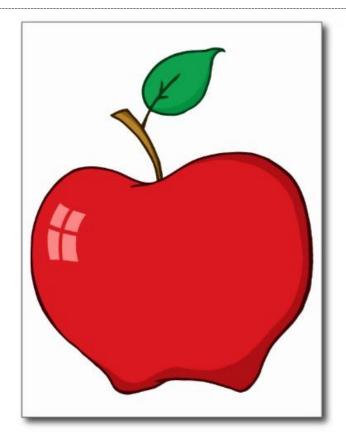


FRUIT CARDS



Banana/bə'na:.na/



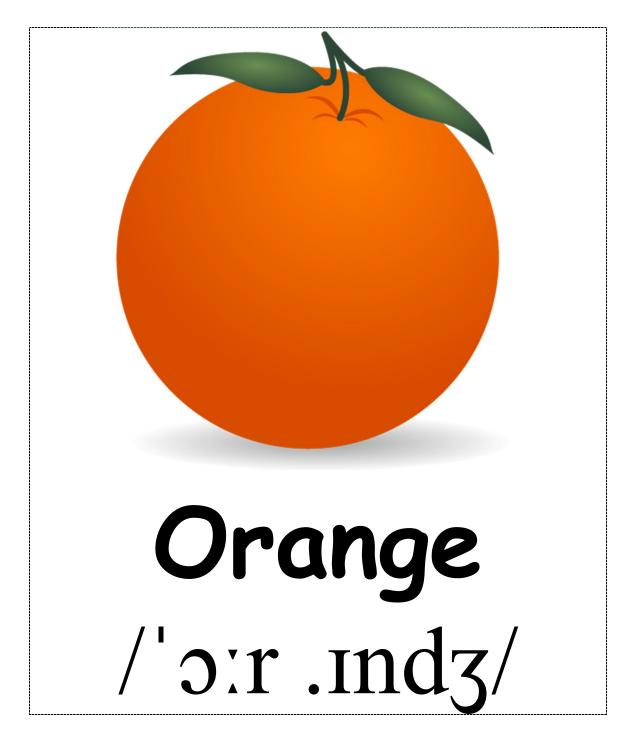


Apple/apple/









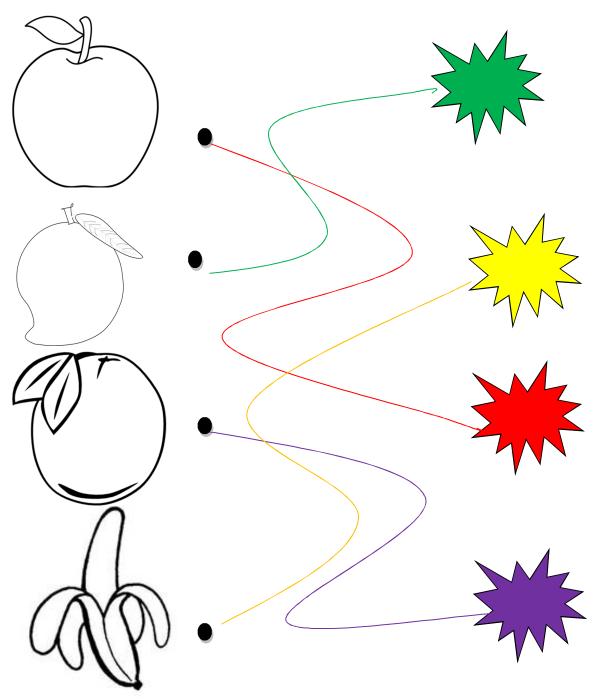


RED		
BLUE		
GREEN		
YELLOW		
PURPLE		
BLACK		



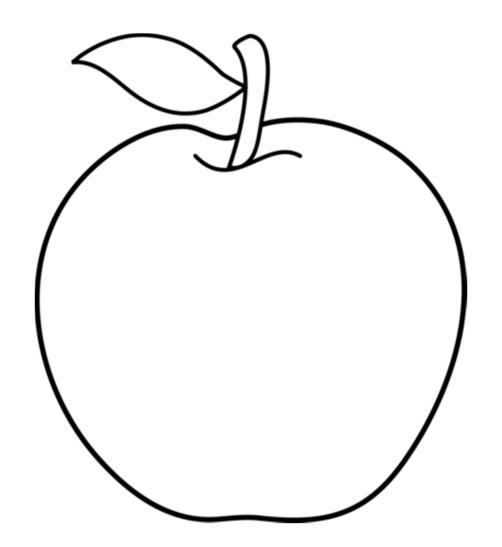
Name : _____





Name:									





a red apple

Name: _____





a green manggo

Name: _____

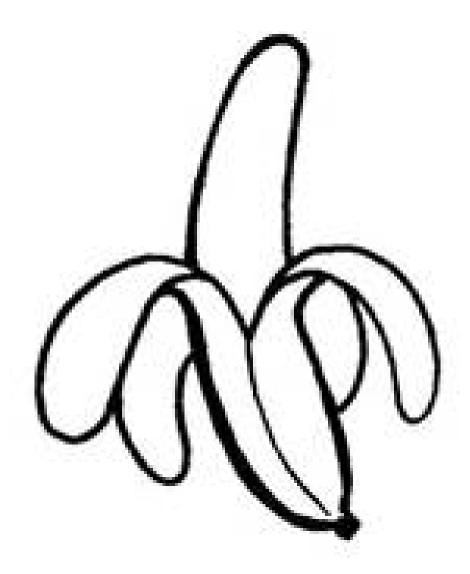




a purple grape

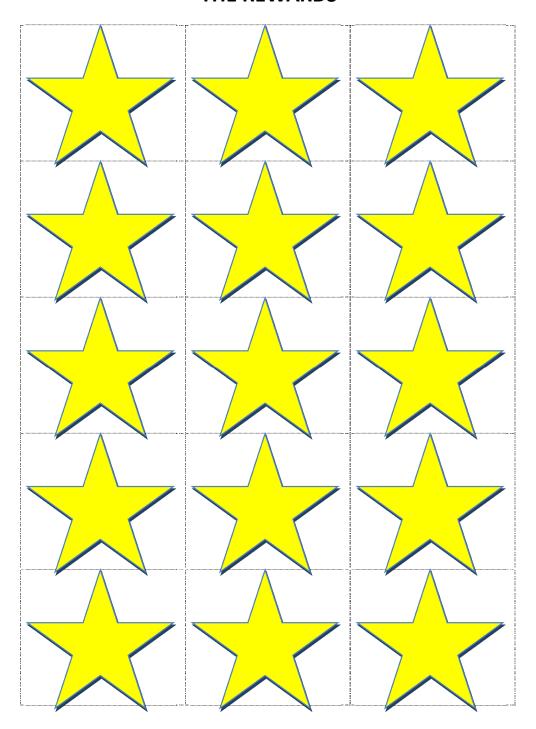
Name:	
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a yellow banana

THE REWARDS



APPENDIX G CURRICULUM OF KINDERGARTEN

APPENDIX H LETTERS

PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN



Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241,515865,515866,562682

Fax (0274) 555241

EMAIL: perizinan@jogjakota.go.id

HOT LINE SMS: 081227625000 HOT LINE EMAIL: upik@jogjakota.go.id

WEBSITE: www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR:

070/1712

3186/34

Membaca Surat

: Dari Dekan Fak. Bahasa dan Seni - UNY

Nomor: 590b/UN34.12/DT/V/2014

Tanggal:08/05/2014

Mengingat

: 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan,

Kedudukan dan Tugas Pokok Dinas Daerah

2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas

Dinas Perizinan Kota Yogyakarta;

3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;

4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan

pada Pemerintah Kota Yogyakarta; 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan,

Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Diijinkan Kepada

: Nama

ZUYYINATUL FARIKHAH

NO MHS / NIM : 08202244058

Pekerjaan

Mahasiswa Fak. Bahasa dan Seni - UNY Kampus Karangmalang, Yogyakarta

Alamat

Penanggungjawab : Nury Supriyanti, M.A.

Keperluan

,: Melakukan Penelitian dengan judul Proposal : DESIGNING ENGLISH TEACHING AND LEARNING MATERIALS THROUGH

"THEME BASED TEACHING" AT TK ABA JOGOKARYAN

Lokasi/Responden

Kota Yogyakarta

Waktu

13/05/2014 Sampai 13/08/2014

Lampiran

: Proposal dan Daftar Pertanyaan

Dengan Ketentuan

: 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta

(Cq. Dinas Perizinan Kota Yogyakarta)

2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat

3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan

Pemerintah dan hanya diperlukan untuk keperluan ilmiah

4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya

ketentuan -ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi

bantuan seperlunya

Tanda tangan Pemegang Izin

FARIKHAH

Tembusan Kepada:

Yth. 1. Walikota Yogyakarta(sebagai laporan)

2. Ka. Dinas Pendidikan Kota Yogyakarta

Kepala TK ABA Jogokaryan Yogyakarta

INTA Dikeluarkan di

Yogyakarta

pada Tanggal O:

DINAS Kepala Dinas Perizinan

Drs. HERI KARYAWAN NIP. 19591114 198903 1 004

APPENDIX I PHOTOES

UNIT 1





UNIT 2









UNIT 3







